**MS 1: Understanding Bidialectalism in African American children: Why Switch Codes?**

**.15 CEU ASHA**

Abstract: The extant literature on reading, writing, and oral language includes growing information on the importance of “code-switching” in African American children. Yet we know very little about the nature and development of bidialectalism in these children. This presentation will discuss our current knowledge and future directions for research.

Learning Outcomes:
1. As a result of this presentation the learner will be able to describe features of AAE and define bidialectalism.
2. As a result of this presentation the learner will be able to identify key demographic variables related to code switching in young children.
3. As a result of this presentation the learner will connect language and child level variables with additional needs for research to improve outcomes for AAE speakers.

Time ordered agenda:
- Introduction- 5 minutes
- Definition and history of bidialectalism- 20 minutes
- Review of literature on reading, writing, and oral language- 20 minutes
- Development of bidialectalism in children- 20 minutes
- Research review- 15 minutes
- Questions- 10 minutes

Biography:

**Dr. Julie Washington**, PhD is a Professor in the School of Education at the University of California – Irvine (UCI). Dr. Washington directs the Learning Disabilities Research Innovation Hub funded by the National Institutes of Health, Eunice Kennedy Shriver National Institute on Child Health and Human Development. She is also director of the Dialect, Poverty and Academic Success lab at UCI. Currently, Dr. Washington’s research is focused on the intersection of literacy, language variation, and poverty. In particular, her work focuses on understanding the role of cultural dialect in assessment, identification of reading disabilities in school-aged African American children and on disentangling the relationship between language production and comprehension on development of reading and early language skills for children growing up in poverty.

**MS 2: Clinical Supervision in a Global Pandemic: The Good, the Bad, and Avoiding the Ugly.**

**.2 CEU ASHA/AAA**

Abstract: Clinical supervision during a global pandemic increased the complexity of clinical teaching and service delivery. A panelist of four clinicians will describe the unique challenges of “pandemic
therapy.” Discussion will describe evidence-based therapy strategies, client engagement, and possible barriers to learning. A brief review of virtual resources will be shared.

**Learning Outcomes:**
1. Participants will be able to list a minimum of 8 resources to use to implement research-based evaluation and intervention.
2. Participants will be able to identify and develop appropriate activities and strategies for successful telehealth service provision.
3. Participants will be able to analyze potential barriers to successful session execution and preemptively address these barriers.

**Time Ordered Agenda:**
- Welcome and Introduction: 20 minutes
- JoClaire Merrill’s experience: 20 minutes
- Vicki Haddix’s experience: 20 minutes
- Amy Nabors’s experience: 20 minutes
- Justine Steele’s experience: 20 minutes
- Summary & Questions: 20 minutes

**Biographies:**

*JoClaire G. Merrill*, M.A., CCC-SLP, is a Clinical Associate Professor at Memphis Speech and Hearing Center at the University of Memphis School of Communication Sciences and Disorders. She has over 20 years of speech-language pathology experience including clinical supervision, early intervention, schools, and private contracting settings. Her primary interests include language disorders, phonological disorders, intellectual disabilities, autism, and feeding. JoClaire has been on the clinical faculty at the University of Memphis since 2013.

*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 is also a principal investigator on the Tennessee Talks 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.

*Amy P. Nabors*, M.A. CCC-SLP, is a licensed speech-language pathologist and clinical supervisor at the University of Memphis. She works alongside laryngologist Dr. Sandra Stinnett at UT Otolaryngology, specializing in the evaluation and treatment of individuals with voice and upper airway disorders including singers and other voice professionals. In addition, she often works with patients who have neurological, degenerative, and functional voice and breathing disorders. Shortly after completing her graduate studies at the University of Memphis, she served as a singing voice qualified SLP at Bastian Voice Institute in the Chicago area. In addition to her academic and clinical training, Amy has a rich background in vocal performance. Prior to becoming a speech-language pathologist, Amy worked as a professional musical theatre artist.

*Justine Steele*, M.A., CCC-SLP, is a speech-language pathologist specializing in pediatric language disorders. She works at Memphis Speech and Hearing Center as a clinical assistant professor. The majority of her clinical work is focused on autism, language disorders, and speech sound disorders in the pediatric population. She also conducts developmental evaluations at MSHC. She thoroughly enjoys clinical supervision as it bridges the gap between the academic and clinical sides of our field.
**MS 3: The Application of Artificial Intelligence for Managing and Treating Patients with Chronic Dizziness.**  
*.35 CEU + 30 minute break ASHA/AAA*

**Abstract:** This abstract will appear in the convention brochure and will aid participants in selecting sessions. Failures of care coordination waste more than $175 billion in the USA alone. Dizziness exemplifies this problem and is third most common complaint for outpatient primary care visits. Our team has developed a machine learning system (DizzyGuide) to automate and optimize the care delivery process for patients with chronic dizziness.

**Learning Outcomes:**
1. As a result of this Continuing Education Activity, participants will be able to: discuss what is meant by the term artificial intelligence and list a potential application in audiology
2. As a result of this Continuing Education Activity, participants will be able to: describe the difference between machine learning and deep learning
3. As a result of this Continuing Education Activity, participants will be able to: explain how AI is being used in a vestibular clinic to manage and treat patients with chronic dizziness.

**Time Ordered Agenda:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Introduction</td>
</tr>
<tr>
<td>90 mins</td>
<td>Forms of chronic dizziness</td>
</tr>
<tr>
<td>30 mins</td>
<td>BREAK</td>
</tr>
<tr>
<td>90 mins</td>
<td>Using AI to assess and manage dizziness</td>
</tr>
<tr>
<td>10 mins</td>
<td>Summary</td>
</tr>
<tr>
<td>10 mins</td>
<td>Q &amp; A</td>
</tr>
</tbody>
</table>

**Biography:**

*Dr. Devin McCaslin* currently serves as the Director of the Vestibular and Balance Program at Mayo Clinic in Rochester, Minnesota. He is currently a co-principal investigator on an NIH- NIDCD funded grant investigating the high frequency aspects of vestibular function and is applying artificial intelligence techniques to assist in the management and treatment of patients with dizziness. He has authored and co-authored publications covering tinnitus, dizziness, and auditory function.

**MS 4: Incorporating Speech Perception Assessments with Your Patients: Are You Doing Enough?**  
*.15 CEU ASHA/AAA*

**Abstract:** Assessing speech understanding has been a part of routine hearing evaluations for decades, yet the usefulness of these measurements is often limited based on how and under what conditions such
evaluations are conducted. This presentation reviews challenges posed by routine assessments and uncovers additional options that are available for use with patients.

Learning Outcomes:
1. After participating in this seminar, participants will be able to describe the pros and cons of current routine speech perception assessment materials and procedures.
2. After participating in this seminar, participants will be able to use speech perception assessment in situations beyond the typical diagnostic evaluation.
3. After participating in this seminar, participants will be able to discuss current speech perception research and its implications for the clinical evaluation.

Time Ordered Agenda:
- Routine Speech Perception Assessment (30 minutes)
- Role of speech perception assessment beyond the diagnostic evaluation (30 minutes)
- Current speech perception research (30 minutes)

Biography:
Lisa Lucks Mendel Ph.D., CCC-A is Professor and Associate Dean of Graduate Studies in the School of Communication Sciences and Disorders at the University of Memphis. She is a clinical research audiologist with more than 30 years of clinical and research experience in the assessment of speech perception for individuals with normal hearing and hearing loss. Dr. Lucks Mendel has published extensively in the area of speech perception assessment. She is a Fellow of the American Speech-Language-Hearing Association and Past President of the Council of Academic Programs in Communication Sciences and Disorders.

MS 5: It Gets Real in the “Field” Juvenile Justice, Race and Communication Disorder
.2 CEU ASHA

Abstract: Memphis, TN incarcerates more people than the entire United States. Moreover, Memphis as many states mass incarceration is primarily populated with Black and Latinx youth and adults. More often than not, this population are targeted in areas where health disparities are rampant including access to SLP intervention.

Learning Outcomes:
1. At the completion of this presentation participants will demonstrate an understanding of the intersection between communication disorders and involvement with the justice system.
2. At the completion of this presentation participants will demonstrate the ability to utilize language that is supportive of juvenile justice and communication disorder advocacy in the clinical setting.
3. At the completion of this presentation participants will demonstrate the ability to assess and prepare treatment in a culturally relevant and societal need supportive manner.

Time Ordered Agenda:
- Introduction – 5 minutes
- Content Presentation – 60 minutes
- Interactive Component – 40 minutes
- Questions and comments – 15 minutes
Biography:

Dr. Shameka Stanford is an Associate Professor in the Communication Sciences and Disorders department at Howard University and the Juvenile Forensic Speech-Language Pathologist. Dr. Stanford is the first and only Juvenile Forensic SLP in the United States. Dr. Stanford’s clinical and scholarly work specializes in Juvenile Forensics, Law Enforcement Interaction with youth with CD, and child language disorders. Her research focuses on the Confluence and Impact of cognitive and communication disorders on the school-to-confinement pipeline, status offenses, involvement with the criminal justice system, law enforcement interaction, and criminal recidivism in youth placed at-risk for delinquency and crime (especially Black and Brown youth from under-resourced areas). Dr. Stanford is also a clinically certified and licensed speech-language pathologist and is licensed to practice in Maryland, Washington, D.C, and the Caribbean Islands. Through her work, Dr. Stanford has created cutting edge social justice and juvenile justice specialty courses for graduate CSD students, nationally known training programs for law enforcement and legal counsel, and national and international CE workshops and training for licensed SLP clinicians.

MS 6: Assessment and Treatment of Articulatory Impairments in Dysarthria: Current Insights and Future Directions
.15 CEU ASHA

Abstract: Impaired articulation is the hallmark of dysarthria; however, it is also often considered the most challenging aspect to assess and treat. This seminar will cover traditional approaches and describe new possibilities to identify and treat articulatory impairments in talkers with dysarthria. It will specifically focus on behavioral treatments.

Learning Outcomes:
1. Participants will be able to list at least three dysarthria types and their associated articulatory impairment patterns.
2. Participants will be able to provide at least one alternative assessment strategy to identify articulatory impairment patterns in talkers with dysarthria.
3. Participants will be able to provide at least one example how slow, loud, and clear speech cues differentially impact articulator-specific performance in typical talkers and talkers with dysarthria due to Parkinson’s disease.

Time-Ordered Agenda:
- General introduction to dysarthria – 5 min
- Overview of dysarthria types – 5 min
- Dysarthria types and their articulatory impairment patterns – 10 min
- Shortcomings and potential solutions for the assessment of articulatory impairment – 15 min
- Questions & Answers – 10 min
- Overview of behavioral treatment approaches for dysarthria – 5 min
- Side-by-side comparisons of their underlying mechanisms in healthy talkers – 10 min
- Side-by-side comparisons of their underlying mechanisms in talkers with dysarthria – 10 min
- Shortcomings and potential solutions for the treatment of articulatory impairments – 10 min
- Questions & Answers – 10 min

Biography:

Antje Mefferd (PhD, CCC-SLP) is an Assistant Professor at Vanderbilt University Medical Center. Her main line of research focuses on the identification of articulatory performance patterns that underlie
intelligibility loss and recovery of talkers with dysarthria. She has received funding for her work from NIH and the ASHA Foundation and has published her findings in a variety of top-tier, peer-reviewed journals. In addition to conducting research, she has taught undergraduate and graduate level courses in Anatomy/Physiology, Speech Science, Motor Speech Disorders, and Aphasia.

**MS 7: Compassionate Listening and Clinical Practice**

*2 CEU ASHA/AAA*

**Abstract:** A conversation between Communication Studies professor and Listening scholar, Dr. Diana Rehling and Katherine Mendez, MA, CCC-SLP about Rehling's concept of compassionate listening. The conversation will be based on her article, "Compassionate Listening: A Framework for Listening to the Seriously Ill", which was published in the International Journal of Listening. The conversation will explore the nature of compassionate listening and differentiate it from other listening purposes, such as empathic and therapeutic listening, and apply it to the practice of speech-language pathology and audiology.

**Learning Outcomes:**
1. Participants will be able to identify the core characteristics of compassionate listening.
2. Participants will be able to identify opportunities to implement compassionate listening practices.
3. Participants will be able to describe the clinical value of compassionate listening.
4. Participants will be able to distinguish compassionate listening from other types of listening.

**Time Ordered Agenda**
- Introduction of the two participants/backgrounds 15 minutes
- Establishment of the nature of compassionate listening 20 minutes
- Comparison to other types of listening 20 minutes
- Application to pediatric settings 25 minutes
- Application to adult settings 20 minutes
- Question and Answer 20 minutes

**Biographies:**

**Dr. Diana Rehling** is a recently retired professor of Communication Studies at St. Cloud State University in Minnesota. She received her PhD from the University of Nebraska. Listening has been one of her areas of research and teaching for over 30 years. She continues to be passionate about calling attention to listening—an often overlooked and underappreciated communication skill.

**Katherine Mendez** is a bilingual speech-language pathologist specializing in language and literacy, as well as a variety of specialized diagnostics. 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 varied clinical experiences have allowed her to see the immense value of good listening skills and inspired her interest in developing the topic in relation to the practice of speech-language pathology and audiology.
MS 8: Eliminating Myths to Utilizing SLPAs  
1 CEU ASHA

Abstract: The presentation analyzes surveys from SLPs and SLPAs to eliminate reservations about employing SLPAs. It will explore questions about legal, financial, and treatment concerns from an SLP and SLPA who have worked together for three years.

Learning Outcomes:
1. As a result of this activity, the participant will be able to confidently state the legal qualifications of working with an SLPA according to ASHA’s Code of Ethics.
2. As a result of this activity, the participant will be able to list solutions for the top three concerns that SLPs expressed regarding working with SLPAs.
3. As a result of this activity, the participant will be able to integrate SLPA’s strengths to more efficiently meet the needs of patients within their practice.

Time Ordered Agenda:
- Study limitations- 5 minutes
- Survey questions- 5 minutes
- Hypothesis for each question- 5 minutes
- Actual results- 5 minutes
- Top problem “Lack Knowledge” (As of now, 28%)- 5 minutes
- Second problem- “Unclear about ASHA’s regulations” (12% as of now)- 5 minutes
- Third problem- “Client’s desire to see SLPs not SLPA (12%) & quotes from clients and data from patients/caregivers- 5 minutes
- Fourth problem- “Reimbursement” (9% as of now)- 5 minutes
- Additional information and tips about collaboration in order to have the most success utilizing SLPAs- 5 minutes
- Summary- 10 minutes
- Questions and panel- 5 minutes

Biographies:
Rachel Leach has been an SLP-A, Speech-Language Pathology Assistant, at West Tennessee Hearing and Speech Center since June of 2017. She is currently earning her Master of Science Degree at California State University-Northridge Distance Learning Program and will graduate May of 2022. Her favorite part of being an SLP-A is connecting with each individual who comes into the clinic and watching patients make progress towards their speech and language goals. When not working or studying Rachel enjoys spending time with her dog “Buddy.”

Kimberli Moore has served in schools, outpatient clinics, and nursing homes as an outstanding speech pathologist, and been the Executive Director of the West Tennessee Hearing and Speech Center since 2009. Her clinical focus is primarily adults with acquired neurological impairments, children and adults with severe/profound disabilities, and pediatric feeding disorders. Kimberli has earned the Award for Continuing Education (ACE) from the American Speech-Language Hearing Association (ASHA) twice. Kimberli’s drive comes from a desire to meet the communication and swallowing needs of those within her community, one person one treatment at a time.
**MS 9: Transformation through Story Workshop**  
.35 CEU + 30 minute break ASHA/AAA

**Abstract:** Narratives help make meaning out of life changes like stroke and aphasia that threaten our sense of who we are. This workshop will explore the power of story in supporting persons with aphasia in navigating who they are and will be. Literature linking identity and story will be reviewed. Evidence-based methods used to co-construct life stories with persons with aphasia, the My Story Project and an interdisciplinary songwriting project, will be shared.

**Learning Outcomes:**
1. Describe the relationship between narrative and identity, and how both may be affected by a communication disorder.
2. Identify methods for incorporating narrative practices in treatment to support identity reconstruction in persons with aphasia.
3. Describe the importance of therapeutic alliance and relationship in the clinical relationship as they relate to supporting stories with clients.

**Time Ordered Agenda**
- 5 minutes – Introduction and disclosures
- 20 minutes – Overview of relationship of narrative and identity
- 10 minutes – Changes in identity due to stroke and aphasia
- 10 minutes – Story Continuum – Small stories to big stories
- 20 minutes – Personal Story Exploration Activity
- 15 minutes – Story as a means to develop relationship: Therapeutic alliance and relationship-centered care
- 20 minutes – Tools for clinicians to support story co-construction
- 20 minutes – Listening and perspective taking activity
- Break (30 minutes)
- 15 minutes – Evidence-based methods for story co-construction
- 20 minutes – My Story Project
- 20 minutes – Moving ‘My Story’ Project to Song
- 20 minutes – Showcase of songs about life with aphasia and discussion
- 15 minutes – Q & A

**Biography:**
**Katie Strong,** Ph.D. CCC-SLP is an Assistant Professor at Central Michigan University’s Department of Communication Sciences and Disorders where she leads the Strong Story Lab. Her research explores how therapists can support people with aphasia rebuild identity by co-constructing stories about who they are. Dr. Strong’s professional activities include: Lansing Area Aphasia Support Group Founding Member, ASHA Special Interest Group Coordinating Committee Member, Owner Strong Speech Consulting, Inc., and Aphasia Access Conversations Podcast Host. Find more about her work at [www.strongstorylab.org](http://www.strongstorylab.org).

**MS 10: Rethinking hearing aid service delivery given OTCs and other recent happenings**  
.2 CEU ASHA/AAA

**Abstract:** Factors influencing how our interactions with patients and how audiologists can thrive by embracing change will be considered. Service delivery models that adapt to these changes will also be
discussed. Finally, guidance related to serving patients with mild-to-moderate hearing loss based on recent data will be provided.

**Learning Outcomes:**

1. Describe some of the current forces that are expected to affect current and future hearing health care service delivery models.
2. Describe a method to improve service efficiency.
3. Describe a possible limited services model of hearing aid provision.

**Time Ordered Agenda:**

- First 60 minutes: Issues and associated change factors driving new ways hearing aids and hearing healthcare.
  - What is driving change
  - What is the change (Change Factor)
  - Some possible implications
- Minutes 60-90: Discussion of methods to improve service efficiency
- Minutes 90-120: Considerations for hearing aid services for some patients with mild-moderate hearing loss: Individualizing service level for the patient (as part of a layered model of service delivery for all of our patients).

**Biography:**

**Todd A. Ricketts,** Ph.D., Professor and Vice Chair of Graduate Studies, Vanderbilt University Medical Center. He has published more than 100 articles and book chapters and provided over 300 presentations both nationally and internationally. He continues to pursue a very active federally and industry funded research program with wide ranging interests related to hearing aids and persons with hearing loss. Some of his current work focuses specifically on enhancing cost-effectiveness and efficiency in hearing health care while maintaining high quality. He is a Fellow of the American Speech-Language Hearing Association (ASHA), past Editor of Trends in Amplification and the Journal of Speech Language and Hearing Research, and a past member of the American Academy of Audiology board of directors. He is currently vice-chair of American National Standards Institute (ANSI) S3 (Bioacoustics) committee. He is also a current member of the International Collegium of Rehabilitative Audiologists (ICRA). In addition to his research and service, Todd teaches and mentors students at Vanderbilt.

**MS 11: The Evolution of Cochlear Implant Clinical Care: Synergy of Technology and Practice**

.2 CEU ASHA/AAA

**Abstract:** Technology has had a substantial and intrinsic influence on the field of Audiology. This is exemplified in the arena of cochlear implant care. This presentation describes the significance of technological developments and milestones in clinical practice that have led to the expanded use of cochlear implant technology today.

**Learning Outcomes:**

1. Attendees will be able to briefly describe the historical development of cochlear implant clinical care.
2. Attendees will be able to list important advancements in CI technology.
3. Attendees will be able to reference current guidelines for cochlear implantation and consensus statements for the use of cochlear implants.

**Time Ordered Agenda:**
- Introduction and historical development of clinical care- 15 minutes
- Important advancements of CI technology- 45 minutes
- Discussion of current guidelines for implantation- 45 minutes
- Question and answers- 15 minutes

**Biography:**
Holly FB Teagle, AuD is a clinical audiologist who has provided patient care and collaborated in clinical research related to cochlear implantation for many years. Holly has published over 50 peer reviewed articles, authored 13 chapters for academic textbooks or conference proceedings and has presented at local, national and international conferences. Currently, Holly is an Associate Professor in Audiology at the University of Auckland and is the Clinical Director of Audiology and Habilitation at The Hearing House in Auckland. She provides classroom instruction for graduate Audiology students, supervises research projects, and oversees The Hearing House clinical team. Research interests include cochlear implant outcomes, focusing on device efficacy and clinical management issues.

**MS 12: Social Communication Group for People Who Need People .2 CEU ASHA**

**Abstract:** There are many young adults struggling with social communication difficulties. Learning to function in today’s fast paced society without the proper ability to communicate can be isolating and detrimental to an individual’s goal towards independence. Young adults in a group learn from each other the components necessary to be social.

**Learning Outcomes:**
1. As a result of this activity the participant will be able to explain what “active listening”?  
2. As a result of this activity the participant will be able to explain what “small talk” is and why it is important?  
3. As a result of this activity the participant will be able to explain what empathic communication training is.

**Time Ordered Agenda:**
- 15 MINUTES FOR INTRODUCTION AND HISTORY  
- 15 MINUTES FOR RULES OF SOCIAL GROUP  
- 45 MINUTES FOR CONTENT OF SOCIAL GROUP INCLUDING RESOURCES  
- 15 MINUTES FUN AND GAMES  
- 15 MINUTES CORONA VIRUSE CHANGED GROUP THIS YEAR  
- 15 MINUTES FOR QUESTIONS

**Biography:**
Denice J Perkins graduated with a BS in Speech-Language Pathology from Western Michigan University, 1982. She graduated with a MA in Speech-Language Pathology from Memphis State University and was president of the NSSLHA chapter/Mid-South, 1984. She was a speech-language
pathologist at University of Tennessee Boling Center for Developmental Disabilities for 34 years. She currently is in private practice at Forward Counseling. She presented “Tell me about your friends” with the department of social work from the Boling Center at Mid-South Autism Conference (MAC) in 2017.

MS 13: *What’s New in Auditory A&P: Functional deficits, test procedures, and rehabilitation options*  
*.15 CEU ASHA/AAA*

**Abstract:** Emerging evidence of innate and developmental characteristics of auditory neurophysiology may help explain functional deficits seen in clinical patients across the lifespan. The session will briefly cover the A&P of prenatal development in the CANS, cochlear synaptopathy, noise-induced hearing loss and tinnitus, TBI and concussion, and auditory processing.

**Learning Outcomes:**
1. Attendees will be able to identify factors related to cochlear synaptopathy in connection with patients’ hearing difficulties.
2. Attendees will be able to refer or test for vestibular dysfunction in patients with noise-induced hearing losses.
3. Attendees will be able to plan a comprehensive assessment of the central auditory system in patients with head injuries and/or communication concerns, even for those with hearing losses.

**Time Ordered Agenda:**
- Time 00:00 to 05:00: Brief introduction of the 5 sections to be covered
- Time 05:00 to 15:00: Prenatal A&P
- Time 15:00 to 30:00: Cochlear synaptopathy and its consequences
- Time 30:00 to 50:00: Noise-induced hearing loss, temporal processing, asymmetric susceptibility, vestibular dysfunction
- Time 50:00 to 65:00: Evaluation of auditory function following head injury
- Time 65:00 to 80:00: Comprehensive evaluation of CANS
- Time 80:00 to 90:00: Questions and Answers

**Biography:**
*Dr. Deborah 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.
**MS 14: Memphis Oral School for the Deaf: The Journey to Listening and Spoken Language .2 CEU ASHA/AAA**

**Abstract:** The journey to listening and spoken language is a team effort for children with hearing loss and their families. Our Memphis Oral School for the Deaf team will walk you through a child’s journey in building foundational supports needed to listen and talk during the critical early years of auditory/oral development.

**Learning Outcomes:**
1. Attendees will be able to list at least three listening and spoken language intervention strategies used with children with hearing loss.
2. Attendees will be able to list professionals involved in a Listening and Spoken Language team.
3. Attendees will identify at least three parent coaching strategies that they can effectively use to promote parent-child interactions.

**Time Ordered Agenda:**
- 20 minutes: *Sound Beginnings* (Katie McLeod & Marie Kyle)
- 20 minutes: *Sound Transitions* (Carmen Martinez)
- 20 minutes: *Auditory Oral Classroom Instruction* (Abby Meister)
- 20 minutes: *Speech Therapy* (Patricia Greig & Marie Kyle)
- 25 minutes: *Audiology and Aural Habilitation* (Rachel Lunsford)
- 15 minutes: Questions & Discussion

**Biographies:**

**Patricia Greig,** SLP-CCC, joined the MOSD team in the summer of 2018. She received her master’s degree from the University of Iowa and has served children and their families as a speech-language pathologist within local schools and in roles at an outpatient clinic for 9 years. She loves the energy and excitement of young children and enjoys helping them learn to communicate in their daily life.

**Marie Kyle,** SLP-CCC is a former public-school speech-language pathologist currently in her third year at MOSD. She provides services to preschool students, as well as families and infants newly identified with hearing loss.

**Rachel Lunsford,** Au.D., CCC-A is an audiologist in her fourth year at MOSD providing hearing evaluations, equipment management, and aural habilitation to preschool students.

**Carmen Martinez,** SLP-CCC joined MOSD in 2020 and currently provides developmental therapy, oral deaf education, and parent training for children (birth-age 3).

**Katie McLeod,** SLP-CCC AVT has provided early intervention services at MOSD for eight years serving families and infants (birth-age 3) newly diagnosed with hearing loss.

**Abby Meister,** M.S.D.E.,CED has been an oral deaf teacher at MOSD for nine years providing speech, language, listening, and pre-academic training for children ages two to three.
Friday, March 26, 2021

**MS 15: Dysphagia Management in Acute Care: Cliffs Notes**
*15 CEU ASHA*

**Abstract:** This lecture focuses on use of EBP in dysphagia management with a review of the following: clinical significance of information collected during a chart review and clinical swallow eval, the utility of MBS & FEES, discussion about inconsistent practice patterns, and critical aspects to consider with regard to diet recommendation and dysphagia treatment.

**Learning Outcomes:**
1. Discuss use of EBP in dysphagia assessment and treatment.
2. Understand the value of clinical practice consistency and the impact on patients and students.
3. Analyze important clinical components used in determining recommendations for patients with dysphagia.

**Time Ordered Agenda:**
Intro - 5 min
A. Considerations in clinical evaluation of dysphagia-10 min
B. Instrumental Assessments-15 min
C. Respiratory Tract microbiome, aspiration, and immune function-35 min
D. Drug Induced dysphagia and pill dysphagia -10 min
E. Decision making: treatment planning and recommendations 5 min
Discussion/questions 10 min

**Biography:**
Lydia Perkins, MA, CCC-SLP is the lead speech language pathologist at Methodist University Hospital in Memphis, TN. Her area of expertise is assessment and treatment of neurogenic swallowing disorders in the acute care setting. She is a member of SIG 13, Dysphagia Research Society, serves as a stroke committee member, and started the FEES program at University.

Previous presentations on same subject matter (all given at Methodist University Hospital): 1. Evidence Review: Reliability of Symptom Assessment at Bedside 2. Thoracic Imaging Notes for SLP's 3. The Oral Microbiome 4. Pill Dysphagia

**MS 16: Lift Every Voice and Sing: Promoting Diversity in Audiology and Speech Language Pathology in the Memphis Community**
*15 CEU ASHA/AAA*

**Abstract:** The School of Communication Sciences and Disorders created a Diversity Recruitment Task Force to provide guidance in increasing visibility of minorities within the fields of speech-language pathology and audiology. This session will consist of a 30-minute presentation and 1-hour panel discussion from Memphis community members of the Diversity Recruitment Task Force.

**Learning Outcomes:**
1. Identify the barriers to students selecting audiology or speech-language pathology as a career.
2. Discuss opportunities to increase awareness of audiology and speech-language pathology in the community.
3. Describe the importance of evaluating local policies and procedures with a DEI lens to increase awareness in CSD.

**Time Ordered Agenda:**
- Panel introductions- 15 minutes
- Overview of Diversity Recruitment Task Force- 15 minutes
- Panel Discussion of diversity recruitment efforts- 50 minutes
- Questions and answers- 10 minutes

**Biographies:**

**Cassandra B. Banks, Au.D** is a Clinical Assistant Professor at the University of Memphis School of Communication Sciences and Disorders. Her clinical interests include diagnostics, adult amplification systems, adult aural rehabilitation and tinnitus management. She also serves as a chair for the University of Memphis School of Communication Sciences and Disorders’ Diversity Task Force.

**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.

**Dr. Andrea Moore** is a graduate of Delta State University, The University of Memphis, and Nova Southeastern University. She has worked across settings with the field of speech-language pathology including early intervention, private practice, acute care, adjunct professor and school therapy. Dr. Moore is licensed to practice in both Mississippi and Tennessee. She currently serves as the Lead Related Services Provider for Bartlett City Schools where she manages a caseload of 60 students in addition to her administrative duties. She is the Continuing Education Administrator for the district. Dr. Moore has previously presented on topics related to caseload management and scheduling. She is a member of the American Speech-Language-Hearing Association and is a 4-time recipient of the Award of Continuing Education. Dr. Moore currently serves on the Diversity Task Force for the School of Communication Disorders at The University of Memphis. In her spare time, Dr. Moore enjoys cooking, traveling, and attending kickboxing classes.

**Kajuanda Reynolds** is an SLP with experience across several therapy settings, including pediatrics, adult rehabilitation, and school-based services. She is a 2007 graduate of the University of Memphis and holds a Master’s degree in Communication Sciences and Disorders. Ms. Reynolds has been an SLP in the specialty area of early intervention for 11 years. She is currently supporting families with children in the birth-3 age range for Le Bonheur Early Intervention and Development.
MS 17: Epidemiology and Audiology: How Information About the Population Helps Guide Individual Treatment
.15 CEU ASHA/AAA

Abstract: By applying public health and epidemiologic principles to audiolgic research, we can obtain a more holistic understanding of clinical questions from an interdisciplinary perspective. This presentation will emphasize how the fields of audiology and public health overlap and how clinicians can use both to enhance their clinical services.

Learning Outcomes:
1. Epidemiology and the core functions of public health.
2. As a result of this lecture, the participant will be able to describe implementation research and analyze the applications of implementation research as it relates to communication sciences and disorders, specifically audiology.
3. As a result of this lecture, the participant will be able to integrate principles of epidemiology and audiology and apply them to current research.

Time Ordered Agenda:
- Introduction-presenter background- 5 minutes
- Definition of public health and epidemiology- 5 minutes
- History of epidemiology and goals of research- 10 minutes
- Goals of audiological practice and comparisons- 10 minutes
- Research design types-20 minutes
- Diffusion of innovations theory- 20 minutes
- Review of speaker’s research-10 minutes
- Discussion and questions- 10 minutes

Biography:
Kara Sander is a third-year student in the dual AuD/PhD program at the University of Memphis. She is also pursuing a Masters of Public Health with a concentration in epidemiology. Her primary research interest includes the development of innovative programming strategies to improve speech perception outcome for cochlear implant users. Today, she is here to discuss the of public health concepts and epidemiologic approaches to audiolgic research and the concept of implementation science.

MS 18: Interdisciplinary Approach to Earlier Identification and Intervention of Hearing Loss in Medically Complex Infants
.35 CEUS ASHA/AAA

Abstract: The Inpatient Audiology Program at Cincinnati Children’s Hospital has seen a dramatic increase in the numbers of children requiring audiologic evaluation and treatment at the bedside. This presentation will cover lessons learned in our collaborative efforts to ensure that all populations of hospitalized children have access to quality hearing healthcare.

Learning Outcomes:
1. Analyze challenges associated with inpatient program growth.
2. Discuss the increased numbers of hospitalized pediatric patients requiring inpatient evaluation and treatment utilizing current data and trends.
3. Identify process modifications to improve care coordination for hospitalized infants and children.
**Time Ordered Agenda:**
- Introduction- 5 minutes
- Description of Inpatient Audiology Program- 20 minutes
- Discussion of inpatient program growth and treatments- 60 minutes
- Break- 30 minutes
- Current inpatient data trends- 30 minutes
- Discussion of modifications to improve patient care- 45 minutes
- Description of transdisciplinary teams- 40 minutes
- Question and answer- 10 minutes

**Biography:**
Kelly Baroch, Au.D. is a clinical audiologist with Cincinnati Children’s Medical Center and the coordinator of the Inpatient Audiology Program and the Inpatient Infant Hearing Program, which she developed in 2003. She completes diagnostic hearing evaluations and sensory care plans for inpatient newborns and infants as well as ABRs under anesthesia for medically complex and difficult to test populations. She has given numerous state and national presentations on early identification and intervention of hearing loss in the medically complex population, auditory development in infants, and the effects of the NICU environment on sensory development. She has been involved with several research projects and consults with Audiology and NICU programs nationally.

**MS 19-28: Poster Sessions (see below for specific information)**
*Up to .2 CEU ASHA/.15 CEU AAA*

**MS 29: Moving Beyond Child-Directed – Evidence Based Approach to Integrating Multiple Feeding Strategies to Improve Outcomes in Pediatric Feeding Disorders**
*.2 CEU ASHA*

**Abstract:** Pediatric feeding disorders are heterogenous, requiring an individualized, multimodal approach to treatment. Systematic reviews examining feeding strategies have concluded that multicomponent interventions are more effective than siloed approaches in improving oral feeding outcomes. Utilizing a combination of various feeding strategies can facilitate skill and generalization to improve the feeding relationship.

**Learning Outcomes:**
1. The learner will describe at least 3 factors that contribute to pediatric feeding disorders.
2. The learner will define at least 3 feeding intervention strategies for pediatric feeding disorders.
3. The learner will identify how and when to combine multiple feeding strategies into treatment.

**Time Ordered Agenda:**
- 5 minutes: Introduction
- 25 minutes : Background of pediatric feeding disorders
- 15 minutes: Assessment of pediatric feeding disorders (oral motor, sensory, behavior, parent/child dynamics)
- 30 minutes: Pediatric Feeding Disorders and Treatment Options (motor, sensory, behavioral)
- 15 minutes: Review of the literature
- 15 minutes: integrating the evidence into clinical practice
• 15 minutes: conclusion and questions

Biography:
Hema Desai, MS, CCC-SLP, BCS-S, CLE, NTMTC is an inpatient speech pathologist at CHOC Children’s Hospital. She has a board certification specialty in swallowing disorders and neonatal touch and massage and is a clinical lactation educator. Hema is a clinical supervisor to graduate students at CHOC, as well as a therapist on the Multidisciplinary Intensive Feeding Program. She has presented at several ASHA conventions and California state conferences, as well as co-authored publications in peer-reviewed journals and co-authored a book chapter. Her professional interests are primarily in pediatric feeding and dysphagia, as well as working with infants with congenital heart defects.

MS 30: Clinical Education: Lessons learned from the unexpected
.2 CEU ASHA/AAA

Abstract: The events of 2020 forced us to be creative, resilient, and self-reflective. Our process and philosophies regarding service delivery and clinical education were challenged and reconstructed. This session will discuss the challenges, successes, and paradigm shifts that took place and how this might impact the way we move forward.

Learning Outcomes:
1. Identify the changes made by systems/organizations/individuals due to the COVID pandemic.
2. List three challenges impacting service delivery and clinical education.
3. Discuss the unexpected and positive outcomes to service delivery and clinical education.

Time Ordered Agenda:
• 5 minutes - Introduction
• 20 minutes – Values and how they guide expectations in the clinic
• 30 minutes – Critical thinking and clinical reasoning
• 45 minutes – Employing the principles of coaching to enhance clinical reasoning skills
• 20 minutes – Challenges, solutions, and rewards

Biography:
Marilyn Wark, a graduate of San Diego State University, is currently Director of Speech-Language Pathology Services for the School of Communication Sciences and Disorders at the University of Memphis. She has served as clinic director for 35 years. Besides coordinating the clinical education for graduate students, she teaches courses in communicative interaction and lectures nationwide on the topic of clinic.

MS 31- KEYNOTE: Facing the Future Together: Our Professional Call to Live Diversity, Equity, and Inclusion!
.1 CEU ASHA/AAA

Abstract: This session is designed to address diversity, equity and inclusion as they impact professionals, students and patients in communication sciences and disorders. Information regarding academics and service delivery will be provided.

Learning Outcomes:
1. Define diversity, equity, and inclusion.
2. Identify elements of diversity, equity, and inclusion.
3. Discuss impacts of diversity, equity, and inclusion on CSD student and patients

**Time Ordered Agenda:**
- Introduction- 5 minutes
- Definition of diversity, equity, inclusion- 15 minutes
- Identify elements of diversity, equity, and inclusion specific to CSD programs- 15 minutes
- Discussion of impact of diversity, equity and inclusion on students and patients- 15 minutes
- Closing statement- 10 minutes

**Biography:**
*Tommie L. Robinson, Jr.,* PhD, CCC-SLP is chief of the division of Hearing and Speech and director of the Scottish Rite Center for Communication Disorders at Children’s National Hospital in Washington, D.C. and is an associate professor of pediatrics at The George Washington, University School of Medicine and Health Sciences. He specializes in communication disorders in children, with a specific focus on children who stutter. Dr. Robinson’s research and writings have focused on normal fluency behaviors in children and adults, patient safety, as well as service delivery to children from culturally and linguistically diverse backgrounds.

**MS 32- Closing General Session: Overcoming Burnout Through Integrative Self-Care**

.2 CEU ASHA/AAA

**Abstract:** Tune out the noise, tune in to self, tune up your life. Learn tools and strategies to implement professionally and personally to release the stress hurricane and move to calmer waters. Come have fun creatively exploring new practices to level up your life.

**Learning Outcomes:**
1. At the completion of this presentation, participants will be able to integrate new self-care tools to fight clinical burnout and re-energize.
2. At the completion of this presentation, participants will demonstrate exercises to ground themselves, relieve stress, and incorporate movement in daily living.
3. At the completion of this presentation, participants will identify ways to maintain energetic hygiene and regain self-empowerment.

**Time Ordered Agenda:**
- Introduction- 5 minutes
- Definition of self-care and clinical burnout- 15 minutes
- Description of self-care tools and activities- 30 minutes
- Demonstration of self-care exercises to relieve stress- 45 minutes
- Discussion of energetic hygiene and self-empowerment- 15 minutes
- Questions and practice- 10 minutes

**Biography:**
*Heather Dunning* is a passionate and gregarious speaker that facilitates and nurtures change by planting seeds of kindness, integration, self-awareness, and unity one individual, group, and corporation at a time.
She is known for her ability to create cohesion amongst small and large groups, raising global awareness, and sharing easy to use tips and techniques on how to shift perception, vocabulary, and overall energy.

**Poster Sessions:**

**NOTE:** Participants must attend a minimum of TWO poster sessions to receive CEU credit. ASHA CEUs awarded for a maximum of 8 poster sessions (.2 CEU). AAA CEUs awarded for a maximum of 6 poster sessions (.15 CEU).

**MS 19: POSTER: Interprofessional Education: What Students Want**

*0.025 CEU ASHA/AAA*

**Abstract:** Interprofessional education (IPE) is required in many professional programs. These activities take varied forms but are generally designed by faculty. We explored students’ interest in and perceived value of different IPE experiences. We compared students from different professions and work settings. Results provide insights that can inform future IPE development.

**Learning Outcomes:**
1. Describe variety of IPE experiences and key features of different activities.
2. Compare perspectives related to IPE for students from different professional programs and work settings.
3. Identify features of IPE activities that are most valued by students across professions.

**Biographies:**

**Naomi Eichorn** is an Assistant Professor at the School of Communication Sciences and Disorders at University of Memphis. Her current research examines contributions of attention to the occurrence of speech disfluencies and implications of this relationship for the development and persistence of stuttering. She has published and presented research on this topic in multiple journals (e.g., JSLHR, JFD) and at various conferences (e.g., ASHA, Mid-South Conference).

**Staci Hunter** is a third-year medical student at Lincoln Memorial University. She is a student member of the board of the Tennessee Interprofessional Educational Consortium and serves on the Tennessee Collaborative Practice Society Working Group.

**Alanna Oliphant** is a second-year speech language pathology student at the University of Memphis. She has been involved in student activities organized by the Student Interprofessional Networking (SIP’n) group in Memphis as well as various student-support organizations at the University of Arkansas. She is enthusiastic about pursuing and supporting IPE opportunities for students across professions.

**MS 20: POSTER: Language Disorders and Juvenile Justice**

*0.025 CEU ASHA*

**Abstract:** As a result of the pervasive evidence connecting individuals with language impairment and youth offending, this qualitative study sought to understand where within the juvenile justice process
might individuals with LI have difficulty, and what preparation and/or familiarity with LI do attorneys have who serves these children?

Learning Outcomes:
1. As a result of this activity, the participant will be able to summarize the connection between language impairment and youth offending among juveniles.
2. As a result of this activity, the participant will be able to predict areas within the juvenile judicial process in which an individual with LI might have difficulty communicating.
3. As a result of this activity, the participant will be able to explain why a SLP may be particularly qualified to consult with the defense team of an individual with LI.

Biographies:
**Mandy Adams** is a 2nd year SLP student at the University of Memphis. She has an undergraduate degree in Speech Pathology & Audiology from the University of Tennessee, Knoxville and her clinical interests include language learning disabilities, the school-to-prison pipeline, and early intervention. No previous presentations have been given on this topic.

**Dr. Jarmulowicz** joined the faculty at The University of Memphis in 2001. She is the director of the Language Acquisition & Analysis Laboratory. In 2014, she was appointed Associate Dean of the School, and in 2018 was appointed Dean of the School and Director of the Memphis Speech and Hearing Center. Although she cannot devote as much time as she would like to her research, she continues to dabble in language acquisition, prosodic development, development of lexical organization, and language and literacy relationships.

**Sara Smith** is a second year SLP student who is presenting this poster with Dr. Linda Jarmulowicz.

MS 21: POSTER: *Surveying Professional Perspectives on Binaural Integration in Hearing Aid Users*. .025 CEU ASHA/AAA

Abstract: Professional perspectives were assessed among audiologists regarding hearing aid use, binaural integration, and binaural interference. Binaural interference has been explored as one cause for poor bilateral hearing aid performance. Surveys were administered across the United States to assess perspectives on the issue and gain insight into different clinical practices.

Learning Outcomes:
1. As a result of this activity the participant will be able to explain binaural integration and binaural interference as it has previously been related to differences in bilateral hearing aid performance.
2. As a result of this activity the participant should be able to describe some of the common reasons audiologists have fit hearing aids monaurally; furthermore, common recommendations made and patient characteristics will be discussed regarding patients who specifically prefer one hearing aid when two could be recommended.
3. As a result of this activity the participant will observe current professional attitudes and utilizations of assessment tools related to binaural integration in both hearing aid users and normal hearing populations.
Biographies:

**Kaitlin Baer** is a 3rd year AuD student at the University of Memphis. She has an undergraduate degree in Communication Science and Disorders from Florida State University. Her clinical interests include electrophysiology, cochlear implants, and auditory processing disorders. No previous presentations have been given on this topic.

**Chandra Gilliam** is a 3rd year AuD student at the University of Memphis. She has an undergraduate degree in Communication Sciences and Disorders from Southern Illinois University Carbondale. Her clinical interests include adult aural rehabilitation, vestibular diagnostics and rural service outreach. No previous presentations have been given on this topic.

**MS 22: POSTER: Evaluating Perceptions of Hearing Devices**

*0.025 CEU ASHA/AAA*

**Abstract:** 102 adults provided useable responses to an online survey assessing perceptions of types of hearing assistive devices and service delivery models. Reasons for overall preferences were explored. Demographic factors were explored to understand how they might predict preferences for traditional hearing aid services and direct-to-consumer models.

**Learning Outcomes:**
1. As a result of this presentation, the participant will be able to identify various factors of access and barriers to purchasing or recommending a hearing device.
2. As a result of this presentation, the participant will be able to predict factors that go into decision making when purchasing or recommending a hearing device.

Biographies:

**Jacqueline Kim** is a 3rd year AuD student at the University of Memphis. She has an undergraduate degree in English and Linguistics from the University of Memphis. Her clinical interests include pediatrics. No previous presentations have been given on this topic.

**Ashley Morgan** is a 3rd year AuD student at the University of Memphis. She has an undergraduate degree in communication sciences from the University of North Texas. Her clinical interests include pediatrics and amplification. No previous presentations have been given on this topic.

**MS 23: POSTER: Barriers to Hearing Healthcare in Pediatric Populations**

*0.025 CEU ASHA/AAA*

**Abstract:** Within the field of audiology, there are various obstacles that patients face that inhibit their routine follow-up care. This follow-up care is critical to pediatric patients with hearing loss, as auditory input is critical for speech and language development. Due to pediatric patients' dependence on their caregiver for follow-up care, it is necessary to determine the obstacles that families face that hinder their access to healthcare. Therefore, the purpose of this study is to determine the primary barriers that pediatric patients and their parents face that limit their accessibility to appropriate hearing healthcare. By reviewing existing information, we evaluated demographic information (such as zip code, insurance type, etc) to determine barriers to care.
Learning Outcomes:
1. The learner will have a better understanding of the different barriers that families face to follow-up care.
2. The learner will be able to describe different hearing disorders seen in the pediatric population.
3. The learner will have a better understanding of the level of understanding families have regarding their child’s diagnosis.

Biographies:
Breanne Cooper is a 3rd year AuD student at the University of Memphis. She has an undergraduate degree in Communication Sciences and Disorders from the University of Mississippi. Her clinical interests include cochlear implants and early intervention. No previous presentations have been given on this topic.

Mary Oliver Coppedge is a 3rd year AuD student at the University of Memphis. She has an undergraduate degree in communication sciences and disorders from the University of Mississippi. Her clinical interests include pediatrics and difficult to test populations.

Maddox Droke is a 3rd year AuD student at the University of Memphis. She has an undergraduate degree in Communication Sciences and Disorders from the University of Mississippi. Her clinical interests include hearing aid and cochlear implant management in adult and pediatric populations. No previous presentations have been given on this topic.

MS 24: POSTER: Noise levels in the OR and their impact on job performance and speech perception
0.25 CEU ASHA/AAA

Abstract: This study evaluated sound levels in the operating room and their impact on communication and job performance during various stages of surgery. Sound levels were measured throughout pediatric orthopedic spinal surgeries, and the consequences of noise on speech communication and job performance were evaluated.

Learning Outcomes:
1. After this presentation, participants will be able to evaluate different parameters considered when measuring noise levels in an operating room during pediatric spinal surgeries.
2. After this presentation, participants will be able to identify barriers to job performance, speech perception and communication in the operating room as a consequence of excessive noise levels.
3. After this presentation, participants will be able to learn about the importance of interprofessional collaboration.

Biographies:
Caroline Bourgeois is a 3rd year audiology graduate student at the University of Memphis School of Communication Sciences and Disorders, and the current University of Memphis Chapter President of NSSLHA. Prior to her time in Memphis, she attended Louisiana State University where she majored in Communication Sciences and Disorders and minored in Psychology. She will be completing her externship placement at the Rocky Regional Veteran’s Affairs Medical Center in Aurora, CO. No previous presentations on same subject.

Hannah Sherman is a 3rd year audiology graduate student at the University of Memphis. She completed her undergraduate career at the University of Maine at Orono, where she majored in Communication
Sciences and Disorders and minored in Child Development and Family Relations. She will be completing her externship placement at the Memphis VA Medical Center. She has previous presentation experience in regard to the ethics of deep brain stimulation in Parkinson’s Disease patients but has not yet presented on this topic.

**MS 25: POSTER: Social Determinants of Cochlear Implant Compliance in Pediatric Population**

*0.025 CEU ASHA/AAA*

**Abstract:** The purpose of this study is to examine social demographic factors that impact full-time device use, measured by data logging in children with cochlear implants. The study is a retrospective chart review of children who received a cochlear implant at Le Bonheur Children’s Hospital in Memphis, TN between 1/1/2000 - 7/1/2019.

**Learning Outcomes:**

1. As a result of this activity, the participants will be able to tell others about the importance of data logging and how it can improve the patient’s journey.
2. As a result of this activity, the participants will be able to integrate the information about loss-to-follow-up into their everyday practices.
3. As a result of this activity, the participants will be able to identify socio-economic factors that may be hindering the progression of their patients.

**Biographies:**

**Leah Margaret Strope** is a third year Doctor of Audiology student at the University of Memphis. She obtained her Bachelor’s of Science in Communication Science and Disorders from the University of Mississippi in 2018. Upon graduation, she hopes to serve as a clinician in a comprehensive audiological setting.

**Ann Elizabeth Vollmer** is a University of Memphis 3rd year audiology student. Born and raised in Memphis, TN. I attended the University of Mississippi for my undergraduate studies and obtained my Bachelors of Science in Communication Sciences and Disorders. I then took a gap year, where I worked as a newborn hearing screener in the Methodist and St. Frances hospitals in Memphis, TN. I began audiology graduate school at the University of Memphis in the fall of 2018. I hope to better the lives of my future patients by learning all I can!

**MS 26: POSTER: Valence ratings of general threat and stuttering-related words in school-age children with and without stuttering disorders**

*0.025 CEU ASHA*

**Abstract:** The study examined whether emotional valence ratings differ between children who stutter (CWS) and children who do not stutter (CWNS) for categories of words that varied in their general and personal relevance to stuttering. Preliminary results indicate certain between-group differences, with varied effects based on word list.

**Learning Outcomes:**

1. Describe learned aspects of stuttering and development of feared sounds and words.
2. Understand relevance of word valence to stuttering.
Identify group differences in word valence ratings and potential clinical implications for children who stutter.

**Biographies:**

**Sidney Donnan** is a second-year speech-language pathology student at the University of Memphis. Sidney completed a poster presentation at the Mid-South Conference on Communicative Disorders in 2020.

**Naomi Eichorn** is an Assistant Professor at the School of Communication Sciences and Disorders at University of Memphis. Her current research examines contributions of attention to the occurrence of speech disfluencies and implications of this relationship for the development and persistence of stuttering. She has published and presented research on this topic in multiple journals (e.g., JSLHR, JFD) and at various conferences (e.g., ASHA, Mid-South Conference).

**Alyson Hoyt** is a second-year speech-language pathology student at the University of Memphis. Alyson completed a poster presentation at the Society for Research in Child Development (SRCD) conference and Rhodes College in 2019.

**MS 27: POSTER: Social Participation in Elementary Students with TBI: Is There an Association with Persistent Cognitive Deficits as Reported by Parents?**

*0.25 CEU ASHA/AAA*

**Abstract:** The impact of sustaining a TBI on the young, developing brain is complex, as it results in both cognitive and social deficits. This study helps to identify the association between cognitive deficits and social participation in elementary aged students with TBI per parent/caregiver report.

**Learning Outcomes:**

1. The participant will describe how clinical interventions could impact cognitive and social skills, and the interaction of these skills, for elementary age students who have sustained a TBI.
2. The participant will describe how clinical interventions could impact cognitive and social skills, and the interaction of these skills, for elementary age students who have sustained a TBI.
3. The participant will describe the application of the results of this study to his/her clinical practice.

**Biography:**

**Libby Crook**, BS, is a combined masters/doctoral student at Case Western Reserve university (Cleveland, OH). Her research focuses on children with brain injury, specifically in the areas of cognitive-communication and social-communication. She received her bachelor’s degree at Miami University. The information in this research study has not been previously presented.

**MS 28: POSTER: Measuring the relationship between vocal effort & intensity with emotion picture viewing use the Borg Centimax**

*0.25 CEU ASHA*

**Abstract:** This study worked to determine if, within each participant, there are reliable levels of vocal effort in terms of intensity, and if the distance between those levels are linear. Additionally, this research attempted to capture changes to vocal effort levels when emotional stimuli are presented.
Learning Outcomes:
1. As a result of this presentation the participant will be able to define the term “Vocal Effort” and understand the importance of psychometric tools for the measurement of the construct.
2. As a result of this presentation the participant will be able to summarize the efficacy of the Borg CR100 in capturing the perception of vocal effort.
3. As a result of this presentation the participant will be able to analyze the contributions emotional states play into the perception of vocal effort.

Biographies:
Brooke Benson is a 2nd year SLP student at the University of Memphis. She has an undergraduate degree in theatre from University of Wyoming. Her clinical interests include a wide range of adult and pediatric therapy. No previous presentations have been given on this topic.

Caroline Murrah is a 2nd year SLP student at Emerson College. She has an undergraduate degree in Music Theatre from Baldwin Wallace University and her clinical interests include voice and upper airway disorders. No previous presentations have been given on this topic.

Hayleigh Wilson is a 2nd year speech language pathology graduate student at the University of Memphis School of Communication Sciences and Disorders. She currently holds the position of SLP Co-Chair for the University of Memphis NSSLHA chapter. Hayleigh completed her undergraduate education at Virginia Commonwealth University where she received a Bachelor of Arts in music education and performance.

Tess Zaorski is a 2nd year SLP student at the University of Memphis. She has an undergraduate degree in American Studies from Marist College and her clinical interests are in the evaluation and treatment of neurologic disorders including stroke, neuromuscular diseases, movement disorders, and traumatic brain injury. No previous presentations have been given on this topic.