

54th Annual Mid-South Conference on Communicative Disorders ASHA Learning Outcomes, Agendas, Biographies, Abstracts

Thursday, February 29, 2024

MS 1: *Building Partnerships and Instilling Hope through Mutual Respect and Shared Decision-Making with Clients and Families Living with Aphasia*
0.35 ASHA CEU + 30-minute break. **8:00am-12:00pm**

Abstract: Partnerships are essential in maximizing aphasia rehabilitation outcomes. We will explore principles of engagement and offer opportunities to reflect, strengthen, and refine your partnership skills with clients and their families. Stories will be used to deepen our listening, empathy, and reflective practice. This is an interactive workshop rooted in reflection and shared experiences.

Learning Outcomes:

1. Demonstrate components of clinical engagement and describe how this influences therapeutic outcomes aphasia rehabilitation (i.e., listening, empathy, reflective practice, feelings, emotional labor). Discuss how differential SSD diagnosis can inform the therapy approach)
2. Demonstrate the value of perspective taking from different viewpoints (e.g., client, family, and clinician) through story listening, small group discussion, reflective journaling, and role play.
3. Identify at least three tools to use provide the client and family to provide input into goal development through shared decision-making

Time Ordered Agenda:

- 10 minutes – Introduction, disclosures, resetting ourselves for being ready for the workshop
- 30 minutes – Perspective Taking to build partnerships – Metaphor of the dance
- 20 minutes – Impact of having aphasia on the individual and the family
- 15 minutes – Break
- 20 minutes – Evidence-based work for clinical engagement in persons and families with aphasia
- 15 minutes –Therapeutic alliance and relationship-centered care
- 20 minutes – Listening and perspective taking activity
- 20 minutes – The importance of clinical engagement how a clinician’s behaviors influence therapeutic outcomes in aphasia intervention
- 20 minutes – Story as a means to develop relationship
- 15 minutes – Break
- 20 minutes – Instilling hope and empowerment shared decision-making and tools for goal development to support partnerships
- 20 minutes – Ending the partnership
- 15 minutes – Looking ahead and Q & A

Biography:

Katie Strong, Ph.D., CCC-SLP leads the Strong Story Lab at Central Michigan University where she explores how clinicians can support people with aphasia rebuild their identity by co-constructing stories about who they

are. She is deeply committed to the Life Participation Approach to Aphasia and sees a critical need for supporting mental health and well-being of people impacted by living with aphasia and cognitive-communication disorders. Dr. Strong is a Tavistock Aphasia Scholar and an ASHA Fellow. She has trained teams in stakeholder-engaged research as a PCORI Funded Project BRIDGE Midwest Regional Coordinator and is currently a member of the Friendship and Aphasia Team which has a research agenda to increase social connectedness in persons living with aphasia. She has over 30 years of experience as a certified speech-language pathologist providing clinical services to individuals with acquired neurogenic communication disorders. Dr. Strong's professional activities include: Council of Academic Programs in Communication Sciences and Disorders Board President-Elect, Aphasia Recovery Connection Mod Squad Facilitator, Virtual Connections for Aphasia Facilitator, and Aphasia Access Conversations Podcast Host.

MS 2: How to Build Background Knowledge for More Meaningful Therapy Sessions

0.2 ASHA CEU

8:00-10:00am

Abstract: Background knowledge is chronically overlooked but is an essential component to having meaningful therapy sessions with practical carryover. Students are often asked to perform challenging linguistic tasks to which they have no prior knowledge or even associated ideas to pull from! This inadvertently begins the cycle of guessing and blank stares. Taking the time to equip students with needed background knowledge can be the difference between an effective therapy session and a dud.

Learning Outcomes:

1. State the importance of background knowledge.
2. Identify causes of lack of background knowledge.
3. State at least three methods to build background knowledge.

Time Ordered Agenda:

- 5 min - Introduction
- 15 min - The background on Background Knowledge
- 20 min - Meaningful background knowledge and how to find it
- 20 min - Live walkthroughs and examples
- 20 min - Examples of background knowledge in practice
- 20 min - Participant activity to find background knowledge sources/materials
- 20 min - Questions/Closing

Biography:

Maureen Wilson M.S., CCC-SLP has been a school-based SLP for over a decade. She has been presented at ASHA, as well as other state and collegiate events. Maureen authors the blog the Speech Bubble SLP where she shares ideas to support other SLPs by harnessing the power of literacy and data to have more meaningful and effective language therapy. She is also the owner/operator of The Speech Bubble SLP TpT store and Swivel Scheduler, the therapy planning and data collection tool for school-SLPs.

MS 3: Connect and Discover / Amplify Your Audiology Appointments

0.35 ASHA CEU + 30-minute break

8:00am-12:00pm

Abstract: The first session will focus on current technologies used by Deaf/Hard of Hearing individuals including remote microphone technologies, apps, captioning and interpreting options online. The second session

will focus on how to ensure that your office space is Deaf/Hard of Hearing-friendly. We will explore accessibility as well as attitudes.

Learning Outcomes:

1. Participants will be able to name three (3) ways that patients can use their smartphone to access media either auditorily or with visual support.
2. Participants will self-reflect about two (2) implicit biases that they may not have realized they had prior to this training. Describe ways to implement culturally responsive practices that can be applied in clinical settings and professional interactions.
3. Participants will describe three (3) ways they can improve accessibility in their office space.

Time Ordered Agenda:

- 5 min - Introduction
- 10 min - Remote microphone technologies
- 15 min - Apps
- 15 min - Accessibility on iOS and Android – focus on speech-to-text apps
- 15 min - Captioning and interpreter options online
- 10 min – Home (safety)
- 10 min – Entertainment
- 10 min – Travel Tips
- 10 min – Q&A
- 30 mins-Break
- 20 min – Life as a Deaf Audiologist
- 20 min - When patients arrive
- 20 min - During appointments
- 20 min - After the appointment
- 10 min - Discussion about attitudes
- 10 min - Counseling tips
- 10 min – Q&A

Biography:

Dr. Tina Childress is an audiologist and advocate (aka Communication Access Engineer), drawing from her unique perspective as a late-deafened adult with bilateral cochlear implants. Her dedication lies in promoting accessibility for individuals who are Deaf/Hard of Hearing (DHH) across different environments through education, collaboration, and advocacy.

During the day, Dr. Childress works as a pediatric audiologist and trainer in various school settings. Beyond her professional duties, she assumes additional roles as a subject matter expert, adjunct lecturer, Board/Committee member, professional speaker, and content creator at See.Hear.Communication.Matters (<http://TinaChildressAuD.com>). This platform allows her to share her expertise and insights with a wide audience, especially related to leveraging assistive technology for achieving access.

Dr. Childress's knowledge extends to the written realm, with her contributions featured in numerous publications. She is also an influential figure on social media where she provides valuable information and resources. Her impact extends to international stages, where she has earned acclaim as an award-winning

presenter. Her audiences comprise children, families and adults who are Deaf/Hard of Hearing, and professionals working with these groups.

Driven by her passion for practical application and dissemination of information, Dr. Childress strives to provide valuable resources for both consumers and professionals. Her ability to reach diverse audiences is unparalleled, whether through spoken English or American Sign Language (ASL), using technical or simplified terms, or engaging in individual mentoring or large-scale presentations.

MS 4: Adverse Childhood Experiences (ACEs): Utilizing a Trauma Informed Care (TIC) Approach to Pediatric Audiology. 0.2 ASHA CEU 8:00-10:00am

Abstract: Adverse childhood experiences affect early brain development and future health outcomes. Principles of trauma-informed care (TIC) incorporate safety, screening, understanding context, avoiding retraumatization, and discharge planning to provide optimal care for patients and families. This presentation will examine the impact of trauma, TIC, and ways to implement in pediatric audiology.

Learning Outcomes:

1. Explain the importance of trauma informed care and ways to implement in pediatric audiology
2. Identify the role of adverse childhood events in connecting with healthcare professionals
3. Describe unseen barriers in pediatrics and their impact on equity in access to care in audiology

Time Ordered Agenda:

- 10 min - Introduction
- 20 min - Adverse childhood experience (ACES)
- 20 min - Early brain development, ACEs and impact on health
- 20 min - Trauma Informed Care (TIC)
- 20 min - Case studies
- 20 min - Secondary trauma stress
- 10 min - Questions

Biography:

Brittney Sprouse, Au. D. is the Director of Audiology and a pediatric audiologist at UChicago Medicine. Dr. Sprouse received her Doctorate in Audiology from the Northeast Ohio Au. D. Consortium (University of Akron) in 2009. Dr. Sprouse is not only an American Board of Audiology Certified audiologist, but she also holds the Pediatric Audiology Specialty Certification (PASC). Dr. Sprouse's clinical interests include electrophysiology; cochlear implants; ototoxicity monitoring; management of special populations; outreach and education. She has been actively involved on the state and national level, including 2019 President of the Illinois Academy of Audiology (ILAA), Past President of the Ohio Academy of Audiology (OAA), additional board and committee positions, and is currently on the board of directors for the American Cochlear Implant Alliance (ACIA).

DEI 1: Addressing Poverty-Related Challenges in SLP Practices 0.15 CEU ASHA 10:30am-12:00pm .15 ASHA CEU. Session fulfills ASHA DEI CEU requirements

Abstract: This session will provide strategies for advocacy for increased resources, funding, and policy changes to support the language development of the impoverished, high poverty, minority population in the

metropolitan city. Special considerations for practitioners and activities that can be used in providing services to students of this population.

Learning Outcomes:

1. Name one challenge SLPs face in providing services to students in high poverty areas.
2. Describe the link between poverty and language development.
3. Describe strategies for effective intervention for students from impoverished environments.

Time Ordered Agenda:

- 10 min - Introduction
- 20 min - Link Between Poverty and Language Development
- 15 min - Challenges Faced by Speech-Language Pathologists
- 15 min - Cultural and Linguistic Diversity Considerations
- 15 min - Special Considerations for the Speech-Language Pathologist
- 15 min - Strategies for Effective Intervention

Biography:

Dr. Daria D. Lawrence, SLPD, CCC-SLP is a dedicated and highly skilled Speech-Language Pathologist specializing in the evaluation and assessment of children with exceptional life circumstances. With a deep passion for helping children overcome communication challenges, Dr. Lawrence has dedicated her career to providing exceptional care and support to enhance the lives of those who need equitable access to education and healthcare. As a result of her practice, Dr. Lawrence has developed a profound understanding of the unique communication needs and abilities of children with exceptional circumstances such as poverty, grief, or childhood trauma and how this impacts the diagnostic process. Her expertise extends to a wide range of settings, including but not limited to private practice, public schools, outpatient, home health, and state government. Dr. Lawrence champions a multidisciplinary approach, collaborating closely with families, educators, and training other healthcare professionals to develop tailored intervention plans that address the specific communication goals of each child. As an advocate for evidence-based practice, Dr. Lawrence remains committed to advancing the field of Speech-Language Pathology by participating in ongoing research and mentoring up and coming therapists in the profession. Dr. Lawrence's commitment to the well-being of the community extends beyond individual therapy sessions. She actively engages in community outreach, by supporting local Title I high schools and volunteering her time with the National Black Association for Speech-Language and Hearing. Dr. Lawrence holds a Bachelor of Science in Communicative Sciences and Disorders from Jackson State University, a Master of Science in Communication Sciences and Disorders from University of Wisconsin-Madison, and Doctor of Speech Language Pathology from Rocky Mountain University of Health Professions.

Dr. Andrea Moore received her Bachelor of Science from Delta State University (Cleveland, MS), her Master of Art from The University of Memphis (Memphis, TN), and her Doctorate of Speech-Language Pathology from Nova Southeastern University (Fort Lauderdale, FL). She has worked in a variety of settings, including schools, acute care, and adjunct professorship. She is affectionally called "the child whisperer" for her effective intervention for students who are non-verbal or minimally verbal. Dr. Moore is currently an Exceptional Children Specialist for Bartlett City Schools, one of the top ranked districts in the State of Tennessee. She is the 2018-2019 Bartlett City Schools Elementary Teacher of the Year. This is the first time this distinction has been

given to a speech-language pathologist. Dr. Moore is the chair of the Inaugural Board of the Memphis Area Affiliate of the National Black Association of Speech-Language-Hearing.

MS 5: *Audiological Management of Tinnitus by Addressing Sensation, Emotion and Cognition***0.15 ASHA CEU****10:30am -12:00pm**

Abstract: Tinnitus can be a very disturbing condition for many individuals. It may influence patients' daily activities, relationships, sleep, and well-being. As audiologists, many of us miss the many opportunities in helping them. We will explore audiological tinnitus management at the three levels of Sensation, Emotion and Cognition.

Learning Outcomes:

1. Explore management strategies for tinnitus.
2. Explain the sound therapy basis of tinnitus management.
3. Describe the audiological management of tinnitus.

Time Ordered Agenda:

- 5 min - Introduction
- 85 min - Discussion and exploration of protocols for the audiological management of tinnitus.

Biography:

Ali A. Danesh, Ph.D., CCC-A, FAAA, is currently a Professor at the Department of Communication Sciences and Disorders, and also has a Secondary appointment as Professor of Integrated Medical Sciences in the Charles E. Schmidt College of Medicine, Florida Atlantic University (FAU), Boca Raton. Dr. Danesh's research is in the areas of tinnitus, hyperacusis, misophonia, auditory evoked potentials, and vestibular assessment. He has published numerous articles in a variety of peer-reviewed journals. His clinical practice concentrates on treating patients with tinnitus and decreased sound tolerance disorders.

MS 6: *Empowerment: Counseling Patients with Neuro-degenerative Disorders in SLP***0.15 ASHA CEU****1:30-3:00pm**

Abstract: This talk highlights the critical role of speech-language pathologists (SLPs) in counseling patients with neurodegenerative disorders. It emphasizes the importance of counseling, explores various techniques used by SLPs (e.g., psychoeducation, active listening, cognitive-behavioral therapy), showcases case studies, and discusses ethical considerations. SLPs are encouraged to integrate counseling into their practice to enhance communication and emotional well-being for patients.

Learning Outcomes:

1. Describe the role of counseling provided by speech-language pathologists (SLPs) for patients with neurodegenerative disorders.
2. Identify 3 counseling techniques employed by SLPs and their application in enhancing communication and emotional well-being.
3. Summarize the ethical considerations and professional responsibilities involved in providing counseling services as an SLP.

Time Ordered Agenda:

- 5 min - Introduction (5 minutes)
- 10 min - Understanding Neurodegenerative Disorders and Communication Challenges
- 20 min - Role of Speech-Language Pathologists in Counseling
- 20 min - Counseling Techniques and Strategies for Speech-Language Pathologists
- 15 min - Case Studies and Success Stories
- 10 min - Ethical Considerations and Professional Responsibilities
- 10 min - Conclusion

Biography:

Megan Battles Parsons, PhD, CCC-SLP, CDP, is a speech-language pathologist and educator specializing in cognitive dysphagia and neurogenic disorders. With a focus on improving the lives of individuals with communication and swallowing difficulties, Megan provides clinical services while also educating future speech-language pathologists at Methodist South Hospital and the University of Memphis School of Communication Sciences and Disorders. Her expertise and passion drive her to address complex cases, such as the interplay between neurodegenerative disorders and dysphagia, and apply evidence-based interventions to enhance patients' quality of life. As a visiting assistant professor, Megan serves as an educator and mentor, guiding students through their academic journeys and fostering their professional growth.

DEI 2: Diversity, Inclusion, & Ableism: Beyond the Stereotypes of Equity 0.2 ASHA CEU **1:30-3:30pm** **Session fulfills ASHA DEI CEU requirements**

Abstract: This interactive session will highlight ableism through words and visuals, with a focus on ableism's impact on people with communication disabilities. Attendees will gain different perspectives and best practices to incorporate diversity and inclusion into society, and address ableism, including when such actions are by our friends and colleagues.

Learning Outcomes:

1. Explain the multilayers of Diversity and Inclusion
2. Identify one or more instances of ableist vocabulary and/or imagery in a variety of publicly accessible materials
3. Compare two or more best practices in eliminating ableist practices within the disability community.

Time Ordered Agenda:

- 5 min - Introduction
- 25 min - Unwrapping Diversity
- 25 min - Inclusion: Definitions and Implementation
- 45 min - Ableism: Recognizing it, Stopping it.
- 20 min - Q&A

Biography:

India Ochs, MPA, JD is a mother, attorney, author, sports fanatic, and failed political candidate, involved in human rights, social policy, and educational advocacy for more than 35 years. While her day jobs have involved government compliance, juvenile detention reform, and international human rights law, India is an experienced public speaker and co-founder of two disability-based consulting companies: Exceptional Lab Inc. and Inclusion Now! Consulting. Co-author of three published books, India's writings have appeared in professional

journals, magazines, newspapers, and social media outlets. Licensed to practice law, India has a JD with a certificate in family law & social policy from Syracuse University College of Law, and a master's degree in public affairs with a certificate in nonprofit management from UNC-Greensboro.

MS 7: *Not Just Tiny Adults: Pediatric Audiological and Vestibular Diagnostics***0.15 ASHA CEU****1:30-3:00pm**

Abstract: When assessing hearing and balance function in our pediatric population, we cannot treat them as tiny adults. This presentation will review pediatric assessment tools, how to adapt these tools for special pediatric populations and the importance of working with children with a hearing difference within a multi-disciplinary team.

Learning Outcomes:

1. Attendees will learn different test methods for assessing hearing and balance function in the pediatric population.
2. Attendees will learn some ways to adapt these methods and special considerations to keep in mind when working with our special pediatric populations.
3. Attendees will learn the importance of including our patients with a hearing difference and their families in a multi-disciplinary team approach.

Time Ordered Agenda:

- 5 min - Introduction
- 15 min - Pediatric Audiological Assessments
- 15 min - Testing Our Neurodivergent Populations
- 15 min - Pediatric Vestibular Testing
- 15 min - Pediatric Hearing Clinic & the Importance of a Team Approach When Working with Children with a Hearing Difference
- 15 min - Case Studies
- 10 min- Questions

Biography:

Ashley Kaufman, Au. D., CCC-A is a senior audiologist at Boys Town National Research Hospital in Omaha, Nebraska. She works with pediatric and adult patients for their hearing, vestibular and balance assessments, evoked potential testing and amplification needs. She is the lead audiologist for the Boys Town Pediatric Hearing Clinic and for the Auditory Osseointegrated Device program. She is also a participant of the Nebraska Early Hearing Detection and Intervention Advisory Committee. Dr. Kaufman received her bachelor's degree from the University of Colorado at Boulder and her doctorate in audiology from the University of North Carolina at Chapel Hill.

MS 8: *I Used to Have a Handle on Life, But it Broke: Hacking Stress for CSD Professionals***0.2 ASHA CEU****1:30-3:30pm**

Abstract: Feeling stressed out? You're not alone! Change, uncertainty, and divisiveness can increase personal and professional stress levels that may already be high due to job-related expectations and responsibilities. Laugh while you learn proven, stress-busting strategies to help you survive and thrive in your professional setting.

Learning Outcomes:

1. Get a handle on life by setting personal and professional goals
2. Neutralize the stress-inducing behavior of difficult people in your environment
3. Actively manage thinking and behavior to reduce personal and professional stress

Time Ordered Agenda:

- 20 min - Introduction/disclosures/impact of stress
- 20 min - Setting personal and professional goals
- 15 min - Communicating effectively to reduce stress
- 20 min - Dealing with difficult people
- 40 min - Strategies to proactively managing stress
- 5 min - Wrap up and action plan

Biography:

Shari Robertson, PhD, CCC-SLP is a speech-language pathologist who spent more than 20 years as a school-based SLP and special education administrator prior to moving to academia. She is a past president of the American Speech, Language, Hearing Association (2019) and the owner of several businesses. Robertson has published numerous articles, book chapters, and clinical materials and presented hundreds of workshops at state, national, and international venues on a variety of topics including leadership, mentoring, literacy development, counseling, imaginology, and self-care. Shari enjoys helping her colleagues find ways to nurture their professional and clinical skills as well as their creative and entrepreneurial talents.

MS 9: From Baseline to IEP: 'BSMART' Goal Writing Essentials**0.2 ASHA CEU****3:30-5:30pm**

Abstract: Goals drive therapy and a poorly written goal can derail your sessions before they even start. This session will cover the necessities and formatting your goals must be therapeutically fierce AND legally friendly.

Learning Outcomes:

1. Define acronym BSMART
2. Examine two different types of rubrics
3. Write a therapy plan and identify all needed elements

Time Ordered Agenda:

- 5 min - Introduction
- 30 min - Goal writing formatting breakdown
- 25 min - Goal examples
- 30 min - Goals for rubrics
- 25 min - Writing rubrics
- 5 min - Questions/Closing

Biography:

Maureen Wilson M.S., CCC-SLP has been a school-based SLP for over a decade. She has been presented at ASHA, as well as other state and collegiate events. Maureen authors the blog the Speech Bubble SLP where she

shares ideas to support other SLPs by harnessing the power of literacy and data to have more meaningful and effective language therapy. She is also the owner/operator of The Speech Bubble SLP TpT store and Swivel Scheduler, the therapy planning and data collection tool for school-SLPs.

DEI 3: Gender Affirming Voice Care: The SLP's Role in Providing Patient-Centered Care

0.15 ASHA CEU

4:00-5:30pm

Session fulfills ASHA DEI CEU requirements

Abstract: Gender diverse populations often experience voice and communication incongruity and may seek gender affirming voice therapy from a speech language pathologist. This presentation will focus on the SLP's role in providing evidence-based and culturally competent interventions to modify voice production and other aspects of communication to achieve a voice that is congruent with one's gender expression.

Learning Outcomes:

1. List and describe five primary therapy targets of voice and communication modification for gender diverse populations and understand how each therapy target differs between voice masculinization, voice feminization, and voice androgenization.
2. Integrate appropriate supplemental therapy tools to achieve the five aforementioned therapy targets.
3. Discuss challenges and barriers to gender-affirming voice care, while using current and appropriate terminology and vocabulary.

Time Ordered Agenda:

- 15 min - Introduction to Gender Affirming Voice Care
- 15 min - Cultural Relevance and Evolving Terminology
- 30 min - Voice Modification Techniques and Demonstrations
- 15 min - Challenges in Gender Affirming Voice Care
- 15 min - Wrap-up and Questions

Biography:

Karen Crow is a native of Nashville, TN, is Speech Language Pathologist and Voice Specialist who joined Louisville Center for Voice Care in July of 2019. She holds a Master of Arts in Speech Language Pathology from the University of Memphis, where she conducted research in the Voice Emotion and Cognition Laboratory with Dr. Miriam van Mersbergen. She completed a Master's thesis in voice research with a focus on voice and self-identity and its connections with body awareness, which was later published in the Journal of Voice. Karen completed additional voice training at the esteemed Summer Vocology Institute through the National Center of Voice and Speech in Salt Lake City, Utah under the direction of Dr. Ingo Titze, a landmark researcher in the field of Vocology.

Prior to her speech language pathology graduate work, she received her Master's in Vocal Performance at Austin Peay State University where she later returned as adjunct voice faculty. She has performed extensively in both solo and ensemble settings alike, including work with Nashville Symphony Orchestra, Memphis Opera Chorus, American Institute of Musical Studies in Graz, Austria, APSU Opera Workshop, and many others. Currently, Karen provides therapy services to a variety of patient populations, including a variety of organic and functional voice disorders, professional voice, dysphagia, gender-affirming voice, and pediatric voice populations.

MS 10: *The Memphis Cochlear Implant Collaborative - Seminar in Bone Conduction Devices and Cochlear Implantation*

0.2 ASHA CEU

3:30-5:30

Abstract: This two-hour mini-seminar from the Memphis Cochlear Implant Collaborative will include three 30-minute lectures and a 30-minute panel discussion with audience interaction. Various aspects of cochlear implantation and implantable bone oscillator technologies will be reviewed.

Learning Outcomes:

1. Attendees should understand the current indications for implantable bone conductors and the overlapping indications with other technologies including conventional amplification and cochlear implantation.
2. Attendees should understand the audiologic and otologic conditions common in pediatric cancer survivors.
3. Attendees should understand the concerns raised by systemic medical and local surgical disease with respect to cochlear implantation and how appropriate modification of standard implant planning may be required in select cases, while participating in cooperative implant planning with the implanting surgeon.

Time Ordered Agenda:

- 30 min - Dr. C. Bruce MacDonald, MD - Current and future roles for implantable bone conduction devices
- 30 min - Dr. Celine Richard, MD - Exploring Surgical Hearing Rehabilitation in the Oncologic Pediatric Population: Unique Considerations
- 30 min - Dr. Robert Yawn, MD - Medical and surgical considerations in cochlear implantation
- 30 min - Drs. MacDonald, Richard and Yawn, and Jordan Alyse Coffelt, AuD - Panel discussion

Biography:

Dr. Coffelt joined the Mid-South Cochlear Implant Program in 2020. She received her B.S. in Communication Sciences and Disorders at the University of Mississippi in 2012 and her Doctor of Audiology (AuD) at the University of Memphis in 2016. She is a Clinical Assistant Professor at the University of Memphis School of Communication Sciences and Disorders. Dr. Coffelt's clinical interests are cochlear implants, bone-anchored hearing devices, and audiological (re)habilitation. She was honored with the "Distinguished Early Career Professional Certificate" from ASHA in November 2020, and she completed the Institute for Cochlear Implant Training's "Advanced Audiology Cochlear Implant Course" in Fall 2021. She currently provides clinical education and teaches the Advanced Cochlear Implant Programming Laboratory class in the U of M AuD program.

C. Bruce MacDonald, MD was born in Halifax, Canada. He received a BSc in chemistry and physics at St Mary's university, Halifax. He then went on to complete an MSc in chemistry University of British Columbia and an MD and Otolaryngology residency at Dalhousie University, Halifax. He completed his Neurotology Fellowship at the University of Pittsburgh. Dr. MacDonald was an assistant professor in Otolaryngology at Boston University 1989-99. He is now an associate professor in Otolaryngology at the University of Tennessee (1999-present). Dr. MacDonald is interested in all aspects of Neurotology.

Celine Richard, MD was born in St Etienne, France. She completed a BS in Biology and Health Science at the University of St Etienne in 2003 and a BS in Cognitive Sciences at the University of Lumiere Lyon II in 2007. Dr. Richard completed her MD at the University of St Etienne in 2008 and her PhD in Neurosciences at the

University of Lumiere Lyon II in 2011. Dr. Richard completed an ENT and Neurotology fellowship at St Etienne University Hospital and a Pediatric ENT Fellowship at Nationwide Children's Hospital in Columbus OH in 2021 and at St Jude/Le Bonheur in 2022. Dr. Richard has been an assistant professor in Otolaryngology at the University of Tennessee from 2022 – present while practicing at Le Bonheur and St. Jude. Dr. Richard is interested in all aspects of pediatric neurotology.

Robert Yawn, MD is an Otolaryngology (Ear, Nose & Throat) Specialist in Memphis, TN. They graduated from Vanderbilt University. They currently practice at Methodist Medical Group - Otolaryngology and are affiliated with Methodist Olive Branch Hospital and Methodist University Hospital. Dr. Yawn has experience treating conditions like Otitis Media, Cervical Vertigo and Dizziness among other conditions at varying frequencies.

MS 11: *The Joy of Hearing-Exploring the effects of hearing aids on emotion processing*
0.15 ASHA CEU

4:00-5:30pm

Abstract: The Joy of Hearing-Exploring the effects of hearing aids on emotion processing.

Learning Outcomes:

1. Differentiate between intra and inter-individual emotion processing
2. Advocate for hearing aid use as an intervention that can improve emotion processing and physical outcomes
3. Describe how wearable technology can be used to measure peripheral physiology in response to listening-related experiences

Time Ordered Agenda:

- 30 min - Background
- 20 min - Methods
- 20 min - Results
- 10 min - Summary
- 10 min - Discussion

Biography:

Dr. Jani Johnson is an Assistant Professor in the School of Communication Sciences and Disorders at the University of Memphis. Her research and teaching focuses on evidence-based practices in the provision of amplification and psychosocial adjustment to hearing loss, especially for older adults. Dr. Johnson directs the Hearing Aid Research Laboratory (HARL), which has a history of producing high-quality evidence designed to improve diagnostic and rehabilitative procedures for individuals with hearing difficulties.

Friday, March 1, 2024

DEI 4: *Culturally Responsive Treatment in TBI For Youth & Adults*

0.35 ASHA CEU + 30 min break

8:00-12:00pm

Session fulfills ASHA DEI CEU requirements

Abstract: This course addresses culturally responsive treatment for cognitive-communicative disorders associated with traumatic brain injury/concussion. Attendees will learn how to increase the effectiveness of

evidenced-based treatment methods by implementing culturally appropriate, responsive, and functional treatment activities and outcome measures. Attendees will engage in activities to develop culturally responsive treatment activities.

Learning Outcomes:

1. Identify culturally appropriate, responsive, and functional treatment for cognitive-communicative disorders associated with TBI/concussion.
2. Apply methods of cultural responsiveness for clients of various backgrounds to develop effective treatment activities.
3. Analyze and document treatment data from a culturally responsive lens.

Time Ordered Agenda:

- 20min – Discuss TBI etiology, concussion symptoms, and severity levels
- 20min – Discuss TBI populations and health disparities
- 20min – Discuss current evidenced-based treatment methods
- 15min – Break
- 15min – Cultural responsiveness definitions
- 45min – Culturally responsive methods
- 15min – Break
- 40min – Case Study & Activity – Child
- 40min – Case Study & Activity – Adult
- 10 min – Q&A

Biography:

Dr. Alaina Davis is an Associate Professor in the Department of Communication Sciences and Disorders at Howard University where she also received her Ph.D. She received her Master's degree from Southern University and A&M College and her Bachelor's from the University of Houston. Dr. Davis is a licensed Medical Speech-Language Pathologist and a Certified Brain Injury Specialist Trainer with the Academy of Certified Brain Injury Specialists. She has expertise in neurologically based communication disorders with adolescents and adults and primarily focuses on traumatic brain injury and concussion. Dr. Davis directs the Cognitive-Communicative Skills Research & Clinical Lab in which the team examines cognitive-communicative deficits associated with sport-related concussion and return-to-learn/play/activity to student-athletes following concussion. She supports student-athletes through her role on the HU Concussion Management Team. Dr. Davis's work also addresses the cognitive and communication styles of adolescents and adults from racially and ethnically diverse backgrounds and identifies culturally responsive methods for cognitive-communicative assessment and treatment. Dr. Davis is published in professional journals, has co-authored book chapters, and presents nationally. She is also the owner of Overall Neuro Rehab in which she provides services to clients with symptoms of concussion and offers training sessions and webinars in the area of brain injury.

MS 12: *Using Choice to Empower Clients who Stutter*

0.2 ASHA CEU

8:00-10:00am

Abstract: Research supports increasing self-efficacy and empowerment in stuttering therapy. This course provides a framework for therapy that incorporates client-centered, empowering, and responsive strategies. The

speaker will demonstrate utilizing scaling, communication lanes, and communication challenges to increase engagement and work towards functional goals.

Learning Outcomes:

1. Outline 3 strategies to increase client self-efficacy and empowerment.
2. Integrate scaling into evaluations and therapy to determine functional goals and measure progress.
3. Determine thoughts and values that may impact their client's choices.

Time Ordered Agenda:

- 30 min - Research
- 30 min - Scaling
- 15 min - Communication Lanes
- 15 min - Thoughts & Values
- 15 min - Challenges
- 15 min - Case studies

Biography:

Elyse Lambeth, MS, CCC-SLP, BCS-F received her master's degree from University of Redlands. She is board certified in fluency disorders and currently serves on the board for the ABFFD. Elyse works with kids who stutter at Seattle Children Hospital, co-facilitates the Seattle Stuttering Camp for Teens, and coordinates various workshops and stuttering events.

MS 13: *Well Balanced: A Clinician's Guide to Vestibular Rehabilitation***0.2 ASHA CEU****8:00-10:00am**

Abstract: Balance disorders can significantly impact a person's quality of life, often requiring specialized diagnostics and therapeutic interventions. This presentation offers a practical review of the VNG test battery and the role of diagnostic testing in identifying individuals who may benefit from vestibular rehabilitation. This session will provide an overview of vestibular rehabilitation, evidence-based protocols, and insight into clinical implementation of a rehabilitation program in the outpatient setting.

Learning Outcomes:

1. Use diagnostic VNG results to identify patients who are appropriate candidates for vestibular rehabilitation.
2. Identify need for different types of rehabilitation (adaptation, substitution, and habituation) and practical tools/means for implementation.
3. List objective and subjective measures to assess progress with vestibular rehabilitation.

Time Ordered Agenda:

- 5 min - Introduction
- 35 min - VNG diagnostics
- 40 min - Vestibular rehabilitation
- 20 min - Case Studies
- 5 min - Conclusion

- 15 min - Questions

Biography:

Claire Pearson, Au. D., CCC-A is a graduate of the University of Memphis Audiology doctorate program. Dr. Pearson is a clinical audiologist at the Memphis VAMC with an emphasis in vestibular diagnostics and vestibular rehabilitation.

MS 14: *From Diagnosis to Daycare: Supporting Families in the Early Days*

0.15 ASHA CEU

8:00-9:30am

Abstract: Pediatric audiology can be a complex challenge involving the entire family system. This presentation will outline common issues for families when diagnosed between 0-3 years old, methods for presenting a diagnosis with trauma informed care, and practical strategies for building resilience by supporting mental and behavioral health.

Learning Outcomes:

1. Identify common issues for families diagnosed at 0-3 years old.
2. Demonstrate trauma sensitive techniques for delivering a difficult diagnosis.
3. Integrate practical strategies for behavioral and mental health support into their treatment for pediatric audiology.

Time Ordered Agenda:

- 15 min - Introduction & Sharing Stephanie's Family Story
- 15 min - Giving a Difficult Diagnosis (Breakout activity)
- 15 min - Family Systems Perspective on a Hearing Loss Diagnosis
- 15 min - Behavioral & Mental Health Considerations
- 15 min - Practical Methods for Offering Support
- 15 min - Questions

Biography:

Stephanie Lucas is a licensed marriage and family therapist in Oregon. She is a mom of two and her youngest daughter was diagnosed as single sided deaf at two months old. They were later diagnosed with CMV, and her daughter's loss progressed at the age of one. She is now an advocate for family support, CMV awareness and mental health in the world of childhood hearing loss & rare diseases. She owns a small private practice and serves as a local Parent Guide for Hands and Voices of Oregon.

MS 15: *Building Bridges of Understanding: exploring Autism, Trauma-Informed Care & Collaborative Support for SLPs*

0.15 ASHA CEU

10:30-12:00pm

Abstract: Do you provide great service to your patients? Do you use products with them that you believe in and feel good about? Is their overall experience in your clinic important to you? Do you have a website? Do you know how to manage your social media channels? Most of all: Are you conveying these messages effectively to your community? I work with so many of our friends who want to increase awareness of how you support patients and the community. You want to help. How do you do it all, though? Seeing patients from 8-5. Returning phone calls. Handling clean & checks. Placing orders. Maintaining existing customers. Growing your

practice. This session will be an interactive sharing of ideas and success stories in strengthening your brand and creating exposure for your practice.

Learning Outcomes:

1. Understand your business brand
2. Create a workable schedule for handling your social media
3. Benefits/drawbacks to hiring your marketing out vs. handling it in-house

Time Ordered Agenda:

- 30 minutes – Understand your business brand
- 30 minutes – Create a workable schedule for handling your social media
- 30 minutes – Benefits/drawbacks to hiring your marketing out vs. handling it in-house

Biography:

Adele Dunkin, M.C.D, CCC-SLP is a skilled, multiply-neurodivergent speech-language pathologist with over 10 years of experience diagnosing speech and language delays and developmental delays, including autism. She conducts initial diagnostic evaluations at the University of Tennessee Health Science Center's Center on Developmental Disabilities and teaches a graduate course on autism at the University of Memphis as an adjunct member of the clinical faculty. Adele serves on the board of the Arc of Tennessee and is an active member of several professional and advocacy organizations. She is dedicated to helping families navigate autism diagnoses and services, promoting disability rights, advocating for, and educating about trauma-informed and neuroaffirming practice, and expanding accessibility of information and support. Outside of work, Adele loves to read, cook, and listen to a variety of podcasts. She is honored to raise two beautifully chaotic and multiply-neurodivergent children.

MS 16: *The Critical Role of Audiologists in Measuring Cognition & Practical Application of Data for Clinical Decisions* 0.15 ASHA CEU **10:30-12:00pm**

Abstract: A review of current literature suggests there is a 42% increased risk of dementia in self-reported hearing loss compared to individuals who do not report concern. This data suggests that measuring cognitive health is a critical component in the treatment decision process for hearing healthcare professionals. With recent advances in cognitive screening tools, it is now practical to include these measures in daily clinical practice and provide a more holistic picture of patient needs. There is data to support the use and application of cognitive screenings for treatment outcome analysis

Learning Outcomes:

1. Describe the critical role of hearing healthcare professionals in measuring and monitoring cognitive health.
2. Apply cognitive measures when making appropriate treatment decisions for immediate application in their specific work setting.
3. Develop a protocol for utilizing cognitive screeners as a treatment outcome measure.

Time Ordered Agenda:

- 30 min - Hearing Loss as an increased risk factor for dementia
- 30 min - Practical Application of Cognitive Thrive Screener
- 30 min - Protocol Suggestions for Using Cognitive Screening as an Outcome Measure

Biography:

Casie Keaton, Doctor of Audiology, graduated in 2002 with her Bachelor of Science in Communication Disorders from Auburn University. She completed her Masters in Audiology in 2004 from the University of South Alabama and received her doctorate in Audiology from the University of Florida in 2007.

She has research published in the area of psychoacoustics and has extensive training in tinnitus and hyperacusis. As an Audiologist, her passion is helping people to overcome the challenges of hearing loss, tinnitus, and decreased sound tolerance. In 2015, Dr. Keaton was selected to attend an Ida Institute conference in Skodsborg, Denmark, the first of its kind to specifically focus on tinnitus.

In 2016, she was invited to England, where she spent time working with leaders in tinnitus research and treatment. Her continued objective is to provide hope and effective treatment to those living with hearing loss and tinnitus.

MS 17: Key Clinical Considerations for CI fitting & Programming

0.2 ASHA CEU

10:00-12:00pm

Abstract: Cochlear implant (CI) outcomes are impacted by several factors. One factor within clinician control is programming. We will explore evidence-based methods for managing various CI parameters including lower-upper stimulation levels, mapping function from acoustic to electrical dynamic range, stimulation rate, electric and acoustic stimulation, objective, and behavioral measures, etc.

Learning Outcomes:

1. Describe the level of evidence supporting the use of various behavioral and objective measures for current limiting in CI programming.
2. Describe the similarities and differences between the different CI manufacturers with respect to input dynamic range, mapping of acoustic to electric dynamic range, default parameters, etc.
3. Describe the results of a double-blind study investigating the impact of CI programming via behavioral and objective measures for speech understanding in quiet and noise.

Time Ordered Agenda:

- 2 min - Introduction, welcome, disclosures
- 15 min - Current global practices for CI candidate evaluation and programming
- 15 min - Overview of manufacturer specific signal processing
- 15 min - Relevance of signal processing and input dynamic range to clinical approaches of current limiting (lower and upper stimulation levels)
- 40 min - Review of the literature including evidence-based practices for setting both basic and advanced parameters for CI recipients across the lifespan
- 28 min - Case studies and interactive Q&A via audience polling
- 5 min - Summary and conclusions

Biography:

René Gifford, Ph.D. holds the Fred H. Bess Chair in Audiology, is a Professor at Vanderbilt University in the School of Medicine, and Director of the Implantables, Hearing Enhancement, and Amplification Research (I HEAR) Laboratory. Her research has been funded by the NIH for over 20 years and focuses on auditory perception, audiovisual processing, spatial hearing, and overall communication effectiveness for children and adults using combined electric and acoustic stimulation (EAS). She has over 150 peer-reviewed publications and is the author of a book entitled “Cochlear Implant Patient Assessment: Evaluation of Candidacy, Performance, and Outcomes.

MS 18: Harold A. Price Keynote Luncheon: *Forward to the Future: Imagine That!*

0.1 ASHA CEU

12:00-1:00pm

Abstract: Imagination influences everything we think and everything we do – igniting our passions, stimulating our creativity, reducing our potential for burnout, and empowering us to create the future we want to inhabit. This keynote session will explore ways to engage your inner imaginologist to benefit ourselves, our students and clients, and our profession. Imagine a world where effective communication, a human right, is accessible and achievable for all!

Learning Outcomes:

1. Discuss the relationship among imagination, innovation, and shaping your personal and our professional future
2. Identify personal strengths, skills, and resources, that support innovation and creative problem solving
3. Develop a personal action plan to engage and grow within your professional setting.

Time Ordered Agenda:

- 15 min - Opening comments; Imagination, Innovation, and the Future
- 15 min - The benefits of creativity to personal and professional growth
- 15 min - Strategies to increase innovation through imagination
- 15 min - Case studies and wrap up

Biography:

Shari Robertson, PhD, CCC-SLP, ASHA Fellow is a speech-language pathologist who spent more than 20 years as a school-based SLP, and special education administrator prior to moving to academia. She is a past president of the American Speech, Language, Hearing Association (2019) and the owner of several businesses. Robertson has published numerous articles, book chapters, and clinical materials and presented hundreds of workshops at state, national, and international venues on a variety of topics including leadership, advocacy, counseling, imaginology, and self-care. Shari enjoys helping her colleagues find ways to nurture their professional and clinical skills as well as their creative and entrepreneurial talents.

ET 1: *What Would You Do? Ethical Implications in Post-Acute Healthcare & the Evolving Role of the SLP*

0.2 ASHA CEU

2:00-4:00pm

Abstract: This session delves into the historical development and transformation of the SLP role, emphasizing increasing ethical implications over time. It traces the origins of the profession, examining its initial purpose and evolution to the present. The role has evolved significantly due to expanded scope and skillset, necessitating a deeper commitment to ethical considerations.

Learning Outcomes:

1. Describe the evolution of the role of the SLP and expectations in current post-acute healthcare climate.
2. Examine and describe ethical considerations associated with the SLP role in different post-acute healthcare settings.
3. Explain implications for balancing the clinical and business objectives.

Time Ordered Agenda:

- 25 min - Evolution of the role of the SLP in post-acute healthcare
- 20 min - New role/new expectations
- 25 min - How do you demonstrate your value as an SLP?
- 40 min - Ethical considerations – What would you do?
- 10 min - Concluding thoughts/questions

Biography:

Jessica Pranke is the National Director of Post-Acute Care Solutions (PACS). She has 19 years of experience working in rehabilitation therapy as both a clinician and in operations. Jessica is a Speech-Language Pathologist and has additional certifications with American Association of Post-Acute Care Nursing (AAPACN) for RAC-CT and RAC-CTA. She has had the opportunity to present at many FHCA, Florida Leading Age, and American Speech-Language-Hearing Association (ASHA) conferences. Her education and varied experience help inform her understanding of reimbursement challenges and the intricacies of therapy program management.

Harold A. Price, Ph.D., has acquired more than 45 years of experience in the healthcare industry, and he has shared 18 of those years with Aegis Therapies. As Senior Vice President of Sales & Marketing, Hal is responsible for leading Aegis Therapies' efforts to create mutually beneficial partnerships and ventures with businesses, organizations, and individuals to expand the reach of Aegis' products and services as well as overseeing the company's sales and marketing strategy. In addition to his Bachelor of Science Degree in Special Education and Master's Degree in Speech Pathology from Memphis State University, Hal earned a Ph.D. in Speech Pathology from the University of Pittsburgh.

MS 19: *Aphantasia: Bringing Awareness to a Blind Mind's Eye*

0.15 ASHA CEU

2:00-3:30pm

Abstract: Close your eyes. Imagine a beach. Do you see the sunset, the ocean, and the sand? Did you know that approximately 3% of people only see blackness? This presentation will introduce and explore aphantasia, the blind mind's eye, and the possible impact on the communication sciences and disorders community.

Learning Outcomes:

1. Define aphantasia and describe current research related to the field of communication sciences and disorders.
2. Identify current assessments and treatments available.
3. Explain the impact of aphantasia on students and patients in schools and medical settings.

Time Ordered Agenda:

- 5 min - Activity
- 5 min - Intro, Agenda, Learning Outcomes
- 15 min - History
- 15 min - Assessment, Diagnosis & Treatment
- 15 min - Multisensory Aphantasia

- 15 min - SLP's Role in Patient Care
- 10 min - Research & Hot Topics
- 5 min - Summary
- 5 min - Questions

Biography:

Brooke Benson M.A., CCC-SLP grew up in Wyoming and graduated from the University of Wyoming with her Bachelor of Arts in Theatre, lived in New York City, Los Angeles, and Salt Lake City, and eventually moved to Memphis for graduate school. She graduated from the University of Memphis School of Communication Sciences and Disorders in 2021 and has worked within the Methodist Lebonheur Health Care system serving populations across the span of life from infants to geriatric.

MS 20: Clinical Applications of Public Health for the Audiologist and Speech-Language Pathologist**0.15 ASHA CEU****2:00-3:30pm**

Abstract: Join us for a discussion on the basics of public health and how it relates to speech-language pathology and audiology. Learn how our fields contribute to community health and well-being. This presentation aims to break down the connection between public health and communication sciences in a simple and practical way.

Learning Outcomes:

1. Define public health and have a basic understanding of public health theory
2. Understand the role of public health in speech-language pathology and audiology
3. Describe applications of public health within a range of clinical settings

Time Ordered Agenda:

- 25 min - Introduction
- 15 min - Early Hearing Detection and Intervention (EHDI)
- 40 min - Clinical application of public health across settings
- 10 min - Conclusions and questions

Biography:

Sarah Thurmond, BA is a dual AuD/Master of Public Health Student at the University of Memphis. She is a graduate assistant in the Cochlear Implant Research Lab, investigating the impact of social determinants of health on pediatric cochlear implantation in Memphis. Sarah's clinical interests include pediatric diagnostics, cochlear implants, and difficult to test patients.

Shelley Ardonne, BA is an AuD student in her third year at the University of Memphis School of Communication Sciences and Disorders. She is a graduate assistant and conducts research at St. Jude Children's Research Hospital with the Cochlear Implant Research Lab. She is also working towards her MPH and is interested in expanding access to audiological care to underserved populations. Shelley's clinical interests include cochlear implants, hearing aids, counseling, and telehealth.

Erin Bowens, B.S. Communication Sciences and Disorders is a second-year graduate student of speech-language pathology at the University of Memphis School of Communication Sciences and Disorders. She is a research assistant in the Adult Neurogenic Communication Disorders Research Lab which investigates the relationship between neuropsychological function and spoken language behaviors in diseases such as Multiple Sclerosis.

McKenzie Sandroni, BS is currently a 3rd year AuD student at the University of Memphis who is also pursuing her Graduate Certificate in Public Health. McKenzie is primarily interested in adult hearing aids, cochlear implants, counseling, accessibility/public health, and auditory rehabilitation. She is currently assisting her externship site with a case study investigating the changes in cognition pre and post treatment for hearing loss, a hearing health promotion program for retirement facilities, and the Hearing Aid Research Lab in comparing hearing aid processing preferences for premium devices and over the counter hearing aids.

MS 21: Poster Sessions (see below for specific information)

Up to 0.2 ASHA CEU

2:00-4:00pm

Participants must attend a minimum of TWO (2) poster sessions to accrue CEUs. ASHA CEUs awarded for a maximum of eight (8) posters. CEUs for quarter hours (0.025) are rounded down to the lowest half-hour.

MS POSTER 21A: Off-target Verbosity in Narrative Monologues Produced by Persons with Multiple Sclerosis. 0.025 ASHA CEU

Abstract: This study investigates nuances in the quality of spoken narrative monologues produced by persons with multiple sclerosis. We explored the role of off-target verbose speech (extraneous comments) in communicative competence and investigated if the extraneous comments significantly correlated with age and/or reduced neuropsychological function.

Learning Outcomes:

1. Define off-target verbosity.
2. Describe age-related variation of off-target speech in adults with multiple sclerosis.
3. Associate cognitive functions (processing speed, memory, executive function) with off-target speech in adults with multiple sclerosis.

Biography:

Anne Adams is a second-year speech-language pathology (SLP) graduate student in the School of Communication Sciences and Disorders at the University of Memphis. One of her research interests is investigating the relationship between cognition and language in persons with neurogenic conditions.

Sirena Moore is a speech-language pathology (SLP) graduate student in the School of Communication Sciences and Disorders at the University of Memphis. One of her research interests is investigating the relationship between cognition and language in persons with neurogenic conditions.

Lynda Feenaughty, PhD., is an Associate Professor, Director of Graduate Studies, and Director of the Adult Neurogenic Communication Disorders Lab in the School of Communication Sciences and Disorders at the University of Memphis. Her research focuses on the relationship between neuropsychological function and spoken language behaviors secondary to neurodegenerative disorders.

MS POSTER 21B: *Impact of Attention and Memory on Dichotic Listening Performance in Children*
0.025 ASHA CEU

Abstract: We investigated the relationship between patterns and severity of dichotic listening deficits and the cognitive skills of attention and working memory in children. We recruited children identified with normal and abnormal dichotic listening performance, identified with matched score patterns consistent with dichotic dysaudia, amblyaudia, or amblyaudia plus and further assessed them with additional behavioral testing, namely directed-attention dichotic words, forward and backward digit span from the Test of Auditory Processing Skills-4 (TAPS-4) and the Huggins Unmasked Melodies (HUM) test. Data is being collected and a statistical analysis will examine the relationship between dichotic listening scores and results from tests assessing attention and working memory.

Learning Outcomes:

1. Summarize the influence of attention and memory on a child's ability to engage in dichotic listening.
2. Identify differences in performance between children with and without dichotic listening deficits.
3. Analyze the difference in performance between children with different types of dichotic listening deficits.

Biography:

Jaida A. Barnes is a third-year audiology student at the University of Memphis. Jaida serves as a research assistant in the Auditory Processing Lab under the supervision of Dr. Deborah Moncrieff.

Dr. Deborah Moncrieff's research focuses on auditory disorders across the lifespan, with particular emphasis on the negative impact of auditory disorders on communication, language, learning, and reading. She coined the term "amblyaudia" to characterize a binaural integration type of auditory processing disorder and has developed a therapeutic approach for remediating individuals with amblyaudia. She has created new tests for clinical assessment for APD and has called for an alternative approach to differentiate specific types of processing difficulties.

MS POSTER 21C: *Considerations for Young Voice Users; A Survey Knowledge of Voice Development, Fach, and Psychosocial Considerations in Adolescents for Singing Teachers, Music Educators, and Voice Specialized SLPS*
0.025 ASHA CEU

Abstract: This is a survey designed to see the current knowledge of the above-mentioned topics in the aforementioned fields, in order to determine future research trajectory.

Learning Outcomes:

1. State the purpose of the study and its relation to communication disorders.
2. Discuss the research methods of the study and how they can apply these methods in clinical research.
3. Consider the results and conclusions of the study and how they can apply them to clinical practice.

Biography:

Elle Gilbert is a current graduate student pursuing their Masters in Speech Language Pathology at the University of Memphis. They have a Bachelor of Music in Voice Performance and a Bachelor of Arts in Hearing and Speech Sciences from the University of Maryland, College Park. They are interested in voice research, especially psychosocial considerations, and best care for those in the 8-21 age range.

Abby Atkins is a current graduate student at the University of Memphis pursuing her Masters in Speech Language Pathology. She has a Bachelor of Science in Speech Language Pathology & Audiology, as well as a minor in Political Science, from the University of Tennessee at Knoxville.

Miriam van Mersbergen is Assistant Professor in the School of Communication Sciences and Disorders at the University of Memphis where she teaches Voice Disorders and Dysphagia. She began her academic career studying music and communication arts at Calvin College. After a brief career in music, she returned to academia and studied speech language pathology and vocology at The University of Iowa and continued with doctoral studies in speech language hearing sciences and psychology at the University of Minnesota. Her research investigated emotional and cognitive influences in voice production. She maintains an active clinical career specializing in voice and breathing disorders.

MS POSTER 21D: *Cultural Considerations in AAC Service Delivery 0.025 ASHA CEU*

Abstract: This poster will present guidelines to consider “surface” culture so that the words in the AAC system reflect the language used in the AAC users’ social circle. We’ll also go deeper into culture and consider ways to navigate family dynamics to improve AAC implementation.

Learning Outcomes:

1. Define the difference between surface and deep culture.
2. List three surface culture considerations for AAC.
3. Discuss cultural factors that may play a role in AAC implementation.

Biography:

Erika Taylor is a graduate student at the University of Memphis in speech-language pathology.

Kamari Toney is a graduate student at the University of Memphis in speech-language pathology.

Vicki L. Haddix, M.S., CCC-SLP is a Clinical Associate Professor at the University of Memphis. She teaches the graduate level AAC course and supervises students in the university clinic. Vicki was a principal investigator on the Tennessee Talks grant that ended in 2023, which helped to build school districts’ capacity to support students using AAC across Tennessee. Previously, Vicki coordinated AAC and AT for Boston Public Schools. She has presented on AAC at ISAAC, ASHA, ATIA, and several Tennessee state conferences.

Stephanie Lancaster, EdD, OTR/L, ATP, is the program director and an associate professor in the occupational therapy program at the University of Tennessee Health Science Center in Memphis. With over 32 years of experience in the field of OT, Stephanie holds a specialty certification as an Assistive Technology Professional (ATP) through the Rehab Engineering & Assistive Technology Society of North America (RESNA). She serves as President-elect of the Tennessee OT Association and is a Board member of both the Coalition of Occupational Therapy Advocates for Diversity (COTAD) and the Tennessee Association for Assistive Technology (TAAT).

MS POSTER 21E: *Multi-level Neural Assessment of Auditory Function During Speech Listening 0.025 ASHA CEU*

Abstract: Neural responses from brainstem to cortex were measured with EEG while participants completed a speech recognition task using chirped-speech (Cheech) modified AZ-Bio sentences. Our study validates the use of Cheech with standard speech stimuli and demonstrates potential for more accurate characterization of a patient’s speech perception and neural processing capabilities.

Learning Outcomes:

1. Participants will understand the benefits of simultaneous speech perception and EEG testing
2. Participants will understand the association between speech recognition performance and neural encoding across the auditory pathway.
3. Participants will understand the potential clinical applications of rapid, multi-level, speech-based neurodiagnostic testing.

Biography:

Cassandra Alise Holloway, B.S., previously attended the University of Central Arkansas where she studied communication sciences and disorders, psychology, and cognitive neuroscience. After receiving her Bachelor of Science, she went on to pursue her Doctor of Audiology (AuD) at the University of Memphis. Alise is currently a third-year student conducting research in the Cognitive Neuroscience of Hearing Lab (CNHL) under the direction of Dr. Kelsey Mankel. She is currently researching a novel testing protocol that combines multi-level EEG and speech perception testing. Her current interests include DEI, diagnostics, and implantable devices across the lifespan.

May Chao, B.S., is a third-year Doctor of Audiology (AuD) student at the University of Memphis, with a background in audiology from Taiwan. Her interests include pediatric audiology, family-centered care, cultural competency, and creating inclusive clinical environments. She is also an ongoing UTHSC Leadership Education in Neurodevelopmental and Related Disabilities (LEND) trainee. At the Cognitive Neuroscience of Hearing Lab (CNHL), the project she engages in centers on multi-level neural assessments of auditory function during speech listening. She is fascinated by the beauty of electrophysiology and excited about the possibility of applying her research experience to the clinical pediatric audiology field.

Dr. Kelsey Mankel leads the Cognitive Neuroscience of Hearing Lab (CNHL) at the University of Memphis. Her research spans both basic science and clinical applications and focuses on the dynamic interplay between auditory perception, cognition, and neuroplasticity. Employing neuroimaging and biophysical tools such as EEG and eye-tracking, she investigates how the brain encodes complex sounds like speech and music from cochlea to cortex. Additionally, her work explores how this process changes with diverse experiences (e.g., music training, lifetime noise exposure) and the influence of individual differences in shaping auditory perception abilities.

MS POSTER 21F: *Word Recognition Testing: Computer-Assisted Recordings or Monitored Live Voice?*
0.025 ASHA CEU

Abstract: This study sought to determine if word recognition testing administered directly from an audiometer (computer-assisted recorded stimuli) shortened the administration time compared to using monitored live voice (MLV). Preliminary data analysis indicates that MLV is statistically faster, but it is not a clinically significant difference.

Learning Outcomes:

1. Identify factors that affect word recognition testing.
2. Discuss the impact of using monitored live voice during word recognition testing.
3. Understand the difference in time required to test word recognition using monitored live voice and computer assisted presentation.

Biography:

Kathryn Ladner, BS is a 3rd year doctor of audiology candidate in the School of Communication Sciences and Disorders at the University of Memphis. Katie attended the University of Mississippi where she graduated with a Bachelor of Science degree in Communication Sciences and Disorders in 2021.

Allie Austin, BS is a 3rd year doctor of audiology candidate in the School of Communication Sciences and Disorders at the University of Memphis. From 2016 to 2021 she conducted psychological research at the University of Arkansas and Baylor University before attending the University of Memphis. Allie graduated from Baylor University in 2021 with a Bachelor of Arts degree in Psychology.

MS POSTER 21G: *Blind High School Students' Transition to Vocation and Their Perceptions Regarding Assistive Technology* 0.025 ASHA

Abstract: The employment rate of blind and visually impaired adults has been historically low and has not increased significantly over time. This study collects data from blind adults' experience in transitioning from high school to a career, their perceptions, and the affect assistive technology has on independence and quality of life.

Learning Outcomes:

1. Define the difference between legally blind and visually impaired.
2. Summarize how participants perceive assistive technology devices and how they impact their quality of life.
3. Discuss how research outcomes could change their practice working with clients with visual impairments as a comorbidity.

Biography:

Alysa Massey is a 2nd-year graduate student at Southeast Missouri State University studying Speech-Language Pathology. She is a graduate assistant for Dr. Samantha Washington, EdD CCC-SLP. Her research interests include high school transitional services for various populations, service delivery for high school-age students, and language disorders.

Dr. Samantha Washington is an assistant professor at Southeast Missouri State University in Cape Girardeau, Missouri. Her research interests are literacy, working with culturally and linguistically diverse individuals, ethics, and professional issues.

Jayanti Ray, Ph.D. CCC-SLP is currently teaching undergraduate and graduate courses in the Department of Communication Disorders at Southeast Missouri State University, Missouri. She has over 23 years of teaching experience. Her clinical and research interests include orofunctional disorders, motor speech disorders, cognitive disorders, and gerontological issues.

MS POSTER 21H: *Language sampling as a critical supplement to standardized tests: Insights from a longitudinal case study* 0.025 ASHA CEU

Abstract: Clinicians often default to standardized forms of assessment when evaluating children's language abilities. Although such measures inform the diagnostic process, they often do not detect common manifestations of language impairment. We provide data from a child assessed at two timepoints to illustrate this phenomenon and guide more thorough diagnostic practices.

Learning Outcomes:

1. Describe limitations of standardized tests.
2. List discrepancies in clinical findings obtained through language sample analysis and standardized tests at two timepoints in a case study.
3. Identify key indices of language ability in spoken language samples at different ages.

Biography:

Maggie Nuckols is a current graduate student in Speech-Language Pathology at the University of Memphis. She has her Bachelor of Science in Elementary Education with a specialty in literacy. In her time as a teacher, Ms. Nuckols found the need for functional assessments of language disorders within the classroom and how to use the scores as evidence to provide students with needed services.

Olivia Averitt is a current graduate student in Speech-Language Pathology at the University of Memphis. She has a Bachelor of Science in Biological Sciences from the University of Alabama in Huntsville. Olivia has a heart for identifying children with language disorders and making sure they receive the services they need.

Olivia Sewell is a current graduate student in Speech-Language Pathology at the University of Memphis. She has a Bachelor of Science in Communication Sciences & Disorders from the University of Mississippi. She is passionate about helping children receive the services they need and believes language sampling can be a valuable tool for clinicians.

Joyce McCormick is a current graduate student in Speech-Language Pathology at the University of Memphis. They have a Bachelor of Arts in Linguistics from the University of Texas. Joyce's role in the case study included coding and analyzing language sample data to find patterns of language use.

Naomi Eichorn, Ph.D., CCC-SLP, is an Assistant Professor in Speech-Language Pathology at the University of Memphis School of Communications and Disorders. Her research explores interactions between cognitive processes and speech-language abilities, with a particular focus on how attention contributes to observable and hidden features of stuttering. Dr. Eichorn has worked as an SLP in a variety of clinical settings and recognizes the critical need for translational research that links labs to clinical practice.

MS POSTER 21I: Systematic Analysis of Stuttered Speech (SASS): An original computer-based procedure for quantifying stuttering

Abstract: We examined reliability of an original, computer-based system for measuring disfluencies. Four coders transcribed speech and reading samples from two adults who stutter. Quantitative stuttering measures and qualitative input related to coding procedures were compared across coders. Results will shape finalization of an open-access application for research and clinical use.

Learning Outcomes

1. Describe limitations of available methods for quantifying stuttering behaviors and introduce an original coding system for measuring disfluencies.
2. Identify benefits of the original measurement system on stuttering research and clinical intervention.
3. Obtain information for observers to provide data for an expanded reliability study.

Biography:

Payton Roberts, B.S. SPPA, is a second-year graduate student of speech language pathology in the School of Communication Sciences and Disorders at the University of Memphis. Her research is conducted in the Cognition, Language and Speech Laboratory and she is a Graduate Assistant for Dr. Naomi Eichorn. She

currently serves as the Media & Tech Chair for the University of Memphis National Student Speech Language Hearing Association (NSSHLA) chapter.

MS POSTER 21J: *The Long Term Effects of ABA and Speech-Language Therapy for Autistic Adults* 0.025 ASHA CEU

Abstract: Examining autonomous services within autistic communities, focusing on applied behavioral analysis and speech-language therapy is vital for patient centered care. This study analyzes the enduring impact of such services on autistic individuals. Data collection and analysis are underway.

Learning Outcomes:

1. Compare and contrast speech-language therapy and applied behavioral analysis.
2. Summarize the long-term effects of applied behavioral analysis and speech-language therapy for autistic adults.
3. Recognize how autistic adults perceive their lived experiences with speech-language therapy and applied behavioral analysis.

Biography:

Madison Sniegowski is an undergraduate student at Southeast Missouri State University in Cape Girardeau, Missouri.

Dr. Samantha Washington is an assistant professor at Southeast Missouri State University in Cape Girardeau, Missouri. Her research interests are literacy, working with culturally and linguistically diverse individuals, ethics, and professional issues.

MS POSTER 21K: *Public Awareness of Speech-Language Pathology Services and Factors Regarding Health Literacy in Joyabaj, Guatemala* 0.025 CEU ASHA/AAA

Abstract: The purpose of this interview study was to gather perspectives of parents regarding their awareness of and access to speech pathology services, and health literacy. Results indicated that the majority of parents lacked access to medical/rehabilitative services, technology, and communication with healthcare professionals regarding their children with complex health/communication needs.

Learning Outcomes:

1. Identify the level of awareness of speech problems and the availability of speech pathology services in Joyabaj, Guatemala.
2. Describe how access to speech pathology services in Joyabaj, Guatemala can be impacted by social, economic, geographical, and other related factors.
3. Describe health-literacy-based experiences in parents of children with communication disorders.

Biography:

Dr. Samantha Washington is an assistant professor at Southeast Missouri State University in Cape Girardeau, Missouri. Her research interests are literacy, working with culturally and linguistically diverse individuals, ethics, and professional issues.

Jayanti Ray, Ph.D. CCC-SLP is currently teaching undergraduate and graduate courses in the Department of Communication Disorders at Southeast Missouri State University, Missouri. She has over 23 years of teaching experience and 30 years of clinical experience as a speech-language pathologist. Her clinical and research

interests include oromyofunctional disorders, motor speech disorders, cognitive disorders, and gerontological issues.

Ashlyn Johnston is a graduate student at Southeast Missouri State University majoring in communication sciences and disorders.



NSSLHA Chapter at The
University of Memphis

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The Ethics Session is available for 0.2 ASHA CEUs, Introductory Level

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