

# 52<sup>st</sup> Annual Mid-South Conference on Communicative Disorders ASHA Learning Outcomes, Agendas, Biographies, Abstracts

Thursday, February 24, 2022

## **MS 1: *Cutting Edge Strategies to Develop Independent Executive Function Skills*** **0.35 CEU + 30 minute break ASHA**

**Abstract:** To develop effective treatment interventions, a new view of executive function skills will be defined. Discover the key developmental features of executive function skills and what the term "executive dysfunction" means. Find out how to teach students self-regulation, time management, organization, and problem-solving skills using practical, ready-to-use strategies.

### **Learning Outcomes:**

1. Examine the functional working definition of what is meant by the term “executive function skills” as it pertains to therapeutic interventions.
2. List 3 interventions to teach a student how to visualize complex tasks and then sequence and plan the requisite steps to complete assigned work.
3. Apply the key features underlying executive function to develop an intervention program to foster a student’s ability to form more independent executive function skills by describing therapeutic activities to improve: Situational awareness, self talk and forethought, self regulation and following routines, task planning, task initiation and transition within and between tasks, active self-management of the factors related to the passage of time, student management of materials

### **Time ordered agenda:**

- 50 minutes - Introduction to Executive Function Skills
- 50 minutes - Practical strategies to develop forethought and situational awareness
- 30 minutes - Break
- 30 minutes - Transitions and following routines
- 30 minutes - Time management strategies
- 50 minutes - Develop organization and planning skills for tasks, academics and complex assignments

### **Biography:**

**Sarah Ward, M.S., CCC/SLP** has over 25 years of experience in diagnostic evaluations, treatment and case management of children, adolescents and adults with language learning disabilities, nonverbal learning disabilities, attention deficit disorder, executive dysfunction, Asperger’s disorders and social pragmatics. Her particular specialty is in the assessment and treatment of executive function deficits. A popular speaker, Sarah regularly presents nationally and internationally on the topic of executive functions to a variety of professional and parent organizations, school and lay groups. She has presented to and consulted with over 1600 public and private schools worldwide. Awards received include Bette Ann Harris Distinguished Professional (2017), Innovative Promising Practices Award by CHADD, The National Resource on ADHD (November 2015), the MGH Expertise in Clinical Practice Award, the Distinguished Alumni Award, the Faculty in Excellence Award from the Massachusetts General Hospital

Institute of Health Professions (2002, 2011) and ACE awards (2013, 2016, 2018, 2019, 2020) from American Speech and Language Hearing Association.

**MS 2: *Using AAC to Support People with Aphasia***  
**0.2 CEU ASHA**

**Abstract:** This presentation will focus on the inclusion of augmentative and alternative communication (AAC) in comprehensive intervention programs for people with aphasia with an emphasis on recent findings. AAC will be broadly defined to include supports for comprehension and expression. First, the presentation will include information about applying well known models of aphasia therapy (e.g., A-FROM; CAPE) to the development of intervention programs that include AAC. Then, the presentation will highlight a multimodal intervention designed to help improve the use of multiple communication modalities in everyday communication. The presentation will continue with a review of evidence for particular communication modalities. Strategies to support reading comprehension for people with aphasia are often overlooked despite the chronic and persistence changes in participation many people with aphasia experience related to reading deficits. Current research related to technology and non-technology based supports for reading comprehension will be discussed. Strategies will include aphasia-friendly modifications to written texts and implementation of text-to-speech systems which features may support reading comprehension for some people with aphasia.

**Learning Outcomes:**

1. Name three modifications to rehabilitation materials to support reading comprehension.
2. Identify three feature considerations for text-to-speech systems.
3. Explain three features of preferred reading supports.

**Time ordered agenda:**

- 30 minutes - Introduction, foundational content, discussion of models of aphasia rehabilitation
- 15 minutes - Evidence for individual AAC strategies and multimodal intervention
- 10 minutes - Reading comprehension problems in aphasia
- 35 minutes - Aphasia-friendly modifications to support reading
- 20 minutes - Using technology to support reading comprehension
- 10 minutes - Conclusions, takeaways, questions

**Biography:**

**Sarah Wallace, PhD, CCC-SLP, ASHA Fellow**, is professor and director of the master's program in Speech-Language Pathology in the Communication Science and Disorders Department at the University of Pittsburgh. Dr. Wallace is a certified speech-language pathologist with clinical experience providing services to individuals with acquired communication disorders. Her primary academic responsibilities involve leading and teaching in the Speech-Language Pathology program. As an established investigator, Wallace is a member of the Pittsburgh Translational Aphasia Research Initiative and director of the Communication and Cognition Lab (<https://www.facebook.com/CommunicationAndCognitionLab/>). Dr. Wallace's research agenda demonstrates a programmatic approach to improving communication effectiveness for people with aphasia through multisite, interprofessional, and student collaborations. Her primary areas of current research include: (1) Developing compensatory strategies that support reading and auditory comprehension in people with aphasia, (2) Leveraging interprofessional collaboration to increase participation of people with aphasia in research studies and clinical activities, and (3). Developing a multimodal intervention program to assist people with neurogenic communication disorders

to successfully resolve communication breakdowns. She is part of two projects that involve multiple stakeholder groups including studies examining post-traumatic growth and friendship in people with aphasia.

**MS 3: *Basic American Sign Language and Deaf Culture for SLPs and AuDs***  
**0.15 CEU ASHA**

**Abstract:** Attendees will learn fundamentals of Deaf Culture and basic signs to improve communication between professionals and Deaf/HOH clients.

**Learning Outcomes:**

1. Define the fundamentals of Deaf Culture.
2. Demonstrate signs to be used in clinical practice.
3. Discuss insight from a Deaf person's perspective.

**Time ordered agenda:**

- 5 minutes – Introduction
- 20 minutes – Deaf Culture
- 30 minutes – Basic signs
- 10 minutes – Attendees practice with each other
- 20 minutes – Questions
- 5 minutes – Closing remarks

**Biography:**

**Alene White, M.Ed.** is Deaf and a full-time American Sign Language instructor at University of Memphis since January 2019. She has more than 25 years' experience with teaching ASL and Deaf Culture and is one of the advisors for ASL Club at University of Memphis.

**MS 4: *Hearing Aid Verification: Rationale and Clinical Tips***  
**0.2 CEU ASHA/AAA**

**Abstract:** We'll review research clearly showing the value of fitting patients to validated prescriptive algorithms, which only can be accomplished using probe-microphone measures (speechmapping). The second part of the presentation will focus on clinical tips, gleaned from common fitting misconceptions.

**Learning Outcomes:**

1. Define the rationale behind the use of prescriptive fitting procedures.
2. Assess the limitations of using fitting approaches designed by manufacturers, or relying on the software simulation.
3. Identify three common misconceptions related to the everyday fitting of hearing aids.

**Time ordered agenda:**

- 15 minutes - Developing a fitting rationale
- 10 minutes - Selecting a prescriptive fitting procedure
- 20 minutes - Verification vs proprietary fittings
- 15 minutes - Verification vs manufacture's NAL-NL2
- 10 minutes - Additional benefits of verification

- 40 minutes - Misconceptions regarding fitting
- 10 minutes - Summary and questions

**Biography:**

**Dr. H. Gustav Mueller** holds faculty positions with Vanderbilt University, the University of Northern Colorado and Rush University. He is a consultant for WSAudiology and Contributing Editor for *AudiologyOnline*, where he has the monthly column “20Q With Gus.” Dr. Mueller is a Founder of the American Academy of Audiology, a Fellow of the American Speech and Hearing Association, serves on the Editorial Boards of several audiology journals, and is a Consulting Editor for Plural Publishing. He is an internationally known workshop lecturer and has published over 200 articles and book chapters on diagnostic audiology and hearing aid applications. He has co-authored 12 books on hearing aids and hearing aid fitting, including the recent three-volume *Modern Hearing Aids* series, and the clinical text on *Speech Mapping and Probe Microphone Measures*. Gus is the co-founder of the popular website [www.earTunes.com](http://www.earTunes.com), and resides on a tropic North Dakota island, nestled between the tundra and reality, just outside the city of Bismarck.

**MS 5: Getting Started in the Professions: It’s like a Netflix Streaming Service**  
**0.1 CEU ASHA/AAA**

**Abstract:** This session is designed to provide guidance to clinicians entering the workforce to give them an everyday look at the lives of speech-language pathologists and audiologists in a pediatric work environment. Information regarding clinical work, leadership, management, and wellness will be provided. The session is designed to be interactive and participative and can be applied to any future workplace.

**Learning Outcomes:**

1. Assess current career status.
2. Define and identify elements of everyday clinical activities.
3. Contrast self-care and work-life balance approach to traditional work habits.

**Time ordered agenda:**

- 5 minutes - Introduction
- 15 minutes - The new clinical work environment
- 15 minutes - Leadership development
- 10 minutes - Management skills
- 10 minutes - Wellness
- 5 minutes - Questions and answers

**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 adolescents, service delivery to children from culturally and linguistically

diverse backgrounds, patient safety, and leadership in communication sciences and disorders. He has presented widely at the local, regional, national and international levels. Dr. Robinson was the 2010 president of the American Speech-Language-Hearing Association (ASHA) and has served on various boards and committees. In 1998, Dr. Robinson was elected a Fellow of ASHA, one of its highest honors and received the ASHA Honors in 2021, the highest award given by the association. He served on the board of directors of the National Black Association for Speech, Language and Hearing (NBASLH) and served as the co-chair of the Program Committee for the 1999 and 2000 conventions. Dr. Robinson also served as secretary of the Specialty Board on Fluency Disorders (SBFD) and has been a board-certified fluency specialist since 2000. He served as vice-chair of the Higher Education Licensure Commission for Washington, D.C. (2005 – 2014). Dr. Robinson holds adjunct professorships with Howard University in Washington, D.C. and Nova Southeastern University in Fort Lauderdale, FL. He has held adjunct professorships at the University of the District of Columbia and Gallaudet in Washington, D.C., Xavier University in New Orleans, LA, and Longwood University in Farmville, VA. Dr. Robinson has presented widely at the local, regional, national, and international levels. Dr. Robinson received his A.A. degree from Coahoma Community College in Clarksdale, MS, B.A. and M.S., degrees from The University of Mississippi in Oxford, MS and his Ph.D. degree from Howard University in Washington, D.C.

## ***MS 6: Operationalizing Ototoxicity Management for VA Using a Population Health Framework***

### ***0.2 CEU ASHA/AAA***

**Abstract:** Audiology has established strategies to identify hearing loss for certain large at risk populations such as newborn hearing screenings and OSHA workplace screenings. The Veterans Health Administration is the largest integrated health care system in the United States. By engaging stakeholders through the use of Population Health Strategies, VA audiologists can more efficiently identify and contact patients for informed consent and decisions regarding how to monitor and manage potential hearing loss or balance disruption.

#### **Learning Outcomes:**

1. Define the levels of the public health pyramid
2. Describe Proactive Surveillance and how it affects audiological management of ototoxicity
3. Discuss Informed Consent and its impact on audiological decisions regarding how to monitor & manage potential hearing loss or balance disruptions

#### **Time ordered agenda:**

- 40 minutes – Background / Research of Ototoxicity Management
- 30 minutes – Background of Population Health
- 50 minutes – Population Health applications to an Ototoxicity Management Program in the VA

#### **Biographies:**

**Trisha Milnes, AuD, MHA, CCC-A, AIB-VAM** is the Chief of Audiology and Speech Pathology Service at the Charlie Norwood VAMC. She is a licensed audiologist, a Board Member of the Audiology Practice Standards Organization, and the VA Ototoxicity Management Subgroup Co- Lead. She is a proponent of applying Design Thinking in Healthcare and is working with the VA Innovation Network to develop an Ototoxicity Web Connection through the Spark Seed Spread program.

**Dawn Konrad-Martin** is Associate Director of the VA National Center for Auditory Rehabilitation Research (NCRAR) and is an Associate Professor in the Department of Otolaryngology/Head and Neck Surgery at Oregon Health & Science University. She received a PhD in audiology from the University of Washington investigating peripheral auditory function in mouse and gerbil models of auditory system development, and conducted a post-doctoral fellowship at BoysTown National Research Hospital examining otoacoustic emissions in relation to normal and impaired auditory function. Her current research involves identifying pathophysiologic changes in the peripheral auditory system associated with common forms of acquired hearing loss. She uses electrophysiology and otoacoustic emissions to benchmark normal age-related auditory system changes, and to characterize trajectory differences caused by diabetes, ototoxicity, and noise overexposure. Her projects are highly collaborative, involving researchers who conduct animal studies or are experts in psychophysics, speech perception or tinnitus. Dr. Konrad-Martin has held leadership roles with the American Speech-Language and Hearing Association (ASHA), including being elected Assistant Coordinator of Steering Committee, ASHA Special Interest Division 6: Hearing and Hearing Disorders, Research and Diagnostics, and being appointed to the Research and Scientific Affairs Committee. She served on a workshop panel focused on noise-induced cochlear synaptopathy for the National Institutes on Deafness and Other Communication Disorders at the National Institutes of Health (NIDCD/NIH), a Department of Defense (DoD) Hearing Center of Excellence (HCE) committee to develop multi-disciplinary, evidence-based guideline to promote translation from basic research activities through clinical trials, and a DoD HCE committee on ototoxicity to promote effective ototoxicity monitoring methods. She is the founding chair of the International Ototoxicity Management Group (IOMG) and is Editor in Chief of ASHA Perspectives for Audiologists Journal.

**MS 7: Poster Sessions (see below for specific information)**

**Up to 0.2 CEU ASHA / 0.1 CEU AAA**

*Participants must attend a minimum of TWO (2) poster sessions to accrue CEUs. AAA CEUs awarded for a maximum of four (4) posters. ASHA CEUs awarded for a maximum of eight (8) posters. CEUs for quarter hours (0.025) are rounded down to the half-hour.*

**MS 7-1 POSTER: Children with Amblyaudia Show Less Flexibility in Auditory Cortical Entrainment to Periodic Non-Speech Sounds**  
**0.025 CEU ASHA/AAA**

**Abstract:** We investigated auditory temporal processing in children with amblyaudia, a subtype of auditory processing disorder, via cortical neural entrainment. In addition to reduced capacity to integrate information between the ears, we identified a new functional characterization of amblyaudia in the form of more rigid tagging of external auditory stimuli.

**Learning Outcomes:**

1. Define the main difference between children with amblyaudia and normal controls.
2. Assess a child with amblyaudia with various rate- what would you see?
3. Apply three behavioral tests to evaluate a child with amblyaudia

**Biographies:**

**Sara Momtaz Bokharaei** is a 4<sup>th</sup> year Ph.D. candidate at the University of Memphis and planning to graduate in summer 2022. I am working in auditory cognitive neuroscience lab under Dr. Gavin Bidelman

supervision and studying effects of stimulus rate and periodicity on auditory cortical entrainment and their relation to speech rhythms.

**Gavin M. Bidelman, PhD** is a Professor in the School of Communication Sciences and Disorders at the University of Memphis. Dr. Bidelman is a cognitive neuroscientist who uses neuroimaging and data science tools (EEG/ERPs, psychophysics, computational modeling, machine learning) to investigate foundational properties of auditory perception and cognition. The work includes elements of both basic research and clinically motivated inquiry. Lab studies proceed on three main fronts: (1) understanding the neurocomputations involved in the perception-cognition and novel learning of speech and musical sounds—with current emphasis on auditory categorization; (2) a neuroethological approach characterizing the upper bounds of brain plasticity via study of listeners with extraordinary auditory expertise (e.g., musicians, bilinguals); and translational work (3) examining changes in neurophysiological coding across the lifespan in both normal and clinical populations (hearing impaired, mild cognitive impairment). The lab is funded by the NIH/NIDCD.

**Deborah Moncrieff, Ph.D., CCC-A** has researched auditory processing disorders throughout her career. She has developed and normed new dichotic listening test procedures, established criteria for the diagnosis of amblyaudia and dichotic dysaudia, and created Auditory Rehabilitation for Interaural Asymmetry (ARIA), a rehabilitative therapy for children with dichotic listening deficits. She teaches courses on anatomy and physiology of hearing, psychoacoustics, auditory processing across the lifespan and vestibular assessment and rehabilitation at the University of Memphis.

**Meredith Ray, PhD, MPH**, is an Associate Professor in the Division of Epidemiology, Biostatistics, and Environmental Health. Dr. Ray received her doctoral degree at the University of South Carolina, Arnold School of Public Health in 2014 and her MPH at the University of Georgia, College of Public Health in 2009. Her general research interests are in Bayesian methods, lung cancer, fMRI brain imaging analysis, bioinformatics (epigenetics) and semi-parametric modeling. Her primary research focuses on methods for identifying significant regions of brain activation using fMRI meta-data and methods for identifying associations of DNA methylation with outcomes of interest.

**MS 7-2 POSTER: *Relationship Between Psychosocial Status and Spoken-Language Characteristics in Multiple Sclerosis***  
**0.025 CEU ASHA**

**Abstract:** This study instigates the relationship between self-reported psychosocial status (fatigue, depression) and spoken language characteristics in multiple sclerosis (MS). We addressed the question of whether linguistic diversity and pause characteristics in narratives are associated with occurrence of fatigue and depression.

**Learning Outcomes:**

1. Identify the correlation between linguistic diversity and self-reported psychosocial status (fatigue, depression) in Multiple Sclerosis (MS).
2. Identify the correlation between pause characteristics and self-reported psychosocial status (fatigue, depression) in Multiple Sclerosis (MS).
3. Interpret results of study and apply them to the role of Speech-Language Pathology.

**Biographies:**

**Brianna Burks, B.S.**, is a second-year speech-language pathology (SLP) graduate student in the School of Communication Sciences and Disorders at the University of Memphis. Her primary research interest

includes the relationship between psychosocial symptoms of fatigue and depression and language in persons with neurogenic conditions such as multiple sclerosis.

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

**MS 7-3 POSTER: *Language and Cognition in Mild Alzheimer's Disease***  
**0.025 CEU ASHA**

**Abstract:** We will investigate: 1) group effects (mild Alzheimer's disease, controls) on language measures obtained from picture description, 2) the relationship between cognition and language measures, and 3) task effects (picture description, story-retell) on language measures for persons with mild AD.

**Learning Outcomes:**

1. Identify the language strengths and weaknesses within persons with mild Alzheimer's disease.
2. Describe effective language elicitation tasks (i.e. picture description vs. story-retell) for persons with Alzheimer's disease, including benefits and limitations.
3. Define cognition and its role in speech and language, especially in persons with mild Alzheimer's disease.

**Biographies:**

**Katherine Crenshaw, B.S.**, is a second-year speech-language pathology (SLP) graduate student in the School of Communication Sciences and Disorders at the University of Memphis. She is the 2022 MidSouth Conference SLP Co-Chair. She is also completing a thesis as part of her graduate studies. Her primary research interest includes the relationship between cognition and language in persons with neurogenic conditions such as Alzheimer's disease.

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

**MS 7-4 POSTER: *Emotion Regulation Strategies' Influence on Voice Production***  
**0.025 CEU ASHA**

**Abstract:** The purpose of this study is to investigate how the emotion regulation strategies expressive suppression and cognitive reappraisal employed during increased physiological arousal correlate to physiologic changes in the voice as measured by electroglottography (EGG) and expressed as changes in the glottal contact quotient.

**Learning Outcomes:**

1. Describe the relationship between emotional arousal, increased muscle tension, and higher susceptibility of the onset of voice disorders.
2. Define emotion regulation and explain its possible contributions to the state and behavior of an individual.



3. Describe how electroglottography (EGG) can inform an emotional and physical states of an individual.

**Biographies:**

**Miranda Fisher** is a 2nd year Speech-Language Pathology student at The University of Memphis. Having earned her Bachelor of Fine Arts (BFA) in theatre and her Master of Arts in Education (MAEd), Miranda is interested in how the arts and education can be combined to influence social change in a variety of populations. Of particular interest to her is how expression of emotion influences outcomes in both intrapersonal and interpersonal contexts. She has served on multiple committees for the School of Communication Sciences and Disorders and is Parliamentarian for The National Black Association for Speech-Language and Hearing (NBASLH) Memphis Area Affiliate Chapter. The content of this presentation was developed from work progressing toward her master's thesis, under the guidance of Dr. Miriam van Mersbergen in the Voice, Emotion, and Cognition Laboratory at The University of Memphis.

**Miriam van Mersbergen** is Assistant Professor in the School of Communication Sciences and Disorders at the University of Memphis where she teaches Anatomy & Physiology of the Speech Mechanism, Voice Disorders, and Dysphagia. She began her academic career studying music and communication arts at Calvin College in Grand Rapids, Michigan. After a brief career in music she returned to academia and studied speech language pathology and vocology at The University of Iowa. She worked as a voice therapist in Chicago and Milwaukee before commencing doctoral studies in speech language hearing sciences and psychology at the University of Minnesota. Her research investigates emotional and cognitive influences in voice production where she integrates electroencephalographic, psychophysiological, acoustic, and aerodynamic measures to capture mind, body, voice interactions. She maintains an active clinical career specializing in voice, breathing, and cough disorders and continually yearns for more time to pursue her singing career.

**MS 7-5 POSTER: *Speech Perception with Face Masks in Deaf and Hard of Hearing***  
**0.025 CEU ASHA/AAA**

**Abstract:** As the world continues to navigate mask mandates, those with hearing loss may have additional difficulties understanding speech through a mask. This study provides information on how different types of face masks affect speech perception performance and listening effort in those who are Deaf and hard of hearing.

**Learning Outcomes:**

1. As a result of this study, participants will be able to better guide decisions about which face masks are appropriate to wear to maximize speech perception.
2. As a result of this study, participants will be able to better understand the effects that face masks can have on speech perception for individuals with hearing loss.
3. As a result of this study, readers will be able to better understand the effects that face masks can have on listening effort for individuals with hearing loss.

**Biographies:**

**Brooke Larson, BA**, is a third- year AuD student at the University of Memphis in the School of Communication Sciences and Disorders. Her clinical interest includes pediatrics.

**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.

**Monique Pousson** received an MS in Audiology from the University of Southwestern Louisiana in 1994. She has been a research audiologist with the University of Memphis School of Communication Sciences for 28 years. Monique has assisted with numerous funded and non-funded research projects in various areas of the field of audiology and speech language pathology.

**Kara Sander** is a fourth-year dual AuD/PhD student, also pursuing a Masters of Public Health with a concentration in epidemiology. Her clinical interests include cochlear implant management, vestibular evaluation, and working with special populations including those with auditory neuropathy and survivors of childhood cancer. Her research interests involve applying epidemiological research methods to better understand preoperative and outcomes measures for cochlear implant users, implantation in non-traditional candidates, optimizing cochlear implant programming, and evidence-based practice.

**Bhanu Shukla** has bachelor's and master's degrees in Audiology and Speech-Language pathology from India. He is a fourth-year Ph.D. student under the direction of Dr. Lisa Lucks Mendel at the University of Memphis and his area of research is speech perception in noise.

**MS 7-6 POSTER: *Role of Sex in Rate of Infant Vocalization and Canonical Babbling*  
.025 CEU ASHA**

**Abstract:** Historically, a female language advantage is widely accepted. The present study reviews a longitudinal dataset by Oller and colleagues on infant vocal development, and reanalyzes it to evaluate possible sex differences in rate of vocalization and canonical babbling ratio.

**Learning Outcomes:**

1. Identify the historical assumption of sex and language advantage.
2. List the main findings of the present study.
3. Explain how you would apply the findings to your clinical practice.

**Biographies:**

**Janine Peca, B.S.** is a second-year student in the speech-language pathology program here at the University of Memphis. A researcher at heart, Peca is pursuing a master's thesis under the mentorship of Dr. K. Oller, director of the Origins of Language Laboratory. She plans to one day obtain her doctorate and become a university faculty member. Until then, Peca is interested in working with young children with complex medical needs impeding their access to functional communication and safe feeding. She hopes time in the field will present areas in great need of research for later pursuits. Highly motivated by service to the profession and community, Peca is also serving as this year's NSSLHA president for the University of Memphis chapter. She hopes to continue that service at the state and national level throughout her career.

**D. Kimbrough Oller (Ph.D.,** Psycholinguistics, University of Texas, 1971) is Professor and Plough Chair of Excellence at the University of Memphis. He is an External Faculty Member of the Konrad Lorenz Institute for Evolution and Cognition Research, Klosterneuburg, Austria, an affiliate of the Institute for Intelligent Systems at The University of Memphis, and a member of the Scientific Advisory Board of the LENA Research Foundation of Boulder, CO. His research focuses on vocal development and acquisition of spoken language. In over 230 articles and books the work addresses infant vocalizations, early speech production, multilingualism, and evolution of language. His bilingualism research includes *Language and Literacy in Bilingual Children* (edited by D. K. Oller and R. E. Eilers), from *Multilingual Matters* (2002). His research in evolution and development of language includes *The Emergence of the Speech Capacity* (2000, Erlbaum), *The Evolution of Communication Systems: A Comparative Approach* (edited by D. K. Oller and U. Griebel, MIT Press, 2004), *Evolution of Communicative Flexibility: Complexity, Creativity, and Adaptability in Human and Animal Communication* (edited by D. K. Oller and U. Griebel, MIT Press, 2008), and in a 2016 volume for *Topics in Cognitive Science, New Frontiers in Language*

Evolution and Development (edited by D. K. Oller, R. Dale, and U. Griebel). Oller's research has been funded since the 1970's by the National Institutes of Health.

**MS 7-7 POSTER: *Survey of Current Electrode Deactivation Patterns by Cochlear Implant Audiologists***

**0.025 CEU ASHA/AAA**

**Abstract:** Other than adjusting electrical current level, audiologists rarely adjust MAP parameters, including frequency distribution, despite strong evidence to suggest selectively deactivating poorly encoded electrodes can significantly improve speech perception. The purpose of this exploratory survey was to describe the degree to which practicing audiologists believe selective electrode deactivation be beneficial.

**Learning Outcomes:**

1. As a result of this lecture, the participant will be able to describe the influence of predictive factors and variations in CI programming as they relate to variability in CI outcomes.
2. As a result of this lecture, the participant will be able to explain the benefits and limitations of selective electrode deactivation.
3. As a result of this lecture, the participant will be able to identify their own programming practices and consider the application of selective electrode deactivation within their clinical practice.

**Biographies:**

**Kara Sander** is a fourth-year dual AuD/PhD student, also pursuing a Masters of Public Health with a concentration in epidemiology. Her clinical interests include cochlear implant management, vestibular evaluation, and working with special populations including those with auditory neuropathy and survivors of childhood cancer. Her research interests involve applying epidemiological research methods to better understand preoperative and outcomes measures for cochlear implant users, implantation in non-traditional candidates, optimizing cochlear implant programming, and evidence-based practice.

**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.

**Sarah E. Warren, Au.D., Ph.D., M.P.H., CCC-A** is an assistant professor at the University of Memphis School of Communication Sciences and Disorders where she runs the Cochlear Implant Research Lab. Her research interests include pediatric and adult cochlear implants and public health.

**MS 7-8: *Neuroimaging Biomarkers of Speech Processing Deficits in Mild Cognitive Impairment (MCI): Speech-Evoked Potentials and resting State EEG***

**0.025 CEU ASHA/AAA**

**Abstract:** Mild cognitive impairment (MCI) is a transitional phase in the progression toward more severe forms of dementia and Alzheimer's disease. Neuroimaging studies reveal MCI is associated with aberrant brain function serving higher-order memory and cognitive operations. Yet, these neurological changes are largely expected given MCI's pathophysiology and behavioral presentation. The degree to which early cognitive decline impacts sensory processing and hearing skills remain undefined. Here, we recorded brainstem and cortical speech-evoked potentials in older adults diagnosed with MCI and hearing- and

age-matched controls during rapid speech-in-noise (SIN) tasks aimed to tax auditory-perceptual processing.

**Learning Outcomes:**

1. Explore the relationship between hearing loss and Mild Cognitive Impairment (MCI) in older adults.
2. Describe changes in the resting state potential of individuals with Mild Cognitive Impairment while considering how these findings relate to findings from previous studies.
3. Identify changes in Event Related Potentials (ERPs) and Frequency Following Response (FFR) in individuals with Mild Cognitive Impairment while considering how these findings relate to findings from previous studies.

**Biographies:**

**Christine Sledge, B.S.** is a 3<sup>rd</sup> year AuD student at the University of Memphis School of Communication Sciences and Disorders. She is also pursuing a Master of Public Health degree from the School of Public Health at the University of Memphis. She graduated from the University of Tennessee, Knoxville with a Bachelor of Science in Audiology and Speech-Language Pathology. Her primary clinical interests include diagnostic audiology across the lifespan, cochlear implants, and hearing conservation.

**Brian Decker, B.A.** is a 3<sup>rd</sup> year AuD student at the University of Memphis, School of Communication Sciences and Disorders. He graduated from the University of Maryland, College Park with a Bachelor of Arts in Hearing and Speech Sciences. His primary interests are pediatric audiology and working with developmentally complex cases.

**Maddie Sever, B.S.** is a 3<sup>rd</sup> year AuD student at the University of Memphis School of Communication Sciences and Disorders. She graduated from Purdue University with a Bachelor of Science in Speech, Language and Hearing Science. Her primary clinical interests include pediatric audiology and implantable devices.

**Brandon Baughman, Ph.D.** completed his graduate education at the University of Tulsa. He obtained his PhD in Clinical Psychology in 2008. Residency training included a neuropsychology-focused internship at the University of Oklahoma Health Sciences Center (Department of Psychiatry and Behavioral Sciences), followed by a neuropsychology specialty fellowship at the Memphis VA Medical Center/ St. Jude/ University of Tennessee Health Sciences Center consortium. Dr. Baughman is board-certified in clinical neuropsychology by the American Board of Clinical Neuropsychology (ABCN). Dr. Baughman adheres to the scientist-practitioner model. He utilizes empirically-validated measures within a flexible-battery and hypothesis-testing approach. He sees patients with diverse neurologic, general medical, and psychiatric symptomatology. He has a particular interest in the areas of brain cancer and traumatic brain injury and concussion.

**Gavin M. Bidelman, Ph.D.** is a Professor in the School of Communication Sciences and Disorders at the University of Memphis. Bidelman is a cognitive neuroscientist who uses neuroimaging and data science tools (EEG/ERPs, psychophysics, computational modeling, machine learning) to investigate foundational properties of auditory perception and cognition. The work includes elements of both basic research and clinically motivated inquiry. Lab studies proceed on three main fronts: (1) understanding the neurocomputations involved in the perception-cognition and novel learning of speech and musical sounds—with current emphasis on auditory categorization; (2) a neuroethological approach characterizing the upper bounds of brain plasticity via study of listeners with extraordinary auditory expertise (e.g., musicians, bilinguals); and translational work (3) examining changes in neurophysiological coding across

the lifespan in both normal and clinical populations (hearing impaired, mild cognitive impairment). The lab is funded by the NIH/NIDCD.

**Caitlin N. Price, Au.D., Ph.D., CCC-A** is an assistant professor in the Department of Audiology and Speech-Language Pathology at the University of Arkansas for Medical Sciences. She graduated from the University of Memphis with a Doctor of Audiology (2017) and Doctor of Philosophy in Hearing Sciences and Disorders (2020). She also completed a postdoctoral fellowship focusing on the influence of mild cognitive impairment on auditory processing of speech. Her research interests include aging and the neural correlates of speech-in-noise perception.

**MS 8: Assessment and Treatment of Word-Level Reading and Spelling Disorders**  
**0.35 CEU + 30 minute break ASHA**

**Abstract:** Learn how to systematically analyze an individual's spelling errors, so you can precisely identify, treat, and progress monitor deficits in the linguistic underpinnings of word-level reading and spelling. Explore the framework of speech-to-print intervention and become familiar with activities that leverage students' biological wiring for oral language to achieve greater outcomes in reading, writing, and spelling.

**Learning Outcomes:**

1. The participant will be able to identify the linguistic underpinnings of word-level reading (decoding) and spelling and describe specific patterns of misspelling associated with each type of language deficit.
2. The participant will be able to describe evidence-based, multi-linguistic activities that simultaneously engage and functionally intergrade a student's oral and written language systems.
3. The participant will be able to explain how an individual's storage and retrieval of mental orthographic representations in long term memory to support reading fluency, reading comprehension, and expressive writing skills.

**Time ordered agenda:**

- 1:30 - 1:45pm - Welcome, Introduction/Disclosures, Outline of Session Content
- 1:45 - 2:00pm - Linguistic components of word-level reading and spelling
- 2:00 - 2:30pm - Spelling errors associated with specific underlying language deficits
- 2:30 - 3:00pm - Diagnostic prescriptive assessment of word-level reading and spelling problems using spelling error analysis
- 3:00 - 3:30pm - Diagnostic prescriptive assessment of word-level reading and spelling problems using spelling error analysis
- 3:30 - 4:00pm - Break
- 4:00 - 4:15 pm - Core principles of word study: speech to print, multilinguistic, metalinguistic, statistical learning
- 4:15 - 5:15 pm - Activities for word-level reading and spelling intervention
- 5:15 - 5:30 pm - Q&A discussion and closing remark

**Biography:**

**Dr. Jan Wasowicz, CCC-SLP, BCS-CL**, has more than 40 years of experience as a language, literacy, and learning specialist. She has worked with students who have language-based reading, writing, and spelling problems in a variety of educational settings, including public schools, Head Start programs, and private practice. Dr. Wasowicz is frequently invited to speak about best practices in literacy assessment and instruction at national, state, and local meetings and has taught numerous undergraduate and graduate

courses, holding faculty positions at Northwestern University, Elmhurst College, Rush–Presbyterian–St. Luke’s Medical Center, and Governors State University. Her credits include articles published in scholarly journals and U.S. patents for her inventions of literacy assessment and intervention software programs, including the Earobics® and SPELL-2 software programs. Dr. Wasowicz is an author of SPELL-Links to Reading & Writing and is the lead moderator of the SPELLTalk multi-disciplinary professional listserv. Dr. Wasowicz is an ASHA-certified, IL-licensed, and FL-licensed speech-language pathologist and an ASHA Board Certified Specialist in Child Language and she holds a professional educator license with multiple endorsements from the State Teacher Certification Board of Illinois. She is the founder, president and CEO of Learning By Design, Inc., publisher of the SPELL-2 assessment software and the SPELL-Links to Reading & Writing word study curriculum. She maintains a private practice in IL via tele-practice and in FL serving students with oral and written language disorders.

***MS 9: Culturally Responsive and Evidence-Based Evaluations: SLAM Language Elicitation and Analysis***  
***0.2 CEU ASHA***

**Abstract:** Culturally responsive and evidenced-based approaches are needed to ensure objective, accurate, and unbiased evaluations. This seminar uses videos to support clinicians in building skills in the elicitation and analysis of language using the free Leaders Project’s School-age Language Assessment Measures (SLAM).

**Learning Outcomes:**

1. Identify 4 dialect neutral indices to analysis language using Burns et al (2012)
2. Apply definitions of simple, compound and complex sentence structures to actual language samples
3. Assess language samples using SLAM Guidelines for Analysis

**Time ordered agenda:**

- 20 minutes – Current issues with approaches to disability evaluations.
- 40 minutes – Sentence structures and dialect-neutral indices in narratives of a language disorder
- 30 minutes – Analysis of videos using SLAM materials to elicit language samples of children/students with and without language disorders.
- 20 minutes – Skill building in application of dialect-neutral indices and sentence structures of videos of language samples including quantification via SLAM Guidelines for Analysis
- 10 minutes – Q&A

**Biography:**

**Dr. Cate Crowley** is Professor of Practice in Teachers College, Columbia University’s CSD program, where she is director of the bilingual/multicultural focus and Bilingual SLP Extension Institute. An ASHA Fellow and experienced attorney, her website, [leadersproject.org](http://leadersproject.org), offers free resources to improve the quality of disability evaluations including online courses, test reviews, model evaluations, and evidenced-based language elicitation materials--the School-age Language Assessment Measures. These evaluation materials are available in many languages including Spanish, Russian, Mandarin, dialects of Arabic, Bengali, and others. The website regularly receives over 25,000 visits each month from over 110 countries. Dr. Crowley has received ASHA’s Multicultural Award, Outstanding International

Contributions Award, and the Van Hattum Award for outstanding contributions to the schools. Dr. Crowley is fluent in English, Spanish, and French.

**MS 10: Vestibular Migraine and Effects of Lifestyle Modification**  
**0.2 CEU ASHA/AAA**

**Abstract:** Vestibular migraine is a common diagnosis. Pharmacological management is often recommended. Our lab investigated a lifestyle modification intervention in patients with definite vestibular migraine. Our results exceeded performance reported by similar investigations and were comparable to results using pharmacological approaches.

**Learning Outcomes:**

1. Identify the six vestibular disorders identified by the Dizziness Symptom Profile (DSP).
2. Describe common lifestyle factors used in non-pharmacologic intervention of definite vestibular migraine.
3. Discuss results of lifestyle modification on management of symptoms related to definite vestibular migraine

**Time ordered agenda:**

- 10 minutes – Vestibular migraine is common
- 30 minutes – Dizziness Symptom Profile, Single Disorder Data, Multiple Co-occurring Disorder Data, Odds ratios
- 10 minutes – International Classification of Definite Vestibular Migraine
- 25 minutes – Pathophysiology of Vestibular Migraine
- 40 minutes – Management with lifestyle modifications
- 5 minutes – Summary

**Biography:**

**Richard A. Roberts** is Associate Professor and Vice Chair of Clinical Operations for the Department of Hearing and Speech Sciences at Vanderbilt Bill Wilkerson Center. His primary research interests include various topics related to assessment and management of vestibular dysfunction. Dr. Roberts has served on the Board of Directors of the Alabama Academy of Audiology, the American Academy of Audiology, and as a Trustee of the American Academy of Audiology Foundation. He was recently recognized by the American Academy of Audiology with the Clinical Excellence in Audiology award.

**MS 11: Auditory Implants: Bone Anchored Devices, Cochlear Implants, Single Sided Deafness, and Access to Care**  
**0.35 CEU + 30 minute break ASHA/AAA**

**Abstract:** Auditory implantable devices are a rapidly changing field. This presentation and panel discussion will cover recent advancements, future directions, and local research in clinical outcomes related to bone anchored hearing aids, cochlear implants, single sided deafness, and access to care.

**Learning Outcomes:**

1. Define bone anchored hearing aid indications in clinical populations.
2. Describe current clinical approaches to cochlear implants in patients with single sided deafness.

3. Discuss social determinants of cochlear implant outcomes in the Mid-South area.

**Time ordered agenda:**

- 1 hour – Candidacy for CI and bone anchored devices- expanded implications (Dr. Coffelt & Dr. Yawn)
- 1 hour – Approaches to single sided deafness (Dr. Bidelman, Dr. Wood, Dr. MacDonald)
- 30 minutes – Break
- 45 minutes – Research update from our team: social determinants of CI care in Memphis (Dr. Warren & Dr. Smith)
- 45 minutes – Panel discussion with all presenters (Moderator: Dr. Warren)

**Biographies:**

**Dr. Sarah E. Warren, Au.D., Ph.D., M.P.H., CCC-A** is an assistant professor at the University of Memphis School of Communication Sciences and Disorders where she runs the Cochlear Implant Research Lab. Her research interests include pediatric and adult cochlear implants and public health.

**Dr. Jennifer Bidelman** is a pediatric and cochlear implant audiologist at Le Bonheur Children’s Hospital, and is also manager of the audiology department. She received her Au.D. from Purdue University in 2011 and has lived in Memphis since 2012.

**Jordan Alyse Coffelt, Au.D., CCC-A, FAAA** joined the Mid-South Cochlear Implant Program in 2020. She received her B.S. in Communication Sciences and Disorders at the University of Mississippi in 2012 and her Doctor of Audiology (AuD) at the University of Memphis in 2016. She is a Clinical Assistant Professor for the School of Communication Sciences and Disorders at the University of Memphis. Dr. Coffelt’s clinical interests include cochlear implants, bone conduction hearing devices, and audiological (re)habilitation. She was honored with the “Distinguished Early Career Professional Certificate” from the American Speech-Language-Hearing Association in November 2020, and she recently completed the Institute for Cochlear Implant Training the “Advanced Audiology Cochlear Implant Course” in Fall 2021.

**Dr. 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.

**Dr. Joshua Wood** was born and raised in Idaho. He completed medical school at Creighton University in Omaha, Nebraska followed by Otolaryngology residency at University of Tennessee Health Science Center in Memphis, TN. He then completed a Pediatric Otolaryngology fellowship at The Children’s Hospital of Pittsburgh. He now works primarily at LeBonheur Children’s Hospital, but also has an appointment at St. Jude Children’s Research Hospital. He is board certified in Otolaryngology and Complex Pediatric Otolaryngology. He is also an active member of many national otolaryngology and multi-disciplinary organizations to promote ENT research and patient care. Dr. Wood enjoys many aspects of pediatric otolaryngology, including airway surgery and taking care of complex congenital conditions. However, his passion is childhood hearing loss. He has been involved with research on various aspects of hearing loss and cochlear implantation. Dr. Wood is married and enjoys spending time



with his wife and 4 children. He enjoys sports, music, and is an avid skier. He is engaged in many community outreach opportunities through his church.

**Dr. 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 Carolina 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.

**MS 12: *Margarine for the Voice- Why are We Still Doing That?***  
**0.15 CEU ASHA**

**Abstract:** This course will examine what works and what doesn't in regards to treating voice disorders. A look at the data will be helpful for dissecting erroneous approaches, helping us bust myths and discover new ways to help our voice patients improve.

**Learning Outcomes:**

1. Identify and define various techniques considered to be the "norm" for voice intervention.
2. Interpret the data to further understand what really works and what does not.
3. Become more familiar with new ideas and techniques you can apply to your voice therapy practice.

**Time ordered agenda:**

- 15 minutes – Introduction
- 60 minutes – Various approaches / topics, a look at the data
- 15 minutes – Closing / Discussion

**Biography:**

**Amy Nabors, MA, CCC-SLP**, is a licensed speech-language pathologist who evaluates and treats patients with voice disorders. Her specialties include working with singers, voice professionals, and patients with neurological, degenerative, and functional voice and breathing disorders. Since earning her MA in Speech-Language Pathology from The University of Memphis School of Communication Sciences and Disorders, Amy has worked as voice specialist at Bastian Voice Institute in Chicago, Otolaryngology Associates of the Mid-South, and is currently a clinical voice instructor at the University of Memphis. Prior to becoming a speech pathologist, Amy earned a BA in Theatre and worked as a professional musical theatre performer.

**MS 13: *Tinnitus Management: From Theory to Practice***  
**0.15 CEU ASHA/AAA**

**Abstract:** The need for greater access to services for the tinnitus patient is great. By understanding the unique needs of this population, along with basic education & strategies for management, clinicians can provide hope & direction for tinnitus patients, which for some, can eliminate the need for further treatment intervention. Informed clinicians that provide tinnitus education at an early, critical stage, can serve to facilitate increased treatment outcomes and lower impact on quality of life as the patient pursues treatment at a dedicated tinnitus center.

**Learning Outcomes:**

1. Describe the fundamentals of the neurophysiological model of tinnitus
2. Evaluate the patient's tinnitus history & audiologic test results to make appropriate management & treatment
3. Understand when it is appropriate to refer a patient to a dedicated tinnitus center for tinnitus treatment and management
4. Differentiate between being a clinical tinnitus educator, versus a tinnitus management provider and will understand the considerations necessary to determine which role is right for their current clinical setting

**Time ordered agenda:**

- I. Importance of Access to Service for the Tinnitus Patient (30 minutes)
  - a. Population Statistics & physiological comorbidities
  - b. Barriers to providing care
  - c. What is our professional responsibility
- II. Tinnitus Education & Management Strategies (30 minutes)
  - a. Fundamentals of the neurophysiological model of tinnitus
  - b. How to connect the dots from patient history to diagnostic testing
  - c. Going beyond the questionnaires
  - d. Introduction to tinnitus management
- III. Caring for, Educating & Treating the Tinnitus Patient (30 minutes)
  - a. Tinnitus educator vs tinnitus management provider
  - b. Model for service across healthcare settings
  - c. Assembling your referral network
  - d. What role is right for you

**Biography:**

**Dr. Casie Keaton**, AuD, is the Founder/CEO at Thrive Hearing & Tinnitus Solutions in Memphis, TN. Dr. Keaton graduated with her BS in Communication Disorders from Auburn University, MS from the University of South Alabama, and AuD from the University of Florida. She has research published in psychoacoustics & has extensive training in tinnitus & hyperacusis. In 2015, Dr. Keaton was selected to attend an Ida Institute conference in Skodsborg, Denmark, the first of its kind to specifically focus on tinnitus. In 2016, she was invited to England, where she spent time working with leaders in tinnitus research & treatment. Most recently, Dr. Keaton contributed several chapters to Oxford University Press textbook, *Landmark Papers in Otolaryngology*. 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.

**Friday, February 25, 2022**

**MS 14: *Parents as Partners: The Key to the Clinical Process***  
**0.2 CEU ASHA/AAA**

**Abstract:** This course was designed to stimulate discussion among clinicians regarding the role of parents in making clinical decisions during the evaluation and treatment processes. Public laws indicate the vital role that parents play in the education and service delivery to children with special needs. This

interactive presentation will address the role of parents in all aspects of the clinical process as well as address the barriers to successful programming. Model activities will be presented.

**Learning Outcomes:**

1. List ways in which they can enhance parent effectiveness in managing information.
2. Identify ways to provide counseling to parents of children with speech, language and/or hearing problems as needed.
3. Assess parental involvement as informants and participants in the clinical process of therapeutic management.

**Time ordered agenda:**

- 5 minutes – Introduction
- 10 minutes – Historical relevance of parents as partners
- 20 minutes – The importance of parents as partners
- 15 minutes – The role of parents in the data gathering process
- 15 minutes – Parents as assistants in the management process
- 20 minutes – Using parents to enhance the prevention and treatment processes
- 10 minutes – Issues to address for success programming
- 10 minutes – Designing a parent training program
- 10 minutes – Barriers to a successful program
- 5 minutes – Questions and answers

**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 adolescents, service delivery to children from culturally and linguistically diverse backgrounds, patient safety, and leadership in communication sciences and disorders. He has presented widely at the local, regional, national and international levels. Dr. Robinson was the 2010 president of the American Speech-Language-Hearing Association (ASHA) and has served on various boards and committees. In 1998, Dr. Robinson was elected a Fellow of ASHA, one of its highest honors and received the ASHA Honors in 2021, the highest award given by the association. He served on the board of directors of the National Black Association for Speech, Language and Hearing (NBASLH) and served as the co-chair of the Program Committee for the 1999 and 2000 conventions. Dr. Robinson also served as secretary of the Specialty Board on Fluency Disorders (SBFD) and has been a board-certified fluency specialist since 2000. He served as vice-chair of the Higher Education Licensure Commission for Washington, D.C. (2005 – 2014). Dr. Robinson holds adjunct professorships with Howard University in Washington, D.C. and Nova Southeastern University in Fort Lauderdale, FL. He has held adjunct professorships at the University of the District of Columbia and Gallaudet in Washington, D.C., Xavier University in New Orleans, LA, and Longwood University in Farmville, VA. Dr. Robinson has presented widely at the local, regional, national, and international levels. Dr. Robinson received his A.A. degree from Coahoma Community College in

Clarksdale, MS, B.A. and M.S., degrees from The University of Mississippi in Oxford, MS and his Ph.D. degree from Howard University in Washington, D.C.

**MS 15: *Volume to Value: Understanding the Healthcare Reimbursement Ecosystem***  
**0.15 CEU ASHA/AAA**

**Abstract:** Health care reimbursement is diverse and often changing. The intent of this presentation is to provide a broad overview of the movement of health care reimbursement for volume to value, known as value-based payments. This session will break down the different types of payments and the structures around the Quality Payment Program (QPP). The presentation will identify which types of reimbursement incentive team-based care.

**Learning Outcomes:**

1. Describe the different types of reimbursement models in today's health care environment.
2. Reflect upon on how reimbursement models support and impact health care delivery.
3. Analyze the impact of health care reimbursement on health care quality.

**Time ordered agenda:**

- 10 minutes – Welcome and my journey
- 20 minutes – Health care decision making
- 35 minutes – Health care ecosystem
- 15 minutes – Tying it all together
- 10 minutes- Question and answer

**Biography:**

**Joy Doll** is the Chief Academic Program Officer for the Nebraska Healthcare Collaborative and Vice President of Community and Academic Programs for CyncHealth. In this role, Joy supports cross-sector partnerships that support research, program evaluation and quality improvement using health data for improving population health; supports development and education for an informed health data workforce; and engages in community outreach to support these initiatives. Prior to joining CyncHealth, Joy served as the Inaugural Executive Director for establishing the Center for Interprofessional Education and Research (CIPER) where she was engaged with CHI Health to develop, establish and study an interprofessional clinical learning environment. She was the Vice Chair of the Department of Occupational Therapy in the School of Pharmacy and Health Professions at Creighton University. During her time at the CU, she was also the director of a Post Professional OTD Program where she was responsible for recruitment and retention of students, managing student issues, and maintaining program excellence. Currently, Joy is still an Associate Clinical Professor of Occupational Therapy at Creighton University. She is author of the textbook *Grant Writing and Program Development for Occupational Therapy Practitioners: Making the Connection* and over 50 book chapters or peer reviewed journal publications. She is a sought after speaker including the 2018 TedX Talk entitled *Culvitative Collaboration in Health Care: The Journey of an Accidental Expert*. Joy earned her Doctor of Occupational Therapy degree in 2003 from Creighton University.

**MS 16: Cancelled****MS 17: *ACCESS: Navigating our Role in Educational Audiology*  
0.35 CEU + 30 minute Break ASHA/AAA**

**Abstract:** Classrooms are challenging learning environments for most of our deaf and hard of hearing students. We will discuss the responsibilities of the educational audiologist to ensure students have full access to language, communication, and instruction via the components of ACCESS.

**Learning Outcomes:**

1. Define one strategy of each of the six components of ACCESS that will improve outcomes for deaf and hard of hearing students.
2. Identify a key requirement of the ADA that applies to access for deaf and hard of hearing students.
3. Describe one challenge to providing educational audiology services in the schools and a solution to address it.

**Time ordered agenda:**

- 15 minutes – Introduction to session
- 15 minutes – ACCESS – What does it mean and why is it important, critical policies and legislation
- 30 minutes – Advocacy: assessment, students, families
- 30 minutes – Communication: within and outside of school, local and state board of education
- 30 minutes – Collaboration: educational team, clinical and non-school providers
- 30 minutes – Break
- 30 minutes – Education: students, parents, teachers, administrators
- 15 minutes – Services: IEP and ADA for students, parents
- 15 minutes – Support: social-emotional well-being, self-determination and self-advocacy, accommodations; teachers – implementation of accommodations; transition and building for the future
- 30 minutes – Professional perspectives in education audiology, Q&A, discussion

**Biography:**

**Dr. Cheryl DeConde Johnson** provides consulting services for deaf education and related services specializing in program evaluation and development of statewide deaf education services and accountability systems through her practice, The ADE vantage. Previously she was the deaf education and educational audiology consultant with the Colorado Department of Education. She has also held positions as a school-based educational audiologist, an early intervention provider, and a coordinator of a public-school center-based program serving preschool through high school deaf and hard of hearing students. She currently holds adjunct faculty appointments at the University of Arizona and Salus University. Dr. Johnson is co-founder of Hands & Voices and serves on the Board of Directors.

## **MS 18: *Language Disorders and Attorney-Client Communication***

### **0.15 CEU ASHA**

**Abstract:** The attorney-client relationship, an essential component of the constitutional right to due process, is a relationship based on communication. For clients with language disorders, this communication may be compromised in various ways, potentially undermining this critical relationship. This is of particular concern as individuals with language disorders have been shown to be significantly over-represented in the criminal justice system (Anderson et al., 2016). We will present the preliminary findings of two studies looking at the various ways that language disorders can manifest within the attorney-client relationship as well as attorney perceptions of and responses to communication difficulties

Anderson, S. A. S., Hawes, D. J., & Snow, P. C. (2016). Language impairments among youth offenders: A systematic review. *Children and Youth Services Review*, 65,195-203.  
doi:10.1016/j.chilyouth.2016.04.004

#### **Learning Outcomes:**

1. Identify three contexts within the criminal justice system that have high language demands and high stakes.
2. Identify three ways that a language disorder may manifest within the attorney-client relationship.
3. Identify three language skills that are critical for clients involved with the criminal justice system.

#### **Time ordered agenda:**

- 10 minutes – Introduction and background information.
- 20 minutes – Discussion of preliminary findings of qualitative interviews with juvenile defense attorneys on the topic of developmental language disorders.
- 20 minutes – Discussion of preliminary findings of qualitative interviews with juvenile defense attorneys on the topic of developmental language disorders.
- 20 minutes – Discussion of preliminary findings of a descriptive survey of public defenders on the topic of developmental language disorders and its impact on attorney-client relationships.
- 10 minutes- Discussion of next steps.
- 10 minutes- Question and answer period.

#### **Biographies:**

**Katherine Mendez** is a practicing speech-language pathologist and clinical faculty member in the Department of Communication Sciences and Disorders at the University of Memphis. Her practice focuses largely on the diagnosis and treatment of language and literacy disorders. Her interest is in exploring the needs of individuals with language and literacy disorders in the criminal justice system.

**Mandy Adams** is a practicing speech-language pathology clinical fellow, recently graduated from the School of Communication Sciences and Disorders at the University of Memphis. Her clinical interests include language and literacy disabilities. Her current research has explored the needs of individuals with language disorders within the juvenile justice system and interprofessional collaboration.

**Linda Jarmulowicz, PhD** is an Associate Professor, Dean of the School of Communication Sciences and Disorders (CSD), and the Director of the Memphis Speech and Hearing Center. Dr. Jarmulowicz's research focuses on language and literacy relationships as well as second language learning by school-

aged children. She has been instrumental in seeing the School of CSD and its nationally recognized programs through numerous changes over the past six years and is fortunate to be taking part in its renaissance.

### **MS 19: Evidence Based Practice - Practical Tips for Busy SLPs** **0.2 CEU ASHA**

**Abstract:** SLPs are super busy and it's hard to stay up to date with the latest evidence based practice (EBP). In this session we'll discuss what EBP is, why it matters, and how to make it applicable to your everyday practice.

#### **Learning Outcomes:**

1. Define what constitutes evidence-based practice.
2. Identify which of their current practices are and aren't aligned with EBP
3. Assess efficacy of programs that are marketed as EBP.

#### **Time ordered agenda:**

- 10 minutes – Introduction / Disclosure
- 20 minutes – SLPs are busy; it isn't always realistic to keep up with EBP
- 20 minutes – What is (and isn't) EBP?
- 30 minutes – Why does EBP matter?
- 30 minutes – How can I keep up with EBP in my everyday practice?
- 10 minutes – Closing / Questions

#### **Biography:**

**JoAnne Berns, M.S., CCC-SLP** is a speech language pathologist and owner of Berns Therapy Solutions, a pediatric private practice, in Nashville, TN. She is also a writer and audio contributor for The Informed SLP. JoAnne has experience working with all pediatric age groups, primarily treating language based learning disorders, speech-sound disorders, and pragmatic language disorders. During graduate school, JoAnne worked in the Childhood Language and Literacy Lab at Vanderbilt University. When she isn't working, chances are you'll find JoAnne driving around in her minivan and chasing around her three young children.

### **MS 20: Issues in Cognition, Audition, & Amplification** **0.2 CEU ASHA/AAA**

**Abstract:** Auditory problems associated with hearing or listening are the second most common chronic conditions in aged Americans. Although outcomes associated with hearing aid amplification and cognition are currently under investigation globally, there is quite a bit known about the relationships between hearing, listening and cognition. In this presentation, we will review the contemporary literature on these matters.

#### **Learning Outcomes:**

1. Participants will be able to recite the names of two cognitive screeners.
2. Participants will be able to define mild cognitive impairment and dementia.
3. Participants will be able to define the "common cause" hypothesis for hearing loss and dementia.

#### **Time ordered agenda:**

- 60 minutes – Overview, Introductions, and Definitions
- 60 minutes – The Hierarchy of Hearing & Listening Disorders

**Biography:**

**Dr. Douglas Beck** began his career in Los Angeles at the House Ear Institute in cochlear implant research and intraoperative cranial nerve monitoring. By 1988, he was Director of Audiology at Saint Louis University. In 1996 he co-founded a multi-office dispensing practice in St Louis. In 1999, he became President and Editor-In-Chief of AudiologyOnline.com, SpeechPathology.com and HealthyHearing.com. Dr. Beck joined Oticon in 2005. From 2008 through 2015 he also served as Web Content Editor for the American Academy of Audiology (AAA). In 2016 he also became Senior Editor for Clinical Research at the Hearing Review and also, Adjunct Clinical Professor of Communication Disorders & Sciences at SUNYAB. In 2019, he was appointed Vice President of Academic Sciences at Oticon Inc. Dr. Beck is among the most prolific authors in audiology with more than 208 publications.

**MS 21: KEYNOTE: *Follow the Yellow Brick Road: A Journey Toward Team Skills*  
0.1 CEU ASHA/AAA**

**Abstract:** Health is a team sport. Teamwork requires unique skills beyond one's professional competence. In health care, teamwork has been shown to improve meet the Quadruple Aim.

**Learning Outcomes:**

1. By the end of the session, participants will be able to describe best practices in design of team and team development.
2. By the end of the session, participants will be able to identify individual and team-based skills needed to help teams thrive.
3. By the end of the session, participants will be able to reflect upon how they can level up their team skills.

**Time ordered agenda:**

- 15 minutes – Introduction and background
- 15 minutes – Health care context
- 15 minutes – Team communication skills
- 15 minutes – Question and answer

**Biography:**

**Joy Doll** is the Chief Academic Program Officer for the Nebraska Healthcare Collaborative and Vice President of Community and Academic Programs for CyncHealth. In this role, Joy supports cross-sector partnerships that support research, program evaluation and quality improvement using health data for improving population health; supports development and education for an informed health data workforce; and engages in community outreach to support these initiatives. Prior to joining CyncHealth, Joy served as the Inaugural Executive Director for establishing the Center for Interprofessional Education and Research (CIPER) where she was engaged with CHI Health to develop, establish and study an interprofessional clinical learning environment. She was the Vice Chair of the Department of Occupational Therapy in the School of Pharmacy and Health Professions at Creighton University. During her time at the CU, she was also the director of a Post Professional OTD Program where she was responsible for recruitment and retention of students, managing student issues, and maintaining program



excellence. Currently, Joy is still an Associate Clinical Professor of Occupational Therapy at Creighton University. She is author of the textbook *Grant Writing and Program Development for Occupational Therapy Practitioners: Making the Connection* and over 50 book chapters or peer reviewed journal publications. She is a sought after speaker including the 2018 TedX Talk entitled *Cultivative Collaboration in Health Care: The Journey of an Accidental Expert*. Joy earned her Doctor of Occupational Therapy degree in 2003 from Creighton University.

**MS 22: *From One Horse's Mouth: Thoughts on ASD in Clinical Practice***  
**0.15 CEU ASHA**

**Abstract:** Approaches to autism have been a hot topic with the growing neuro-affirming movement in recent years. This presentation will explore different frameworks clinicians can use to appropriately provide services and build empathy for autistic clients. Presentation led by autistic student-clinician.

**Learning Outcomes:**

1. Define the medical model and social model of disability
2. Define and discuss the term neuro-affirming
3. Identify three ways clinicians can provide neuro-affirming services for their clients with autism

**Time ordered agenda:**

- 5 minutes – Introduction and disclosures
- 10 minutes – Case study activity
- 20 minutes – Discussion of models of disability
- 20 minutes – ASD definition and discussion
- 10 minutes- Sensory simulation
- 20 minutes – Review of neuroaffirming intervention
- 5 minutes – Conclusion and wrap-up

**Biographies:**

**Janine Peca, B.S.** is a second-year student in the speech-language pathology program here at the University of Memphis. A researcher at heart, Peca is pursuing a master's thesis under the mentorship of Dr. K. Oller, director of the Origins of Language Laboratory. She plans to one day obtain her doctorate and become a university faculty member. Until then, Peca is interested in working with young children with complex medical needs impeding their access to functional communication and safe feeding. She hopes time in the field will present areas in great need of research for later pursuits. Highly motivated by service to the profession and community, Peca is also serving as this year's NSSLHA president for the University of Memphis chapter. She hopes to continue that service at the state and national level throughout her career. Peca is extremely grateful for the opportunities the University of Memphis has afforded her. She is especially thankful to Dr. Jarmulowicz for inspiring her to present at the Mid-South Conference.

**Linda Jarmulowicz, PhD** is an Associate Professor, Dean of the School of Communication Sciences and Disorders (CSD), and the Director of the Memphis Speech and Hearing Center. Dr. Jarmulowicz's research focuses on language and literacy relationships as well as second language learning by school-aged children. She has been instrumental in seeing the School of CSD and its nationally recognized programs through numerous changes over the past six years and is fortunate to be taking part in its renaissance.

**MS 23: COVID-19's Effect on Cognitive-Linguistic Processes**  
**0.2 CEU ASHA**

**Abstract:** COVID-19 has impacted adults across all ages leaving many with “long COVID”. This presentation provides descriptions of the neurological, cognitive, and cognitive-communication changes associated with COVID-19 as well as provides clinical implications and the need for future research.

**Learning Outcomes:**

1. Define the population most likely to exhibit characteristics of and be impacted by long COVID.
2. List cognitive-communication sequelae of COVID-19.
3. Identify appropriate cognitive-communication assessment tools for individuals impacted by COVID-19.

**Time ordered agenda:**

- 10 minutes – Introduction and overview
- 15 minutes – Characteristics of COVID-19
- 15 minutes – Neurocognitive impact of COVID-19
- 20 minutes – Cognitive-communication impairments associated with COVID-19
- 35 minutes – Clinical recommendations for assessment and treatment of cognitive-communication impairments associated with COVID-19
- 10 minutes – Conclusion and wrap up
- 15 minutes – Question and answer

**Biography:**

**Valarie B. Fleming, PhD, CCC-SLP**, is Assistant Vice President for Curriculum and Academic Programs and Professor in the Department of Communication Disorders at Texas State University. She is also a Professor in the Department of Communication Disorders, where she previously served as Chair and taught courses in adult neurogenics and swallowing disorders. Dr. Fleming completed her doctoral training in neurogenic communication disorders at The University of Texas at Austin. She received her Master's and Baccalaureate degrees in speech-language pathology from The University of Memphis and the University of Central Arkansas, respectively. As a certified speech-language pathologist, she has rehabilitative experience with adolescents and adults in acute care, skilled nursing facilities, and outpatient settings. Her research focuses on cognitive and linguistic aging, mild cognitive impairment, and variables influencing access and utilization of health services in culturally and linguistically diverse populations. Dr. Fleming currently serves on the ASHA Committee of Ambassadors as a representative for the state of Texas and as a member of the ASHA Academic Affairs Board.

**MS 24: Coaching Patients Toward Better Hearing Health**  
**0.15 CEU ASHA/AAA**

**Abstract:** Coaching techniques are used in varying fields to improve health outcomes. Health coaches encourage individuals to establish goals by focusing on self-management and internal motivation. This presentation will focus on implementing coaching strategies to improve outcomes in the audiology clinic.

**Learning Outcomes:**

1. Define health coaching.
2. List three tenets of motivational interviewing.
3. Generate original ways to apply health coaching techniques in daily clinical practice.

**Time ordered agenda:**

- 15 minutes – What is health coaching?
- 15 minutes – Best practices in health coaching
- 10 minutes – Fields currently using health coaching
- 30 minutes – implementing health coaching in audiology
- 15 minutes – Helping parents establish their goals
- 5 minutes – Question and answer

**Biographies:**

**Dr. Jani Johnson** is an Assistant Professor in the School of Communication Sciences and Disorders and has served on the faculty since 2016. She received her B.S. in Communicative Disorders at Auburn University in 2003. She went on to pursue her Au.D. (2007) and her Ph.D. (2011) from the University of Memphis, where she now teaches Introduction to Hearing Aids, Adult Audiologic Rehabilitation and Aging, Psychosocial Adjustment to Hearing Loss, and Evidence Based Practices in the Provision of Amplification. Dr. Johnson is currently the director of the Hearing Aid Research Laboratory (HARL), which has a history of producing high-quality evidence designed to improve diagnostic and rehabilitative procedures for individuals with hearing impairment. She is a certified clinical audiologist and licensed to practice Audiology in the state of Tennessee. Her most recent NIDCD-funded research investigated real-world differences in performance of basic and premium-level hearing aid technologies.

**Dr. Jennifer Taylor** is the Director of Clinical Services in Audiology at the University of Memphis; Clinical Associate Professor; and the HIPAA Privacy Officer for the Memphis Speech and Hearing Center in the School of Communication Sciences and Disorders. She is also the Audiologist for the UT Center for Developmental Disabilities LEND Grant. She has been at the University of Memphis since 2003 when she joined the faculty as a Clinical Assistant Professor. She completed her bachelor's and master's degrees at the University of Mississippi and her Doctor of Audiology at the University of Florida in 2003. She holds her Certificate for Clinical Competence from the American Speech-Language-Hearing Association. Dr. Taylor is an active volunteer in the community and in the profession.

**MS 25: *Speaking the Alphabet: Providing Inclusive and Informed LGBTQ+ Healthcare***  
**0.15 CEU ASHA/AAA**

**Abstract:** As LGBTQ+ civil rights and societal acceptance has expanded, continued dissemination of knowledge about the LGBTQ+ community remains critical to support colleagues, patients, and other stakeholders. This session will provide a basic introduction and resources for supporting LGBTQ+ identities.

**Learning Outcomes:**

1. Define and employ proper language when interacting with members of the LGBTQ+ community.
2. Demonstrate three ways providers can create affirming, culturally sensitive, and welcoming interactions for LGBTQ+ patients, families, colleagues, and other stakeholders.
3. Identify the need for and benefits of LGBTQ+ affirming policies and procedures in an organization's structure.

**Time ordered agenda:**

- 5 minutes – Introduction
- 45 minutes – Presentation on LGBTQ+ identities (LGBTQ+ 101)
- 25 minutes – LGBTQ+ healthcare specific presentation
- 15 minutes – Q&A

**Biographies:**

**Henry Botzum, AuD**, is a clinical audiologist at Berkshire Medical Center (BMC) in the Berkshires of Western Massachusetts. Dr. Botzum completed their Clinical Doctor of Audiology from the University of Memphis following a BA in Music Performance from Ohio University and MA in Music from the University of Northern Iowa. Henry is active in Diversity, Equity, and Inclusion advocacy, serving on BMC's Council for Diversity, Equity, and Inclusion, the LGBTQ+ Healthcare Provider Consortium, and the Academy of Doctors of Audiology DEI Task Force. He serves as a chair for the ADA's Early Career Professionals Committee and is on the Membership Committee for AAA. He was also recently appointed as a Director on the Berkshire County United Way Board, where he also is a founding member of their DEI committee.

Having completed an MA in Communication Studies from the University of North Carolina at Greensboro and an EdD from the University of Denver, **Dr. Sarah Blizzard** is a passionate educator and advocate for diversity, equity, inclusion, and belonging. Her research has focused on multicultural organizational change promoting the inclusion of transgender and gender nonconforming individuals. Currently, Sarah works as a student affairs professional at Bennington College in southwestern Vermont.