

# 38th 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). Our conference is designed to provide professionals and students with educational experience in current research, theories, and clinical techniques in audiology and speech-language pathology. Our hope is that all attendees 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 two extended short courses; one in audiology and one in speech-language pathology.

The brochure cover illustrates our host facility, Hilton Memphis, and other well-known Memphis landmarks. The cover art is by John Swearingen, Head of the Audiology and Speech Pathology Library at The University of Memphis.

We have several companies and organizations from all over the country who will be exhibiting their products and services. Posters will be displayed on Friday, March 28th. Proceeds from the Silent Auction will be donated to The Hope House, a non-profit agency committed to family-centered, community-based, coordinated care for children ages six weeks through six years who are infected or affected by HIV and AIDS. You will also have the opportunity to sign letters 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 for those who wish to participate. We are especially proud to host Mr. Kim Peek as our Keynote Luncheon Speaker. Known as the real "Rain Man," Mr. Peek will speak on respecting differences and celebrating diversity.

Planning is underway for a new facility to house the School of Audiology and Speech-Language Pathology at The University of Memphis. The two-building complex will also house the Loewenberg School of Nursing. This Health Sciences complex will be located on the University's Park Avenue Campus at Park and Getwell. Initial planning funds for the new facility were approved by the State Legislature in May, 2007. Planning/Design will be developed by Askew, Nixon, Ferguson of Memphis. The design phase should be complete by 2009, with plans to move into the new facility by Fall Semester, 2011.

We invite you to help us in celebrating this 38<sup>th</sup> year of the Mid-South Conference on Communicative Disorders.

2008 Program Coordinators  
Sarah Lowder and Shelly Lehnies

## Keynote Luncheon

Mr. Kim Peek, the real "Rain Man," will deliver the Keynote Address on Friday, March 28th. The film *Rain Man*, released in 1988 and starring Dustin Hoffman, brought Kim instant celebrity. Kim and his father, Fran Peek, travel around the country to deliver Kim's own mission statement: "Recognize and respect differences in others." Kim's story is one of an extraordinary individual who has helped millions all over the world to appreciate the uniqueness of each human being. Through our association with individuals with disabilities, we learn more about ourselves and how we can better advocate for people with exceptional learning needs. ASHA 0.1, AAA 0.1

## Short Course Presenters

**Kenn Apel** is Professor of Communication Disorders at The Florida State University, Tallahassee, Florida, and a Fellow of ASHA. His research and teaching interests deal with typical and non-typical language and literacy development, with a specific focus on reading and spelling and the underlying linguistic components that support development of these skills. He is Editor for *Language, Speech, and Hearing Services in the Schools* and has served as a guest editor for *Topics in Language Disorders*. Dr. Apel has authored or co-authored numerous peer-reviewed articles, books, book chapters, software programs, and a spelling instructional curriculum.

**Dolores E. Battle** is Professor of Speech-Language Pathology at Buffalo State College, Buffalo, New York, where she is also Senior Advisor to the President for Equity and Campus Diversity. Dr. Battle has served as President of the International Association of Logopedics and Phoniatrics and is former president of ASHA. She was Editor of *Communication Disorders in Multicultural Populations*, now in its third edition. Dr. Battle has published widely in communication disorders in multicultural populations and college students with disabilities and has made over 100 presentations to national and international professional organizations.

**Marlene Bagatto** is an Audiologist at the National Centre for Audiology at the University of Western Ontario (UWO), London, Ontario, Canada. She specializes in clinical research related to the Desired Sensation Level (DSL) Method for the prescription of hearing instruments. Dr. Bagatto provides clinical services to infants involved in the Ontario Infant Hearing Program at the H.A. Leeper Speech and Hearing Clinic at UWO. She also serves as the Amplification Consultant and Instructor for the Ontario Ministry of Children and Youth Services' Infant Hearing Program. In December 2006, Dr. Bagatto was awarded a Canadian Networks of Centres of Excellence Young Innovators Award for her research on hearing aid fitting procedures for infants to recognize the innovative nature of the research and her extensive success in transferring the research results to clinicians.

**Janina Casper** is a co-founder of the Syracuse Voice Center and co-author of *Understanding Voice Problems: A Physiological Perspective for Diagnosis and Treatment* (third edition) and *Clinical Manual for Laryngectomy and Head and Neck Cancer Rehabilitation*, with RH Colton (second edition). She has been the author and co-author of over 50 peer-reviewed publications, books or book chapters, mostly concerned with the voice and its disorders. After retiring from active clinical practice, she continues to pursue research with the members of the Syracuse Voice Center. Throughout her career, Dr. Casper has consistently shared her knowledge and expertise through presenting workshops, invited lectures, presentations at conventions and symposia in the US and abroad.

**Albyn Davis** taught for nine years at The University of Memphis and 23 years at University of Massachusetts where he retired as Professor Emeritus in 2007. Dr. Davis has written textbooks on aphasia and related language disorders. He co-developed the PACE therapy procedure for aphasia. He has investigated clinical interactions and discourse production, and his most recent research consisted of the study of psycholinguistic processing by aphasic individuals, which has been presented at conferences in Italy and Belgium. He chaired the Clinical Aphasiology Conference and was an associate editor of the *Journal of Speech, Language, and Hearing Research*. His current plans include writing and occasional lecturing in his new home of New York City.

**Joel C. Kahane** is Professor in the School of Audiology and Speech-Language Pathology at The University of Memphis. He is also Clinical Associate Professor of Otolaryngology and Head-Neck Surgery in The University of Tennessee Health Sciences Center and is involved in craniofacial clinics and head-neck cancer programs in the Mid-South region. Dr. Kahane practices in an otolaryngology clinic where he is involved in the care of persons with organically based speech deficits and disorders of the upper airway and larynx. He has published extensively in the area of anatomy and physiology of the speech and voice mechanisms. He teaches graduate courses in anatomy and physiology and in the clinical areas of voice, craniofacial, and head-neck cancer rehabilitation. He holds the Certificate of Clinical Competence in Speech-Language Pathology and is a Fellow of ASHA.

**Cathy Lazarus** is Director of Speech and Hearing, Bellevue Hospital Center and Assistant Professor in the Department of Otolaryngology, New York University School of Medicine. Dr. Lazarus was Co-Chair of the Special Interest Division 13 Steering Committee, Swallowing and Swallowing Disorders and has also served on several ASHA committees that have resulted in LC approved ASHA documents on swallowing. Her primary research focus includes swallowing disorders in head and neck cancer patients and swallowing treatment. Dr. Lazarus is currently conducting an NIH funded clinical trial examining two types of exercise programs in oral cancer patients.

**Patricia McCarthy** is Professor of Audiology in the Department of Communication Disorders and Sciences and an Affiliated Scientist in the Department of Otolaryngology and Bronchoesophagology at Rush University in Chicago. She is also a faculty member of the Au.D. Distance Learning Program, Central Michigan/Vanderbilt University. She was awarded the AAA Clinical Educator Award (2004) and the President's Distinguished Service Medal (2001). She is Co-Editor of the classic textbook *Rehabilitative Audiology: Children and Adults*. Her research, writing, clinical and teaching interests have focused on adult audiologic rehabilitation for the past 25 years.

**Judy Montgomery** is Professor of Special Education and Literacy at Chapman University in Orange, California. She is a Board Recognized Specialist in Child Language with research interests in communication disabilities, vocabulary interventions, response to intervention, and collaborative service delivery models. She is former President of ASHA and has also served as President of United States Society for Augmentative and Alternative Communication (USSAAC) and the California Council of Administrators of Special Education (CA CASE). She currently serves as the Global Clinical Coordinator for the Special Olympics Healthy Hearing Program and the 2008 Editor of *Communication Disorders Quarterly* published by PROED.

**Brenda Ryals** is Professor in Communication Sciences and Disorders at James Madison University. Her research focuses on auditory plasticity and the neural and functional consequences of hair cell regeneration. The National Institute on Deafness and Other Communication Disorders (NIDCD) of the NIH, and the Department of Veterans Affairs has funded her research since 1984. She has published over 100 scientific articles and abstracts, eight book chapters and has given more than 75 presentations in the US, Japan, Russia and Western Europe. She is currently Editor-in-Chief of the *Journal of the American Auditory Society – Ear and Hearing*.

**Michael Valente** is Professor of Clinical Otolaryngology and Director of Adult Audiology at Washington University School of Medicine. He received his Ph.D. from the University of Illinois at Urbana-Champaign in 1975. His editorial responsibilities include the *Journal of the American Academy of Audiology* where he is the Assistant Editor-Amplification, *American Journal of Audiology*, *Journal of the American Auditory Society – Ear and Hearing* and the *International Journal of Audiology* where he is Editor at Large. He has edited several textbooks for Thieme Medical Publishers regarding selecting hearing aids, hearing aid performance, hearing aid limitations, and diagnosis and treatment in audiology.

**J. Scott Yaruss** is Associate Director of the Department of Audiology and Communication Disorders at Children's Hospital of Pittsburgh and Associate Professor in the Department of Communication Science and Disorders at the University of Pittsburgh. A Board-Recognized Specialist and Mentor in Fluency Disorders, Dr. Yaruss also co-directs the Stuttering Center of Western Pennsylvania. His research examines the linguistic, motoric, and temperamental factors that contribute to the development of stuttering in young children. He also conducts research on methods for evaluating treatment outcomes in stuttering. Dr. Yaruss has published more than 35 papers in peer-reviewed journals, as well as more than 75 other articles, papers, chapters, and a book on treating school-age children who stutter.

**David Zapala** is Assistant Professor of Audiology at the Mayo Medical School and a Senior Consultant in Audiology at the Mayo Clinic in Jacksonville, Florida where he specializes in auditory and vestibular diagnostics. Dr. Zapala is a graduate of The University of Memphis. Prior to joining the Mayo Clinic, he worked for 11 years at Methodist Hospitals of Memphis. Dr. Zapala's current research interests include evaluating new techniques in balance assessment - specifically the VEMP and subjective judgments of horizontal or vertical, case selection effects on the efficacy of vestibular rehabilitation, and mathematical modeling of hearing performance.

# 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*		SC-4 <i>Management of Swallowing Disorders in Head and Neck Cancer Patients</i> Cathy Lazarus			
8:30	<i>Part I: Assessing Spelling as Part of a Literacy Evaluation and</i>  <i>Part II: Using Spelling Instruction to Improve Literacy Outcomes</i>  Kenn Apel	<i>Vestibular Evoked Myogenic Potentials and Labyrinthine Syndromes</i>  David Zapala	SC-3 <i>Fitting Hearing Aids to Infants and Young Children</i>  Marlene Bagatto		MS-1 <i>Aug Comm: Never Let the Dust Settle!</i> J. McGuire J. Cunningham		
10:00					***Discover ME limited space, requires advance registration .		
10:30					SC-5 <i>Anatomy &amp; Physiology: It's More Than Labeling Figures and Memorizing Tables</i>	MS-3*** <i>Discover ME: A Movement Education Program</i>	MS-4 Graduate Student Forum
10:45					MS-2 <i>Connect! New Phonak Wireless Technology</i>		
12:00			Shannon Wooten Motsett	Joel C. Kahane	Jamie Goldring	David Wark	
12:15	<b>Luncheon in Tennessee Ballroom A</b>						
1:30	<b>Awards Luncheon</b>						
1:45*	MS-5 <i>Selecting Social Communication Goals for Individuals with ASD</i> Julie Cleary	MS-6 <i>Balance, Cognitive, &amp; Hearing Screening for the Elderly</i> L. Vaughn, C. Higdon, S. Lopez, M. Martinez	MS-7 <i>Unique Features of Sound Contrasts in Phonology</i> Megan-Lynette Richmond	MS-8 <i>Auditory Brainstem Responses: Troubleshooting...</i> Sam Atcherson	MS-9 <i>The Process of Supervision in the Clinical Education of Audiologists</i> L. Lucks Mendel		
3:15							
3:30	SC-6 <i>Multiculturalism, Language and Literacy: Evidence for Practice</i> Dolores E. Battle	MS-10 <i>Working with Teachers to Improve Kids' Performance: The SLP's Role</i> Jean Blosser	SC-7 <i>Selection, Verification and Validation of Hearing Aid Performance in Adults</i> Michael Valente	SC-8 <i>So You Want to be a Voice Clinician!</i> Janina Casper	MS-11 <i>Audiology Services and the School-Aged Child</i> Donna Smiley		
5:00							
5:30	<b>The University of Memphis Alumni Reception - 5:30-7:00 - Director's Row 6</b>					Alumni Reception	

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

# Friday At-A-Glance

	Tennessee B	Tennessee C	Tennessee D-E	Southeast A-B	Southeast C	Director's Row 6
8:00	SC-9			SC-11		<b>Poster Sessions: Presenters Q &amp; A Session</b>
8:30	<i>A Brief Overview of Some Current Thoughts about Preschool Children Who Stutter</i> J. Scott Yaruss	SC-10		<i>Mental Processing of Language for Communication</i>  G. Albyn Davis	MS-13	
9:00		<i>Hair Cell Regeneration: What is the Potential for Therapeutic Intervention?</i>  Brenda Ryals	MS-12		<i>Enhance Your Career: For the New and Established Professional</i>  Maurice I. Mendel	
10:00						
10:30						
10:45*		MS-14 <i>Aging and Communication</i>  Kenneth Sakauye	MS-15 <i>The Modified Barium Swallow Studies Go to School: ...</i>  Memorie Gosa	MS-16 <i>Pre- and Post-Implant Assessment of Performance</i>  L. Lucks Mendel K. Shaughnessy	MS-17 <i>Sensory Processing/ Dynamic Activities:...</i> J. Balderson, M.G. Benemerito, L. Martin, L. Powers	<b>Posters Displayed</b>
12:15	<b>Keynote Luncheon in Tennessee Ballroom A and B Mr. Kim Peek Recognize and Respect Differences in Others</b>					
2:30*		SC-12 <i>Does Adult Audiologic Rehabilitation Work? A Review of the Evidence</i>  Patricia McCarthy	MS-18 <i>Ethics: It is More Than Common Sense</i>  David R. Denton	SC-13 <i>Models of RtI for SLPs</i>  Judy Montgomery	MS-19 <i>Behavior Analytic Approaches... Autism and Severe Disabilities</i> D.F. Bicard, L. Baylot-Casey, S. Bicard	<b>Posters Displayed</b>
4:00						
4:30						

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

## Wednesday

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

REGISTRATION

Lobby Annex

## Thursday

7:30 am

COFFEE & PASTRIES

Tennessee Grand Foyer and 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

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

SILENT AUCTION

Southeast Foyer

## Thursday Short Courses and Mini Seminars:

### Extended Short Course 1

#### Assessing Spelling as Part of a Literacy Evaluation and Using Spelling Instruction to Improve Literacy Outcomes

**Kenn Apel, Ph.D., CCC-SLP**, The Florida State University

**8:00-12:00 Tennessee B**

Spelling is influenced by an individual's knowledge of multiple linguistic factors (phonemic awareness, orthography, semantics, morphology) and the ability to store adequate mental representations. In addition, the success of students' academic, vocational, and social endeavors often hinges on their literacy abilities. In this extended short course, the linguistic factors underlying written English and methods for assessing students' spelling abilities as they relate to literacy development will be reviewed. Strategies and procedures for improving students' spelling abilities and, as a by-product, their word-level reading abilities will also be discussed. Newer, research- and theory-based instructional or intervention approaches will be reviewed and practical experiences provided. (I) ASHA 0.35

### Extended Short Course 2

#### Vestibular Evoked Myogenic Potentials and Labyrinthine Syndromes

**David Zapala, Ph.D.**, Mayo Clinic, Mayo Medical School

**8:00-12:00 Tennessee C**

Vestibular evoked myogenic potentials contribute to the standard audiologic and vestibular evaluation by allowing the clinician to stratify patients into vestibular syndromes. The talk will review common vestibular syndromes, and show how syndrome type correlates with presenting symptoms and diagnoses. (I) ASHA 0.35, AAA 0.35, ABA 3.5

### Short Course 3

#### Fitting Hearing Aids to Infants and Young Children

**Marlene Bagatto, Au.D.**, University of Western Ontario

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

By fitting infants with appropriate amplification at an early age we have an opportunity to take a developmental rather than a remedial approach to aural habilitation. This presentation will include details of how ABR threshold estimates are used in the prescription as well as information about the importance of utilizing real-ear-to-coupler difference (RECD) values in the process. Selection and verification considerations when fitting hearing instruments to the pediatric population, including a review of the updates included in the new DSL *m[i/o]* v5 prescriptive algorithm will be presented. Strategies for verifying hearing instruments for infants and young children will also be discussed. (I) ASHA 0.2, AAA 0.2

### Short Course 4

#### Management of Swallowing Disorders in Head and Neck Cancer Patients

**Cathy Lazarus, Ph.D., CCC-SP, BRS-S**, New York University School of Medicine

**8:00-10:00 Southeast A-B**

This session will provide an in depth review of swallowing disorders in patients with cancers of the head and neck and upper thoracic region treated with surgery or chemoradiotherapy. Assessment and management strategies including treatment efficacy will be reviewed in a radiographic case based format. Current research and practice implications will be discussed. (I) ASHA 0.2

### Mini Seminar 1

#### Augmentative Communication: Never Let the Dust Settle!

**Jenny McGuire M.A., CCC-SLP** and **Jennifer Cunningham OTR/L**, The STAR Center, Jackson, TN

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

A speech-generating device (SGD) can enable communication of wants and needs, improve speech and language skills, encourage social interaction, expand educational and vocational opportunities, and increase independence. However, in order to achieve these goals, the individual's experience with the SGD must be successful. There are several steps involved in this process, including selection of an appropriate SGD, seeking funds for the recommended equipment, getting the SGD set up with appropriate and motivating vocabulary, training the communicator, caregivers and other professionals, and maintaining interest so the SGD does not end up in the closet!

(I) ASHA 0.15

### Short Course 5

#### **Anatomy and Physiology: It's More Than Labeling Figures and Memorizing Tables**

**Joel Kahane, Ph.D., CCC-SLP**, The University of Memphis

**10:15-12:15 Southeast A-B**

Many of us view our course in anatomy and physiology of the speech mechanism as another prerequisite- some as a "rite of passage." But this subject matter is far more than that: it is a gateway to understanding the majesty of the machinery of speech and voice production and an invaluable set of tools for resolving perplexing problems that express themselves as clinical issues. This short course will highlight concepts in craniofacial biology, upper airway mechanics and neuroscience that may not have been addressed in your previous academic experiences, but which are essential for asking relevant questions and resolving clinical uncertainties.

(I) ASHA 0.2

### Mini Seminar 2

#### **Connect! New Phonak Wireless Technology**

**10:45-12:15 Tennessee D-E**

**Shannon Wooten Motsett, M.A., CCC-A**, Pediatric and FM Specialist, Phonak

Explore the newest wireless technology. Schools have made MicroLink the standard for FM due to Phonak's consistent upgrades in technology and services, providing ultimate solutions for schools. Solutions for all auditory applications will be discussed.

(I) ASHA 0.15, AAA 0.15

### Mini Seminar 3

#### **Discover ME: A Movement Education program**

**Jamie Goldring**

**10:45-12:15 Southeast C**

In this innovative workshop, Speech-Language Pathologists 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. Learn to teach essential Skills That Create the Foundation for Learning! Emphasis will be placed on sensory integration and proprioception. **LIMITED TO 35 PARTICIPANTS-PLEASE SEE REGISTRATION FORM**

(I) ASHA 0.15

### Mini Seminar 4

#### **Graduate Student Forum**

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

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

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 5

#### **Selecting Social-Communication Goals for Individuals with Autism Spectrum Disorders**

**Julie E. Cleary, Ph.D., CCC-SLP**, The University of Memphis

**1:45-3:15 Tennessee B**

This course will provide participants with strategies for describing the social-communication profiles of individuals with autism spectrum disorders. In addition, this session will describe how to select meaningful, purposeful goals and how to determine appropriate learning contexts and intervention strategies based on the individual's needs.

(I) ASHA 0.15

### Mini Seminar 6

#### **Balance, Cognitive, and Hearing Screening for the Elderly**

**Lollie Vaughan, Ph.D., CCC-SLP, Carolyn W. Higdon, Ph.D., CCC-SLP, Melissa Martinez, M.A., CCC-A**, University of Mississippi and **Susan Lopez, M.A., CCC-A**, Purdue University

**1:45-3:15 Tennessee C**

Falls cause the majority of injuries for the elderly. Attend this session to learn simple methods for the office setting useful for screening for balance, cognitive, and hearing problems. Participants will learn about surprising findings from a pilot screening project from the University of Mississippi involving over 40 participants age 65 years and over.

(I) ASHA 0.15, AAA 0.15

### Mini Seminar 7

#### **Unique Features of Sound Contrasts in Phonology™ (SCIP™): An Evidence-Based Treatment Program for Phonological Disorders by A. Lynn Williams Ph.D.**

**Megan-Lynette Richmond, M.S., CCC-SLP**

**1:45-3:15 Tennessee D-E**

This course will present information on advances in theories and models of phonological intervention and available technology. Discussion will include current intervention models along with unique features of a software intervention program: Sound Contrasts in Phonology (SCIP™). Demonstrations of individual treatment materials for the five contrastive intervention approaches will be provided.

(I) ASHA 0.15

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

### Mini Seminar 8

#### **Auditory Brainstem Responses: Troubleshooting, Common Clinical Errors, and Solutions**

**1:45-3:15 Southeast A-B**

**Samuel Atcherson, Ph.D.**, The University of Arkansas at Little Rock/University of Arkansas for Medical Sciences

Auditory brainstem response (ABR) testing requires that examiners have basic technical knowledge of their equipment and knowledge of auditory system anatomy and physiology in order to avoid both operator error and clinical mistakes. This presentation will focus on troubleshooting, highlight common clinical errors, and suggest applicable solutions.

(I) ASHA 0.15, AAA 0.15

### Mini Seminar 9

#### **The Process of Supervision in the Clinical Education Process**

**Lisa Lucks Mendel, Ph.D., CCC-A**, The University of Memphis

**1:45-3:15 Southeast C**

The process of supervision is complex, challenging, and fundamental to education in Audiology. In this miniseminar, specific types of effective and constructive feedback are described along with how often feedback should be given and in what format it should be provided.

Ways to enhance communication among supervisors, students and University faculty are also discussed.

(I) ASHA 0.15, AAA 0.15

### Short Course 6

#### **Multiculturalism, Language and Literacy; Evidence for Practice**

**Dolores E. Battle, Ph.D.**, Buffalo State College, Buffalo, New York

**3:30-5:30 Tennessee B**

This session will provide an opportunity to examine the evidence that supports what we know or think we know about the relationship between cultural and linguistic diversity and the development of literacy, and language development and language disorders. Attendees will examine the available evidence for appropriate assessment and intervention programs for CLD children and youth with language/literacy disorders. Hands-on exercises and materials will enhance the learning and understanding of the concepts to be examined.

(I) ASHA 0.2

### Mini Seminar 10

#### **Working with Teachers to Improve Kid's Performance: The SLP's Role**

**Jean Blosser Ed.D., CCC-SLP**, Progressus Therapy

**3:30-5:00 Tennessee C**

This session provides specific strategies that SLPs can use when working with teachers to determine students' communication needs within the classroom setting, evaluate teachers' communication manner and style during instructional activities, and recommend individualized strategies that can be implemented during the RtI process or for achieving carryover of skills that are targeted during speech-language intervention.

(I) ASHA 0.15

### Short Course 7

#### **Selection, Verification, and Validation of Hearing Aid Performance in Adults**

**Michael Valente, Ph.D.**, Washington University School of Medicine

**3:30-5:30 Tennessee D-E**

This presentation will provide an overview of the recent AAA Guideline for selecting, verifying, and validating hearing aid fittings for adults and how this guideline can be implemented into a busy practice. This protocol includes a) a comprehensive audiometric evaluation; b) loudness discomfort measures in dB SPL near the TM; c) assessment of motivation; d) counseling on hearing aid options including microphone and signal processing options; e) electroacoustic measures of hearing aid performance; f) unaided and aided outcome measures; g) real ear performance for linear signal processing, nonlinear signal processing and RESRh) loudness judgments for speech at 50, 65, and 80 dB SPL.

(I) ASHA 0.2, AAA 0.2

### Short Course 8

#### **So You Want to be a Voice Clinician**

**Janina K. Casper, Ph.D., Professor Emeritus**, SUNY Upstate Medical University

**3:30-5:30 Southeast A-B**

This short course will be heavily focused on introducing and teaching a variety of clinical voice therapy techniques. However, you will learn not only the techniques, but when to use them and why. Prior to attending the session, the attendee may want to review the anatomy and physiology of the vocal folds and voice production. The information will be applied to make sense of why a person's voice may sound like it does and to think about what kinds of techniques to apply. Participants will also learn how to teach those techniques and how to know if they are working.

(I) ASHA 0.2

### Mini Seminar 11

#### **Audiology Services and the School-Aged Child**

**Donna Fisher Smiley Ph.D., CCC-A**, Arkansas Children's Hospital, Conway Public Schools

**3:30-5:00 Southeast C**

If you see school age children in your audiology practice, this session will highlight some of the issues that need to be considered as you deliver audiology services to this portion of your client base. Questions to be covered include: What does the most recent reauthorization of school law say about audiology services in schools? What considerations do you need to make if you recommend and/or dispense hearing assistive technology to school age clients including hearing aids? What type of information do schools need about students who are deaf or hard of hearing?

(I) ASHA 0.15 AAA 0.15

## Friday

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

7:30 a.m.

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

8:00 a.m. - 4:30\* p.m.

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

\*2:30 p.m.

REGISTRATION

COFFEE & PASTRIES

EXHIBITS

SILENT AUCTION

POSTERS DISPLAYED

SILENT AUCTION BIDDING ENDS

Lobby Annex

Tennessee Grand Foyer and Southeast Foyer

Tennessee Grand Foyer

Southeast Foyer

Director's Row 6

Southeast Foyer

## Friday Short Courses and Mini Seminars:

### Short Course 9

#### **A Brief Overview of Some Current Thoughts about Preschool Children Who Stutter**

**J. Scott Yaruss, Ph.D., CCC-SLP**, University of Pittsburgh, Children's Hospital of Pittsburgh

**8:00-10:00 Tennessee B**

Recent years have seen tremendous changes in how the field of fluency disorders, particularly in regards to the treatment of preschool children who stutter. Traditionally, treatment has focused primarily on working with parents to change the child's communication environment. New developments have led many stuttering specialists to work more directly with the children themselves, both to enhance speech fluency and to improve communication attitudes. This presentation will explain how these changes help clinicians improve their treatment of preschool children who stutter.

(I) ASHA 0.2

### Short Course 10

#### **Hair Cell Regeneration: What is the Potential for Therapeutic Regeneration?**

**Brenda M. Ryals, Ph.D.**, James Madison University

**8:30-10:30 Tennessee C**

This presentation is designed for non-biologists who want to learn more about the cellular and molecular mechanisms which underlie future directions for therapeutic intervention and/or prevention of hearing loss. The presentation will review basic cell biology, mechanisms of the cell cycle and genetic mechanisms in cell fate determination. Recent advances in the use of stem cells and gene therapy in the mammalian cochlea will be reviewed. Finally, functional changes in hearing based on evidence from mammalian and avian models will demonstrate the feasibility of these approaches for the restoration of hearing.

(I) ASHA 0.2, AAA 0.2

### Mini Seminar 12

#### **Anatomy and Physiology for Audiologists**

**Bruce Fetterman, M.D.**

**9:00-10:30 Tennessee D-E**

This presentation will review the anatomy and physiology of the auditory system relevant to audiologic practice including the outer, middle, and inner ear, as well as common pathologies that may affect hearing. Central pathways will also be briefly reviewed. Emphasis will be placed on middle ear and cochlear structures.

(I) ASHA 0.15, AAA 0.15

### Short Course 11

#### **Mental Processing of Language for Communication**

**G. Albyn Davis, Professor Emeritus**, University of Massachusetts

**8:00-10:00 Southeast A-B**

The study of mental structures and processes involved in the use of language in communicative contexts is called cognitive pragmatics. This presentation analyzes clinical studies that are consistent with the themes of this branch of psycholinguistics, and it contrasts this research with common methods that describe communicative behavior of patients with acquired aphasia and other disorders. Paradigms of cognitive psychology (off-line and on-line) have been applied to the study of the abilities to go beyond the literal (inference) and derive meaning in relation to context (e.g., metaphor and sarcasm).

(I) ASHA 0.2

### Mini Seminar 13

#### **Enhance Your Career: For the New and Established Professional**

**Maurice I. Mendel, Ph.D.**, The University of Memphis

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

Take this job and love it! Learn ways to use your interests and abilities to contribute to the professions, further your education, develop new programs and keep your creativity and enthusiasm high. Topics such as becoming a life-long learner, sharpening your leadership skills, contributing to the future of the profession through active participation and mentoring, and achieving balance will be highlighted during the session. The information presented will be useful to both the junior and the experienced professional in the fields of audiology and speech-language pathology.

(B) ASHA 0.15, AAA 0.15

### Mini Seminar 14

#### **Aging and Communication**

**Kenneth Sakauye, M.D.**, The University of Tennessee Health Sciences Center

**10:45-12:15 Tennessee C**

Communicating with the elderly is often difficult. A variety of reasons exist, ranging from functional psychiatric disorders, sensory impairment, socioeconomic differences (communication styles), to neurogenic causes like Alzheimer's Disease. Once the cause is identified, the disorders require a variety of approaches from attention to meta-communication issues to the use of adaptive appliances like hearing aids or computers. This talk will involve a selective review of some of the communication aids that are available, and present a series of case examples will exemplify effectiveness of different communication strategies.

(I) ASHA 0.15, AAA 0.15

### Mini Seminar 15

#### **The Modified Barium Swallow Studies Go to School: Interpretation and Application of MBS Findings for the School SLP**

**Memorie M. Gosa, M.S., CCC-SLP**, The University of Memphis

**10:45-12:15 Tennessee D-E**

This session will review pediatric swallowing function. It will present common causes of dysphagia for school age children and present footage of MBS studies that illustrate normal and impaired swallowing function. Finally, it will address strategies to treat dysphagia in school age children.

(I) ASHA 0.15, AAA 0.15

### Mini Seminar 16

#### **Pre- and Post- Implant Assessment of Performance: Suggestions for a Comprehensive Test Battery**

**10:45-12:15 Southeast A-B**

**Kathryn Lynn Shaughnessy, Au.D., CCC-A**, and **Lisa Lucks Mendel, Ph. D., CCC-A**, The University of Memphis

Cochlear implant manufacturers provide guidelines regarding pre- and post-implant performance assessment in their protocols. However, minimal evidence is reported in the literature supporting the use of such protocols. This presentation reviews current assessment practices and provides recommendations on protocol modifications that may enhance the evidence base.

(I) ASHA 0.15, AAA 0.15

### Mini Seminar 17

#### **Sensory Processing/ Dynamic Activities and their Impact on Traditional Speech and Language Therapy**

**Laura S. Martin, M.A., CCC-SLP**, The University of Memphis; **Jessica Balderson, M.A., CCC-SLP**, **Marwyn G. Benemerito, OTR/L**, and **Lauren Powers, M.A., CCC-SLP**, Therapy Hut, Cordova, Tennessee

**10:45-12:15 Southeast C**

This course will present common misconceptions of Sensory Processing/Dynamic Activities (SP/DA) and common misdiagnoses. General principles of Sensory Integration Disorder will be presented in addition to the CHIPS approach. The use of SP/DA in conjunction with traditional speech and language therapy can elicit attention to task, increase ability for motor planning, and ultimately facilitate progress on goals which can lead to faster discharge from services. Techniques will be presented for therapists to incorporate into their practice.

(I) ASHA 0.15

### Short Course 12

#### **Does Audiologic Rehabilitation Work? A Review of the Evidence**

**Patricia McCarthy, Ph.D.**, Rush University, Chicago

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

World-wide contemporary health care practices are being shaped by the demand for evidence of successful outcomes as the result of the intervention or treatment. Patients, third party payers, government and accrediting agencies are requiring evidence that treatments are indeed efficacious and reflect best patient care practices. Consequently, there is increasing pressure to integrate evidence-based practice (EBP) into clinical decision making in audiology. In this session, the current research evidence regarding the efficacy of adult audiologic rehabilitative procedures will be presented. (I) ASHA 0.2, AAA0.2

### Mini Seminar 18

#### **Ethics: It is More Than Common Sense**

**2:30-4:00 Tennessee D-E**

**David R. Denton, J.D., M.A., CCC-SLP**, American Speech-Language Hearing Association, Rockville, Maryland

Every year audiologists and speech-language pathologists are disciplined, often harshly, by professional associations and state regulatory agencies for ethical violations. When confronted about their misconduct, many of them assert they didn't know that their conduct was problematic or unethical. Audiologists and speech-language pathologists need to develop a sensitivity to ethics and acquire decision-making strategies when confronted with ethical quandaries. One without the other is insufficient. This session will employ case scenarios that represent ethical dilemmas and illustrate practical means the busy practitioner can employ to respond in an ethically responsible manner.

(I) ASHA 0.15, AAA 0.15

### Short Course 13

#### **Models of RtI for SLPs**

**Judy Montgomery, Ph. D., CCC-SLP**, Chapman University, Orange California

**2:30 - 4:30 Southeast A-B**

Response to Intervention (RtI) provides intervention before assessment to determine if students can benefit from more intensive general education instruction instead of special education. Outlined in IDEA 2004, RtI is revolutionizing education. Speech language pathologists have been highly successful using RtI models for students with speech sound disorders (SSD) and language and reading challenges.

(I) ASHA 0.20

### Mini Seminar 19

#### **Behavior Analytic Approaches to Teaching Language to Children with Autism and Severe Disabilities**

**2:30- 4:00 Southeast C**

**David F. Bicard, Ph.D., BCBA**, **Laura Baylot-Casey, Ph.D., LPC, NCC, NCSP**, and **Sara Bicard, BCBA**, The University of Memphis

Parents of children with autism and severe disabilities have increasingly requested "ABA" services for their children, especially in the area of language development. This presentation will explain the basic tenants of behavior analysis, describe terms, and discuss the methods and procedures that comprise a behavior analytic approach to teaching language.

(I) ASHA 0.15

## Posters:

Displayed 8:00-4:00 Friday in Director's Row 6 Presenters are available from 8:00 a.m. to 10:00 a.m. (I) ASHA 0.10

### **Lexical Frequency in the Speech of Caregivers, Typical Children, and Children with SLI**

**Anne S. Warlaumont, Linda D. Jarmulowicz, and Sarah M. Lowder,** The University of Memphis

### **The Clinical Relevance of "Directedness" in Speaker-Listener Interactions**

**Douglas F. Parham,** The University of Memphis

### **Reliability of the Penetration-Aspiration Scale for Use with Infants and Young Children**

**Memorie M. Gosa,** LeBonheur Children's Medical Center, **Lindsay M. Powers,** University of Mississippi, **Debra Suiter,** The University of Memphis, **Frederick Palmer,** The University of Tennessee, **Carrie K. Temple** and **Mario Petersen,** LeBonheur Children's Medical Center

### **Intellectual Disabilities and Hearing Loss: Undetected, Un-served, Under-Treated**

**Gilbert R. Herer, Ph.D., CCC-A,** George Washington University, and **Judy Montgomery, Ph.D., CCC-SLP,** Chapman University

### **Utility of Clinical Swallow Examination Measures for Determining Aspiration in Infants and Young Children**

**Debra Suiter,** The University of Memphis, **Memorie M. Gosa,** LeBonheur Children's Medical Center, **Lindsay M. Powers,** University of Mississippi, **Frederick Palmer,** The University of Tennessee, **Carrie K. Temple** and **Mario Petersen,** LeBonheur Children's Medical Center

## 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 (\$105), 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 **March 12, 2008**.

Reservation requests after this date are subject to availability, and rates higher than the group rate may apply.

## Continuing Education

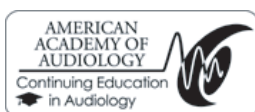
NSSLHA-The University of Memphis is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. This program is offered for a maximum of 1.3 CEUs (various levels; professional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

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.

This Continuing Education activity represents 3.5 continuing education hours toward the American Board of Audiology recertification requirements.

\* 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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# Mid-South Conference on Communicative Disorders Registration Form

**COMPLETE THIS ENTIRE FORM (TYPE OR PRINT) (ONE PER PERSON)**

If you received a brochure or postcard, please list the 3 or 4 digit ID number on the mailing label \_\_\_\_\_

Please keep my ASHA number on file for future reference. My ASHA number is \_\_\_\_\_

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Middle Initial \_\_\_\_\_ Maiden/Other Name \_\_\_\_\_ Title \_\_\_\_\_

Address \_\_\_\_\_ City/State/Zip \_\_\_\_\_

E-mail Address\* \_\_\_\_\_ Telephone \_\_\_\_\_ Fax \_\_\_\_\_

\*Do you wish to receive E-mail information about other area conferences?  Yes  No

Are you a University of Memphis Alumnus?  Yes  No

Place of Employment or University (for badge purposes) \_\_\_\_\_

Primary Area of Practice (for handout preparation):

Audiologist  Speech Pathologist  Other

Student (check all that apply):  Undergraduate  Graduate  SLP  AUD

<b>Registration Fees:</b>	<b>Postmarked by 2/28/2008</b>		<b>After 2/28/2008</b>	
	<b><u>One Day</u></b>	<b><u>Both Days</u></b>	<b><u>One Day</u></b>	<b><u>Both Days</u></b>
Professionals:	\$90.00	\$130.00	\$115.00	\$155.00
Full-time Student:	\$40.00	\$ 40.00	\$ 40.00	\$ 40.00
*Student Group(4 or more):	\$30.00 (each)	\$ 30.00 (each)	\$ 30.00 (each)	\$ 30.00 (each)

**Day(s) Attending:**  Thursday  Friday  Both Days

Registration Fee \$ \_\_\_\_\_ (Student or Professional)

Awards Luncheon: Thursday \$ \_\_\_\_\_ (\$12.50)

Keynote Luncheon: Friday \$ \_\_\_\_\_ (\$15.00)

Total Amount \$ \_\_\_\_\_

**I wish to attend Mini Seminar 3, Discover ME (limited to 35 participants)**  
(Your nametag and receipt will indicate if you are registered for this mini seminar)

**Method of Payment:**  Check  Purchase Order # \_\_\_\_\_  Please send me an E-mail Confirmation.

**Please make checks payable to the NSSLHA Mid-South Conference and return this form to: Heidi Bramble, Mid-South Conference, 807 Jefferson Avenue, Memphis, TN 38105. A receipt and nametag will be mailed to you. To avoid delays at the conference, please be sure your payment amount is accurate. Please bring your nametag with you to the conference.**

**This is a change of address.** ( If you have had a change of address, and will not be attending the conference, please e-mail a change of address to nsslha@memphis.edu with "Heidi Bramble" as the subject so we can advise you of upcoming events.)

If you need special arrangements, please contact Heidi Bramble by March 13, 2008.

Is this your first time attending the Mid-South Conference?  Yes  No

**CANCELLATION POLICY:** A full refund will be available before March 13, 2008 by making a request in writing to NSSLHA either by mail, fax, or e-mail. After that date a refund minus \$25 will be given with notice of cancellation. No refunds will be available after March 26, 2008. **Refund requests made via answering machine will not be acknowledged.** All refund payments will be made after the conference.

**Groups** must send registration materials together. Each group member will need to complete a separate registration form.

**If paying by purchase order,** please include a list of attendees covered by payment. If you have any questions, please call Heidi Bramble at (901)678-5800, e-mail nsslha@memphis.edu with "Heidi Bramble" as the subject heading, or FAX (901)525-1282.