Johnnie Bass
St. Jude Children’s Research Hospital

Kristin Lyons
St. Jude Children’s Research Hospital

Title: The St. Jude Experience: Effects of Cancer-Directed Treatment on Hearing, Speech and Language in Pediatric Oncology Patients

Abstract: Surgery, chemotherapy, and radiation are effective treatment options commonly prescribed for a variety of childhood cancers. These therapies can, and often do, result in adverse health effects such as hearing loss, speech/language deficits, and feeding/swallowing difficulties. This presentation will cover effects of cancer-directed treatment, ototoxicity monitoring, late effects and long-term follow up.

Learning Outcomes
1. Describe the effects of platinum chemotherapy and cranial radiation therapy on hearing in children treated for cancer, including an ototoxicity monitoring protocol.
2. Describe effects of cancer-directed treatment on speech, language, and swallowing skills in children.
3. Describe late effects and long-term follow-up in childhood cancer survivors.

Biographies
Johnnie Bass earned a clinical doctorate in audiology (Au.D.) from Salus University and a Ph.D. in Communication Sciences and Disorders from the University of Memphis. She is an experienced clinical pediatric audiologist of 17 years and has been involved in clinical research for the past ten years at St. Jude Children’s Research Hospital, where she serves as Research Director of Rehabilitation Services. Her research interests include investigating acute and late auditory effects of ototoxic agents, the efficacy of otoprotective drugs, and the diagnostic techniques used in the detection of ototoxicity. Because her work with pediatric oncology patients treated with ototoxic agents has shown to cause significant auditory impairment, she is also interested in studying the impact ototoxicity has on neurocognitive and quality of life outcomes and methods for improving these outcomes in childhood cancer survivors. She has mentored multiple students and externs from across the country in clinical audiology practice and research. She currently serves as co-chair for the auditory late-effects committee for the Children’s Oncology Group, a group dedicated to reviewing and developing long-term follow-up guidelines for hearing in survivors of childhood cancer.

Kristin Lyons, MA, CCC-SLP, is the Director of Rehabilitation Services at St. Jude Children’s Research Hospital, where she has also been a practicing speech-language pathologist for 6 years. Kristin obtained her undergraduate and graduate degrees from the University of Illinois at Urbana-Champaign prior to relocating to Memphis. Her research interests include rehabilitation for children with posterior fossa syndrome following brain tumor resection and comprehensive management of voice and swallowing disorders. Additionally, Kristin is a co-investigator on a research protocol for children with newly diagnosed intraocular retinoblastoma to identify the effects of treatment on speech/language development over time and completed an evidenced-based practice fellowship aimed at tracking the clinical characteristics of children experiencing chemotherapy-associated feeding difficulty and mismanagement. Given her passion for education, Kristin has mentored
numerous graduate students, developed content for a variety of childhood cancer resources, and spoken at multiple pediatric oncology conferences across the country.

Jennifer Bidelman  
LeBonheur Children’s Hospital

Sarah Warren  
The University of Memphis

Robert Yawn  
LeBonheur Children’s Hospital

Joshua Wood  
LeBonheur Children’s Hospital

Bruce MacDonald  
LeBonheur Children’s Hospital

Title: Cochlear Implant Candidacy…It’s easier than you think!

Abstract: As success in cochlear implantation continues to grow, more individuals are qualifying for this device. This presentation will discuss advances in cochlear implant candidacy, and how clinicians should determine when a cochlear implant evaluation should be recommended. Both audiological and medical aspects of candidacy will be discussed.

Learning Outcomes

1. Learners will be able to identify when to refer for an audiological candidacy evaluation for cochlear implantation.
2. Learners will be able to identify when to refer for a medical candidacy evaluation for cochlear implantation.
3. Learners will be able to describe the components of an audiological candidacy evaluation

Biographies

Jennifer Bidelman is an audiologist at Le Bonheur Children’s Hospital. She graduated with a B.S. in Speech and Hearing Sciences from Indiana University-Bloomington and got her Clinical Doctorate of Audiology from Purdue University. She is the audiology manager at Le Bonheur Children’s Hospital.

Sarah E. Warren, Au.D., Ph.D., is an Assistant Professor at the University of Memphis School of Communication Sciences of Disorders where she is director of the Cochlear Implant Research Lab. In 2019 she launched the Cochlear Implant Program at Memphis Speech and Hearing Center. As a native Memphian, Dr. Warren grew up playing tag around the large oak tree outside the old Memphis Speech and Hearing Center while her brother was seen for speech therapy. She is enthusiastic about both the legacy and future of both U of M School of Communication Sciences and Disorders and Memphis Speech and Hearing Center. She is passionate about intervention and access to healthcare so more Memphians can benefit from the exceptional services at MSHC and other sites in the Mid-South areas.
Robert Yawn is an Assistant Professor of Otolaryngology at UT-Memphis and a Pediatric Otolaryngologist at Le Bonheur Children’s Hospital. He graduated with a B.S. in Biochemistry from Furman University in Greenville, SC. He graduated with his MD from Medical University of South Caroline in Charleston, SC. His interests include: Vestibular schwannoma, cerebral spinal fluid leak repair, glomus tumors, cochlear implantation, surgery for chronic ear disease, cholesteatoma, and tympanic membrane perforation.

Joshua Wood is an Assistant Professor at UT-Memphis and a Pediatric Otolaryngologist at Le Bonheur Children’s Hospital. His interests include: Pediatric Hearing Loss and Chronic Ear Disease, Cochlear Implantation, and General Pediatric Otolaryngology.

Bruce MacDonald has been a faculty member of the Department of Otolaryngology- Head and Neck Surgery at UT-Memphis since 1999. He graduated with a B.Sc. (majors in chemistry and physics) from St. Mary’s University, Canada in 1975. He graduated with an M.Sc. from the University of British Columbia in 1978 completing a thesis on the photoelectron spectroscopy of multiply bonded nitrogen species. He worked for Bridco, a small chemical research company, managing a number of projects on strontium chemistry. One project involved the possible use of strontium compounds in treatment of radiation poisoning - this sparked an interest in medicine. He graduated from Dalhousie Medical School in 1984 and stayed at Dalhousie for an Otolaryngology residency. He completed fellowship training in Neurotology at the University of Pittsburgh in 1989. He was a faculty member of the Boston University Department of Otolaryngology until 1999 when he moved to the UT-Memphis department.

Anthony DiLollo
Wichita State University

Title: Possible Selves Mapping and Working with School-Aged Children Who Stutter

Abstract: In this presentation, we will explore how using the Possible Selves Mapping Interview can assist clinicians in working with school-aged children who stutter by developing more holistic and personally meaningful treatment plans that help clients consider their futures in terms of their hopes, fears, capabilities, expectations, priorities and action plans.

Learning Outcomes
1. As a result of this activity, the participant will be able to describe concepts related to working with school-aged children who stutter.
2. As a result of this activity, the participant will be able to summarize the concepts of possible selves and the process of possible selves mapping.
3. As a result of this activity, the participant will be able to apply the process of the Possible Selves Mapping Interview to working with school-aged children who stutter.

Biography
Anthony DiLollo, PhD, CCC-SLP is a professor of speech-language pathology at Wichita State University, specializing in counseling, fluency disorders, and critical thinking applications. He has worked as a speech-language pathologist in clinical settings, as well as 17 years in academia. Dr. DiLollo is a member of the Wichita State College of Health Professions Leadership Academy and serves as the Department of Communication Sciences and Disorders Assessment Coordinator and PhD Program Coordinator. Dr. DiLollo has published and presented in the areas of counseling, fluency disorders, factors related to effective

Ann Clock Eddins  
University of South Florida

Title: *The Changing Role of Electrophysiology in Clinical Audiology*

Abstract: For decades, electrophysiological techniques in audiology have been used primarily for the diagnosis of auditory pathologies in the periphery and brainstem. This presentation will review advanced electrophysiological approaches that can improve clinical evaluation of speech processing in quiet and noise, neural changes with age, and effects of rehabilitative intervention.

Learning Outcomes:
1. Following this presentation, participants will be able to list at least three electrophysiological methods used for either basic or advanced clinical assessments.
2. Following this presentation, participants will be able to describe at least two clinical applications for which advanced electrophysiological tools would be useful.
3. Following this presentation, participants will be able to identify future clinical applications for advanced electrophysiological tools.

Biography
Ann Clock Eddins, Ph.D., M.B.A., is Associate Professor and Associate Chair in the Department of Communication Sciences & Disorders at the University of South Florida, Tampa, FL. She is co-director of the Auditory & Speech Sciences Laboratory and a core member of the Global Center for Hearing and Speech Research at the University of South Florida. She also serves as President of the Council of Academic Programs in Communication Sciences and Disorders and is an Editor for the American Journal of Audiology. Her research and clinical interests are aimed at understanding the neural correlates of auditory perception in normal-hearing and hearing-impaired adults with a focus on neural plasticity with aging, tinnitus, and intervention.

Charles Ellis  
East Carolina University

Title: *Disparities in Health Care Provision and Outcomes*

Abstract: Improving cultural competence of service providers has been proposed as the primary strategy for reducing communication outcome disparities. The general study of health disparities suggests a more comprehensive approach is necessary. This presentation will explore the complex nature of communication outcome disparities and offer strategies for reducing the disparity gap.

Learning Outcomes
1. Participants will be able to describe the historical state of health disparities in the US.
2. Participants will be able to describe the nature of disparities in communication outcomes.
3. Participants will be able to verbalize strategies to reduce disparities in communication outcomes.

**Biography**

Dr. Charles Ellis Jr., PhD is a Professor in the Department of Communication Sciences and Disorders at East Carolina University. He is the Communication Sciences and Disorders concentration director of the Rehabilitation Science Doctoral Program and the director of research at the ECU Center for Health Disparities. He is also the director of the Communication Equity and Outcomes Laboratory where his research is designed to understand outcomes associated with adult neurologically based disorders of communication and factors that contribute to the lack of equity in service provision and outcome disparities that exist among underrepresented minority groups. Dr. Ellis has authored or co-authored over 100 peer-reviewed journals articles, two book chapters and has over 100 presentations to his credit related to Parkinson’s disease, stroke, traumatic brain injury, and health disparities and minority health issues. Dr. Ellis was a Language Editor for the Journal of Speech-Language-Hearing Research 2017-2018. Dr. Ellis was awarded the American Speech-Language-Hearing Association Certificate of Recognition for Special Contribution in Multicultural Affairs in 2011. In 2014 he awarded Fellowship of the American Speech-Language Hearing Association (ASHA).

**Memorie M Gosa**

The University of Alabama

**Title:** Pediatric Feeding Disorder: Diagnosis and Management Update

**Abstract:** This presentation will review recently published literature on the topic of pediatric dysphagia.

**Learning Outcomes**

1. Participants will list one validated clinical measure for bedside assessment of pediatric feeding disorder.
2. Participants will define the psychometric property of validity.
3. Participants will describe the efficacy of behavioral interventions for the remediation of pediatric feeding disorders.

**Biography**

Memorie M. Gosa is a pediatric speech-language pathologist and board-certified specialist in swallowing and swallowing disorders with more than 15 years of clinical and research experience in the area of pediatric dysphagia diagnosis and management. She is an associate professor at The University of Alabama in Tuscaloosa, Alabama and maintains a clinical practice at The University of Alabama's Speech and Hearing Center and at Druid City Hospital's neonatal intensive care unit. She has presented nationally and internationally on the topic of pediatric dysphagia and is an editor of the newly published textbook, Assessing and Treating Dysphagia: A Lifespan Perspective.

**Casie Keaton**

Thrive Hearing and Tinnitus Solutions

**Title:** From Music Appreciation to the Professional: Approaches for Successful Integration of Hearing Instruments into the Music Lover’s Life
Abstract: Successful implementation of hearing technology for musicians presents with an inherent number of clinical challenges. Understanding the unique needs and perspectives of this population, along with a working knowledge of recent advances in hearing instrumentation, serve to provide a foundation for improved treatment outcomes and patient satisfaction.

Learning Outcomes
1. Participants will be able to describe the neurological processes involved in music perception.
2. Participants will be able to analyze the spectral qualities of a patient’s music preferences in order to incorporate into a successful treatment plan.
3. Participants will be able to identify and assess the specific amplification needs of musicians with hearing loss.
4. Participants will be able to integrate hearing instrument features to successful end user implementation.

Biography
Casie Keaton, Doctor of Audiology, graduated with her Bachelor of Science in Communication Disorders from Auburn University. She completed her Master’s work from the University of South Alabama, and received her doctorate in Audiology from the University of Florida. She has research published in the area of psychoacoustics and has extensive training in tinnitus and hyperacusis. Most recently in 2018, she contributed several chapters to Oxford University Press textbook, Landmark Papers in Otolaryngology. In December of 2015, Dr. Keaton was selected to attend an Ida Institute conference in Skodsborg, Denmark, the first of its kind to specifically focus on tinnitus. As one of 15 audiologists, otolaryngologists, and psychologists selected internationally to attend, the aim of their work was to devise practical tools to help clinicians assess and treat tinnitus patients. In July of 2016, she was invited to England, where she spent time working with leaders in tinnitus research and treatment. As an Audiologist, her passion is helping people to overcome the challenges of hearing loss, tinnitus and decreased sound tolerance with compassion, education, and the latest advances in research founded treatment approaches.

Danielle Keeton
LeBonheur Children’s Hospital

Title: What Are You Willing to Work For?

Abstract: This session will explore personal leadership in service work. Learners will envision what it might take to be truly well while also being willing to work for good, hard things. Transformational practices will be shared to support awareness, accountability, and inner/outer alignment for our whole selves.

Learning Outcomes
1) Reflect on current status of personal/professional satisfaction and wellness.
2) Apply transformational practices for supporting personal awareness, accountability and inner/outer alignment.
3) Describe the connection between personal development and systemic change work.

Biography
Danielle Keeton, Memphis CSD class of 2000, is a Speech-Language Pathologist, Professional Coach and Coaching Instructor. She currently serves as the Director of Outpatient Rehab & Developmental Services for Le Bonheur Children’s Hospital and as a leadership coach and coaching instructor for Methodist Le Bonheur Healthcare. Danielle is deeply interested in transformational change and the connections between personal
development, leadership development, and other-centered service. She founded Well and Willing Coaching Collaborative in 2017 and is beginning to create service work she may never wish to retire from.

**Jill Lowther**  
Audiological Consultants of Atlanta

**Title:** Bridging the Gap Between Research and Practice: Utilizing Genomic Research to Improve Diagnosis, Treatment and Outcomes

**Abstract:** This presentation outlines current genomic hearing loss research and discusses possible applications in clinical audiological settings. The goal of this talk is to provide clinicians with the foundation to expand their clinical competence and services, modify treatment plans and improve patient outcomes.

**Learning Outcomes**
1. The participant will be able to describe lesser-known genes responsible for hearing loss
2. The participant will be able to identify clinical benefits of including genetic testing in hearing loss diagnosis and treatment
3. The participant will be able to improve patient expectations and outcomes by incorporating interdisciplinary care

**Biography**
Jill Lowther, AuD, is a clinical audiologist at Audiological Consultants of Atlanta in Atlanta, GA. Prior to her current position, Dr. Lowther worked as an auditory data specialist at the Craig L. Dobbin Genetic Research Centre at Memorial University of Newfoundland in Newfoundland & Labrador, Canada. This team combines disciplines to discover genetically-related diseases in the fields of audiology, cardiology, and neurology. Currently, Dr. Lowther is interested in incorporating audiological research into her clinical practice in order to improve patient treatment and outcomes. Dr. Lowther is a fellow of the American Academy of Audiology and a member of the Georgia Academy of Audiology.

**Bruce MacDonald**  
University of Tennessee

**Clinical Studies in Audiology**

**Abstract:** The Baha is used in multiple pediatric otologic conditions. The Softband/SoundArc, Connect/Attract are available for various clinical scenarios. Surgery, including conversion of Connect to Attract, will be presented with illustrative cases. The role of the Baha is evolving with competing technologies including cochlear implantation for single-sided deafness.

**Learning Outcomes**
1. At the end of this session, attendees will be able to describe audiometric and otologic criteria/indications for Baha.
2. Attendees will be able to describe the benefits of Baha in preschool and grade school aged children.
3. Attendees will be able to identify the nature of recently available alternative technologies and the evolving role of the Baha in pediatric audiologic and otologic care.
Biography
C. Bruce MacDonald has been a faculty member of the Department of Otolaryngology-Head and Neck Surgery at UT-Memphis since 1999. He graduated with a B.Sc. (majors in chemistry and physics) from St. Mary’s University, Canada in 1975. He graduated with an M.Sc. from the University of British Columbia in 1978 completing a thesis on the photoelectron spectroscopy of multiply bonded nitrogen species. He worked for Bridco, a small chemical research company, managing a number of projects on strontium chemistry. One project involved the possible use of strontium compounds in treatment of radiation poisoning - this sparked an interest in medicine. He graduated from Dalhousie Medical School in 1984 and stayed at Dalhousie for an Otolaryngology residency. He completed fellowship training in Neurotology at the University of Pittsburgh in 1989. He was a faculty member of the Boston University Department of Otolaryngology until 1999 when he moved to the UT-Memphis department.

Julie Masterson
Missouri State University

Kenn Apel
University of South Carolina

Title: **Spelling: Metalinguistic, Not Mechanic!**

Abstract: Spelling is a complex, metalinguistic skill. Although part of our Scope of Practice, many SLPs remain uncertain regarding spelling assessment and intervention. We will review the literature on spelling, discuss the processes of spelling assessment and intervention, and provide direct practice. Suggestions for how SLPs might link their knowledge of spelling to other literacy measures will be discussed.

Learning Outcomes
1. Understand how spelling fits into the SLP's Scope of Practice
2. Develop a means for assessing spelling and providing the indicated intervention
3. Recognize and appreciate how spelling fits with other literacy skills

Biographies
Julie Masterson is Associate Provost-Dean of the Graduate College and Professor of Communication Sciences and Disorders at Missouri State University. She has taught courses in research design and language-literacy development and disorders. She has over 150 presentations and publications in language and literacy and has served as an editor for numerous scientific journals. Julie received the Honors of the Association from ASHA in 2015, from CAPCS in 2018, and was named one the region's Most Influential Women by Springfield Business Journal in 2017.

Kenn Apel is professor and chair of Communication Sciences and Disorders at the University of South Carolina. His area of research focuses on the underlying linguistic components that support the development of word-level reading and spelling. Apel is a Fellow of the American Speech-Language-Hearing Association and received the Honors of that Association.

Katherine Mendez
University of Memphis

Justine Steele
Title: Question the Test

Abstract: Most clinicians know best practice is to base diagnostic decisions on data from a variety of sources; however, many diagnostic decisions are based on a single standardized test. Clinicians often believe they are required to do this. We will review ASHA guidelines and IDEA requirements, discuss limitations of standardized measures, and review best practices.

Learning Outcomes

1) Participants will be able to demonstrate knowledge of the limitations of standardized measures.
2) Participants will be able to demonstrate knowledge of best practice regarding the use of standardized measures for diagnostic purposes.
3) Participants will be able to demonstrate knowledge of the IDEA requirements and ASHA guidelines regarding the appropriate role of standardized measures in making diagnostic and/or eligibility decisions.

Biographies

Katherine Mendez is a bilingual speech-language pathologist specializing in language, literacy, and executive function. She currently works as a clinical instructor at Memphis Speech and Hearing Center and has a small private practice. She is also a certified special education advocate. Her prior experience includes work in the public school system and in early intervention. Her experience in all of these areas has allowed her to develop her knowledge of current and best practices in diagnostics as well as in special education law and policies.

Justine Steele is a speech-language pathologist specializing in pediatric language disorders. She works at Memphis Speech and Hearing Center as a clinical instructor. A majority of her work at MSHC is part of a grant for treating communication disorders and behavioral challenges in children with autism and other speech and language disorders. Prior to working at MSHC, she worked as a school-based speech-language pathologist. Her time working in the public schools spurred her interest in conducting accurate speech-language evaluations.

JoClaire Merrill
University of Memphis

Vicki Haddix
University of Memphis

Title: AAC, ABA, SLP: Making Alphabet Soup for Preschoolers

Abstract: Children with autism spectrum disorders typically receive intervention from a variety of professionals, most frequently from behavior analysts and speech-language pathologists. Additionally, the use of visual schedules and modeling core vocabulary has been proved to be effective for children with autism. This presentation will describe a unique intervention program where a traditional speech-language pathologist, a speech-language pathologist specializing in AAC, a board-certified behavior analyst and SLP graduate clinicians collaborate to improve communication and behavioral outcomes for individuals with autism spectrum or related disorders. The discussion will include advantages and challenges of collaborating
on an interdisciplinary team including therapists and graduate clinicians. Methods to address program challenges will be shared.

Learning Outcomes
1. Describe a minimum of three scientific studies evaluating effective programs for people with autism spectrum disorders.
2. Explain interdisciplinary collaboration between behavior analysts, speech-language pathologists, and an augmentative communication specialist to develop an innovative intervention program for preschool aged children with ASD focusing on 4 critical areas: improving expressive and receptive language skills, improving social communication skills, improving play skills and reducing barriers to learning.
3. Describe program achievements, collaboration practices, and discuss recommendations for addressing three identified challenges encountered in the first year of the pilot project.

Biographies
JoClaire G. Merrill, M.A., CCC-SLP, is a Clinical Assistant Professor at Memphis Speech and Hearing Center at the University of Memphis School of Communication Sciences and Disorders. She has over 18 years of speech-language pathology experience working in early intervention, schools, and private contracting settings. Her primary interests include intellectual disabilities, autism, language disorders, phonological disorders, feeding, and literacy.

Vicki L. Haddix, M.S., CCC-SLP is a Clinical Assistant Professor at the University of Memphis. She teaches the graduate level AAC course and supervises students in the university clinic. Vicki is also a principal investigator on the TennesseTalks grant, intended to build school districts’ capacity to support 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.

Claudio F Milstein
Cleveland Clinic

Title: I Can't Breathe, Talk, or Swallow: When the Larynx Malfunctions

Abstract: The larynx is the organ with the most complex voluntary motor function in the human body. It is essential for airway protection, breathing, swallowing and voicing. There are many conditions of laryngeal malfunctioning, where there is no observable anatomical pathology. We’ll discuss these conditions and address their therapeutic management.

Learning Outcomes:
1. Participants will recognize the wide range of presentations associated with laryngeal dysfunction
2. Participants will identify knowledge gaps in laryngeal function and dysfunction
3. Participants will understand concepts and strategies for differential diagnosis and treatment of laryngeal functional disorders

Biography
Dr. Milstein is the Director of the Cleveland Clinic’s Voice Center, and the Coordinator of ASHA's SIG3 in Voice and Upper Airway Disorders. He has been actively involved in the clinical management of voice patients for over 20 years, has authored numerous publications related to the human voice and its disorders,
and is frequently invited as a lecturer at national and international meetings. Current areas of interest include laryngeal pathology, care of the professional voice, functional voice disorders, and upper airway dysfunction.

**Deborah Moncrieff**  
University of Memphis

**Title:** *Vestibular Assessment*

**Abstract:** Vestibular testing utilizes behavioral and electrophysiologic methods to fully assess peripheral and central mechanisms that may contribute to pathologies in the dizzy patient. A brief review of the anatomy and physiology of the vestibular system and an overview of tests used in the standard vestibular battery will be followed by details from a variety of individual cases that illustrate typical symptoms, normal and abnormal test results, and methods used to differentially diagnose the vestibular disorder. Participants will interact with multiple choice questions embedded into the presentation to elicit their impression of each vestibular case.

**Learning Outcomes**
1. Participants will be able to identify important anatomical structures involved in vestibular processing and proprioception.
2. Participants will be able to identify which tests to employ for diagnosis of patients presenting with a variety of vestibular symptoms.
3. Participants will be able to identify how to interpret findings from behavioral and electrophysiologic tests to arrive at a vestibular diagnosis.

**Biography**
Dr. Moncrieff has developed new tests for clinical assessment of auditory processing disorder (APD) and has called for an alternative approach in diagnosis to differentiate specific types of auditory processing difficulties. She coined the term “amblyaudia” to characterize a binaural integration type of APD and has developed Auditory Rehabilitation for Interaural Asymmetry (ARIA), a therapeutic approach for remediating children with amblyaudia. She uses electrophysiologic and functional magnetic resonance imaging methods to characterize neural responses during complex behavioral tasks. In the AuD program, she teaches courses on anatomy and physiology, psychoacoustics, hearing conservation, instrumentation and calibration, vestibular assessment and rehab, and auditory processing across the lifespan.

**Joseph J Montano**  
Weil Cornell Medical Center

**Title:** *Audiologic Rehabilitation: A New Frontier*

**Abstract:** Individuals with hearing loss can often present a variety of challenges to audiologists. While technology is an important part of the person’s treatment plan, it rarely resolves the communication issues faced in daily life. Traditional approaches to audiologic rehabilitation (AR) such as speechreading and auditory training are often difficult to implement in many practices and audiologists frequently feel unprepared to offer these services. Given the changing landscape in the delivery of hearing aids, audiologists need to embrace the contributions AR provides to practice. The purpose of this session is to review the current state of rehabilitative
audiology with an emphasis on counseling, patient motivation, communication partnerships and communication environments in a patient-centered framework.

**Learning Outcomes:**
1. List three contributions the inclusion of AR can make on a practice.
2. Describe how e Audiology can increase participation in family centered care.
3. Explain the role of counseling in the hearing aid delivery system.

**Biography**
Dr. Joseph Montano is a Professor of Audiology and Director of Hearing and Speech at Weill Cornell Medicine. He received his Ed.D. from Teachers College, Columbia University and M.A. from New York University. Dr. Montano is licensed as an Audiologist in New York State and holds the Certificate of Clinical Competence (CCC-A) and is a Fellow through the American Speech Language Hearing Association (ASHA). He served as ASHA Vice President for Standards/Ethics in Audiology and is a Past President of the Academy of Rehabilitative Audiology. In addition to numerous presentations and publications, he is the co-editor of the book Adult Audiologic Rehabilitation 3rd Edition.

**Barbara Moore**
University of Southern California

**Title:** Predictable or Unpredictable: Education Updates From the Courts

**Abstract:** This session will focus on practice application through the lens of Judicial rulings, specifically Endrew F. the Supreme Court ruling. Understanding how hearing officer and courts (including the Supreme Court) consider and apply the law when it is challenged, gives guidance to the field in terms of practice in schools

**Learning Outcomes**
1. Learner will connect hearing officer rulings to one case on their caseload considering how the decisions potentially impacts their case management.
2. Learner will discuss three applications of Endrew F. for IEP development for students receiving speech-language and/or audiology services
3. Learner will construct two practice adaptations to address trends identified in judicial decisions.

**Biography**
Dr. Barbara J. Moore, CCC-SLP, BCS-CL is Professor/Program Director for the future Master’s of Science in Speech-Language Pathology and Director of the Minor in Speech and Hearing Professions at the University of Southern California in Los Angeles, CA. She has served in several leadership roles in professional associations.

**Richard K Peach**
Rush University Medical Center

**Title:** Attentional Control and Narrative Production Following Traumatic Brain Injury

**Abstract:** Discourse following TBI is disorganized, off-topic, often tangential, and poorly planned. A series of studies investigating sentence and discourse processing after TBI are described that offer insights that may
account for this pattern of language. The results are used to motivate a discourse-level approach to treatment for these communication disturbances.

**Learning Outcomes:**

1. As a result of this activity, the learner will be able to describe the role of attentional control for language processing.
2. As a result of this activity, the learner will be able to summarize recent studies of sentence and narrative production following TBI and how they relate to a resource model of discourse processing.
3. As a result of this activity, the learner will be able to apply research results to the assessment and treatment of discourse impairment due to TBI.

**Biography**

Richard K. Peach, PhD is Professor of Communication Disorders and Sciences, Neurological Sciences, and Otolaryngology at Rush University Medical Center, Chicago, Illinois. He is a Fulbright Scholar and a Fellow of the American Speech-Language-Hearing Association. His scholarly activities and clinical practice are in the area of neurologic communication disorders.

**Hal Price**  
Aegis Therapies

**Jessica Pranke**  
Aegis Therapies

**Title:** The Evolving Role of the Speech Language Pathologist in Post-Acute Healthcare: Ethical Considerations

**Abstract:** Recent regulatory and reimbursement changes have elevated the role of the SLP in the delivery of post-acute healthcare services. This session will examine the evolving challenges of balancing clinical and business expectations, along with associated ethical considerations.

**Learning Outcomes**

1. Describe the roles and expectations for SLPs in post-acute healthcare.
2. Evaluate ethical considerations associated with providing rehab in post-acute healthcare settings.

**Biographies**

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.

Jessica Pranke M.S. CCC-SLP, RAC-CT, is currently a Clinical Practice Specialist for Aegis Therapies in Florida. She graduated from University of Florida with a Bachelor of Arts in Communication Sciences and Disorders and from University of South Florida with a Master of Science in Speech-Language Pathology. Since 2004,
working with Aegis Therapies, she has served in both operational and clinical roles. She currently provides training in the areas of neurocognitive impairments and complex disease management.

**Caroline Royal-Evans**  
CoreMedical Group

**Title: Cruisin' the USA as a Travel Therapist**

**Abstract:** Travel healthcare provides unique opportunities for the SLP to benefit professionally, financially, and personally by filling short-term staffing needs in a variety of settings all over the US. This presentation will provide information on financial incentives, possible ethical issues, contracts, and resources to get started in travel therapy.

**Learning Outcomes**

1. Describe possible ethical issues associated with travel therapy.
2. Identify ways that SLPs can enhance and broaden their clinical skills by working as a travel therapist.
3. Describe characteristics of a successful travel therapist.

**Biography**  
Caroline Royal-Evans is a speech-language pathologist specializing in adult neurogenic communication disorders with 38 years of experience. After serving on the clinical faculty at the University of Memphis for 22 years, she retired and began working as a travel therapist for CoreMedical Group providing home health services. Caroline holds the ASHA CCC, board certification in adult neurogenic communication disorders from the Academy of Neurologic Communication Disorders and Sciences, and licensure in several states. She is also the recipient of the 2015 Sallie Starr Hilliard Mentoring Award.

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**John Sandidge**  
University of Memphis

**Title: La Voce Feminile/ Transgender Voice Clinic**

**Abstract:** Having a feminine voice is a critical aspect of successful transition from male to female for anyone transgender. This presentation details the speaker's journey into this area of service delivery and provides insight into aspects of voice feminization that promote successful outcomes.

**Learning Outcomes**

1. As a result of this lecture, the learner will be able to list 3 aspects of voice feminization that are important to self-actualization in transgender females.
2. As a result of this lecture, the learner will be able to list 3 aspects of transgender-oriented initial evaluation.
3. Although not an "how-to," the learner will be able to list 3 activities that can promote successful voice feminization.

**Biography**  
John Sandidge graduated with his Master of Arts Degree from the University of Memphis' School of Audiology & Speech Pathology in 1996. After completing his Clinical Fellowship Year, he joined the Evelyn...
Trammell Voice & Swallowing Center at St. Joseph’s Hospital of Atlanta, focusing primarily on swallowing disorders in the Head and Neck cancer population. Upon his return to Memphis, he joined the clinical faculty in the University of Memphis' School of Communication Sciences & Disorders, where the opportunity arose to work in the area of transgender voice feminization, and for the last four years, this has been his primary focus of service delivery.

Rachel Sievers  
Arkansas Children’s Hospital  

**Title:** Lessons from the Other Side: A professional navigates a parent’s world  

**Abstract:** Despite efforts by graduate school programs to provide sensitivity training and counseling techniques to students, medical professionals who work with children who are deaf or hard of hearing are often not prepared to support families in their unique needs. The presenter will share lessons she has learned as a pediatric audiologist and as a mother of a child who is hard of hearing. Specifically, the presenter will discuss best practices on how medical professionals can deliver difficult news, counsel families, and support them along their journey.

**Learning Outcomes**  
1. Learners will be able to describe types of emotional support needed for families of children who are deaf or hard of hearing.  
2. Learners will be able to describe the limitations of medical professionals in providing support and counseling to families of children who are deaf or hard of hearing.  
3. Learners will be able to identify family support organizations and resources for families with children who are deaf or hearing.

**Biography**  
Rachel Sievers, Au.D., is an audiologist at Arkansas Children’s Hospital. She received her Bachelor of Science in Speech-Language Pathology from the University of Central Arkansas and her Doctorate in Audiology from the University of Tennessee - Knoxville. Her areas of expertise include diagnostics, hearing aids, cochlear implants, and educational audiology. Dr. Sievers serves on the board of Arkansas Hands and Voices. Being both an audiologist and a mother of a child who is hard of hearing, she is passionate about family to family support. She is a frequent presenter on cochlear implantation, delivering difficult news, and family support and counseling.

Heidi K Slager  
University of Michigan  

**Title:** The Bionic Boom: Recent Advances in Cochlear Implants  

**Abstract:** The field of cochlear implants continues to evolve. In fact, there have been changes to candidacy, implant and sound processor technology, programming, and clinical service delivery in just the past few years. This presentation will review these updates with focus on providing optimal patient outcomes while ensuring efficient service delivery.

**Learning Outcomes**  
1. Following this course, you will be able to list current candidacy guidelines for cochlear implantation
2. Following this course, you will be able to describe changes in internal and external device technology
3. Following this course, you will be able to list 3 new tools for CI programming or updates in CI service delivery

Biography
Heidi Slager is a clinical audiologist at the University of Michigan Cochlear Implant Program, where she provides diagnostic and rehabilitative services to patients of all ages and coordinates clinical trials related to cochlear implants. Heidi currently volunteers for the American Academy of Audiology and Research Initiatives and the Research, Clinical, and Teaching Posters committees, and is a past member of the Michigan Audiology Coalition Executive Board. She enjoys working with University of Michigan’s Sound Support Outreach Grant, traveling throughout the state to provide outreach for professionals & educational teams on hearing loss, cochlear implantation, & accommodations to support children with hearing loss in the academic setting. Heidi received her Doctorate of Audiology from The University of Memphis, and has presented locally and nationally on topics related to hearing loss, cochlear implants, and auditory rehabilitation.

Donna Smiley
Arkansas Children’s Hospital

Title: Working together is better: Improving outcomes for school age children with hearing loss

Abstract: There are many opportunities for school and clinic-based audiologists to work collaboratively to improve outcomes for children who have hearing loss. This session will focus on maximizing collaborative efforts as they relate to family counseling, technology selection and diagnostic needs for children who have hearing loss.

Learning Outcomes:
1. Describe ways to collaborate and communicate with other professionals and to justify time in their schedules for this activity.
2. Identify diagnostic information related to a specific student that needs to be shared between professionals.
3. Formulate technology plans for students needs at home and at school.

Biography
Donna Fisher Smiley, Ph.D., CCC-A is a school-based audiologist and the coordinator for the Educational Audiology/Speech Pathology Resources for Schools (EARS) Program at Arkansas Children’s Hospital. Dr. Smiley has practiced audiology in the areas of pediatrics and school based audiology for 30 years. Additionally, Dr. Smiley co-authored a textbook (Title: School-Based Audiology) that is available from Plural Publishing. She served as the Vice President for Audiology Practice on the Board of Directors for the American Speech-Language Hearing Association from 2013-2015.

Jennifer Taylor
The University of Memphis
Sarah Irby
Integrated Health
Title: **Audiology & Psychology: Testing the Untestable Patient**

**Abstract:** How many times have you thought to yourself, there is no way this client can be tested in the booth? This session will focus on how audiology and psychology can work together as a team to test patients who are deemed untestable. Strategies on how working together to test these patients will be shared and a patient example will be utilized.

**Learning Outcomes**
1. Explain the importance of interdisciplinary work in testing the untestable patient.
2. List various methods that can be employed in testing the untestable patient.
3. Identify two ways this can be implemented into your practice

**Biography**
Jennifer P. Taylor, AuD, is the Director of Clinical Services in Audiology and a Clinical Associate Professor for the School of Communication Sciences and Disorders at the University of Memphis and Audiology Section Chief at the University of Tennessee Boling Center for Developmental Disabilities. She is an active volunteer at the local, state and national levels for communication sciences and disorders.

Dr. Sarah Irby is a licensed psychologist at Integrated Health in Southaven, Mississippi who specializes in autism spectrum and related neurodevelopmental disabilities. She is an adjunct professor at the University of Mississippi and the University of Memphis. Related presentations include: Autism Spectrum Disorder: Diagnosis and Treatment and Behavior Management Strategies for Teachers.

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**Title:** **Technology Networks for the Hearing Impaired—Think Outside the Booth!**

**Abstract:** With the rapid growth of wireless connectivity and smartphone apps, many devices designed to address the limitations of hearing instruments have been replaced with digital options. A team approach with the speech-language pathologist and audiologist addressing a “network” of solutions as part of a comprehensive rehabilitation program is proposed.

**Learning Outcomes:**
1. Participants will be able to describe challenges faced by persons with hearing loss that cannot be solved by traditional ear level amplification systems.
2. Participants will be able to describe the benefits of remote microphone technology to facilitate hearing in challenging environments.
3. Participants will be able to describe the differences in wireless transmission methods and how these relate to setting up technology networks for persons with hearing loss

**Biography**
Dr. Linda Thibodeau is a Professor at the University of Texas at Dallas in the Audiology Doctoral program. Her research involves evaluation of the speech perception of listeners with hearing loss and auditory processing problems as well as evaluation of amplification systems and hearing assistance technology to help those persons. In addition to serving as Co-PI on an NIH grant to develop open-source apps for speech enhancement on smartphones, she serves as audiology consultant to public schools and community art venues.
**Rene Utianski**  
Mayo Clinic

**Title:** *Treatment of Primary Progressive Aphasia*

**Abstract:** In this course, an overview of the three different variants of Primary Progressive Aphasia (PPA) will be provided. Current treatment practices for each variant of PPA will be reviewed. Education and counseling will be discussed in the context of the expected clinical progression.

**Learning Outcomes**
1. Summarize current treatment practices for each variant of PPA.
2. Summarize appropriate education for patients with PPA and their care partners.
3. Describe appropriate counseling for patients with PPA and their care partners.

**Biography**
Rene Utianski is a Senior Associate Consultant at Mayo Clinic in Rochester, Minnesota. Her clinical responsibilities include differential diagnosis of acquired and degenerative speech and language disorders. Her research focus is to refine differential diagnoses and inform subsequent treatment of neurodegenerative disorders through describing clinical, acoustical, imaging, and electrophysiological characteristics.

**Marilyn Wark**  
University of Memphis

**Tawni Ballinger**  
Baptist Memphis Hospital; University of Memphis

**Kelli Owens**  
LeBonheur Children's Hospital/University of Memphis

**Elly Terry**  
University of Memphis

**Curtis Watson**  
University of Memphis

**Title:** *In Our Wildest Dreams: Aphasia Boot Camp*

**Abstract:**
The Aphasia Boot Camp, at the Memphis Speech & Hearing Center, provided four weeks of intensive treatment to individuals with aphasia and motor speech disorders. The outcomes far exceeded expectations. This session will describe the program and provide personal insight from the creators, student clinicians, and camp participants.

**Learning Outcomes**
1. List three advantages to group and intensive therapy
2. Discuss the caregiver and clients' perspective of the therapy experience
3. Discuss the student clinician and clinical faculty perspective

**Biographies**

Marilyn Wark is currently Director of Speech-Language Pathology Services for the School of Communication Sciences and Disorders at the University of Memphis. As director for over 34 years, her responsibilities include coordination of clinical training of graduate students, the expansion of clinical programs at the Memphis Speech & Hearing Center, and the provision of services to adult clients with aphasia and motor speech disorders. In addition to coordinating the clinical education for graduate students, she teaches courses in communicative interaction and clinical education.

Tawni Ballinger received a Bachelor of Science from Baylor and a Master’s Degree in Speech Pathology from the University of Memphis. She has a variety of work experience, including schools, a Head Injury Clinic, SNF and Hospital settings. She currently works PRN at Baptist Memphis Hospital as a staff Speech Therapist. Also, she works at the University of Memphis as a supervisor for the Aphasia Groups and the Aphasia Bootcamp.

Kelli Owens earned a Bachelor of Arts in Business Administration from Malone College, a Master of Science in Educational Administration and Supervision from Memphis State University, and a Master of Arts from the Speech Therapy program at the University of Memphis School of Communication Science and Disorders. She serves on the Communication Sciences and Disorders Alumni Board. She has over 6 years of experience in pediatric therapy at Le Bonheur Children’s Hospital in a school-based setting. She partnered with Tawni Ballinger and the University of Memphis to launch an Aphasia Boot Camp in the summer of 2019.

Elly Terry is from Nashville, Tennessee, and she received her undergraduate degree from Samford University in Birmingham, Alabama. She is currently a second year SLP graduate student at the University of Memphis and will be graduating in May. Elly is thankful for all the clinical opportunities she has had in graduate school, and she is excited to begin her career as a SLP.

Curtis Watson is a graduate of Geneva College. He is currently serving as a graduate assistant at the University of Memphis. His professional interests include aphasia and adult neurogenic communication disorders.

**Paul Yoder**
Vanderbilt University

**Steve Camarata**
Vanderbilt University

**Title:** Language in children with ASD

**Abstract:** This workshop will cover what is known about preceding and correlated skills that may contribute to language development, intervention style and intensity effects on early language development in initially preverbal young children with ASD.

**Learning Outcomes**

1. Indicate which child and parent skill should be targeted during the preverbal stage to prepare children with ASD to learn to talk.
2. Indicate for whom is very intensive intervention most beneficial in facilitating the transition between prelinguistic to linguistic communication in children with ASD.
3. Indicate whether there is evidence that one treatment method is better than another for facilitating language acquisition in children with ASD.

**Biographies**

Paul Yoder is a full professor at Vanderbilt University for 33 years studying early language and communication development and intervention in children with a variety of disorders within ASD and Down syndrome.

Stephen Camarata received his PhD in 1984 at Purdue University with a major in Audiology & Speech Sciences and a minor in Statistical Methods. Post doctoral appointments have been held at the University of Arizona (Speech & Hearing Sciences) and at the University of California, San Diego (in Cognitive Science). Dr. Camarata held faculty positions at Penn State University and in the Autism Research Center at the University of California, Santa Barbara prior to coming to Vanderbilt in 1990. He is currently a Professor of Hearing & Speech Sciences and Psychiatry in the Medical Center and Professor of Special Education at Peabody College. In addition, he is an Investigator at the John F. Kennedy Center for Research on Development and Disabilities (serving as Acting Director of that Center from 1999-2002, and directed the program in communication and learning from 2002 to 2009). Dr. Camarata’s areas of research interest are focused on the identification and treatment of speech, language disorder and hearing loss. Populations of interest include autism, Down Syndrome, phonological disorder, and language disorder. He is currently a permanent member of the NIH study section on Communication Disorders Research and has been a member of review panels at the National Academies of Science, Engineering and Medicine.