MS 1: Choosing the Right Intervention for Speech Sound Disorders
0.35 CEU + 30-minute break ASHA

Abstract: Speech sound disorders among children are diverse (articulation, phonological, and motor speech). Therefore, differential diagnosis of SSD is key to ensuring appropriate interventions are chosen. This course will provide rationales and overviews of several evidence-based interventions for phonological, articulation, and motor speech disorders, showing videos of therapy sessions demonstrating implementation.

Learning Outcomes:

1. Identify key components of assessment necessary for differential diagnosis of SSD
2. Discuss how differential SSD diagnosis can inform the therapy approach
3. Describe different intervention options for SSD

Time Ordered Agenda:

- 10 minutes – Introduction to the complexity and diversity of SSD
- 10 minutes – Review of terminology
- 55 minutes – Considerations for assessment and differential diagnosis
- 65 minutes – Overview of intervention option
- 30 minutes – Break
- 65 minutes – Navigating clinical decisions around SSD intervention across settings
- 5 minutes – Wrap-up

Biography:

Amy Graham, M.A., CCC-SLP is a speech language pathologist and owner of Graham Speech Therapy, a private practice in Colorado Springs that specializes in pediatric speech sound disorders. She received both her bachelor's and master's degrees in Communicative Disorders from California State University, Fullerton, and has been an SLP for over 20 years. Amy frequently speaks to and trains SLPs on a variety of evidence-based practices regarding the assessment and treatment of SSD and is the creator of the Graham Speech Therapy Oral-Facial Exam and the Bjorem Speech Decks for Lateralization and Cycles. She has been a guest on numerous SLP podcasts and has a particular interest in supporting and equipping SLPs by posting frequent therapy videos and practical therapy tips on social media platforms.

MS 2: Effective Strategies to Teach Literacy to Context Dependent Communicators
0.15 CEU ASHA

Abstract: Students who communicate using AAC are not always meaningfully included in literacy instruction. This session will discuss various evidenced based strategies that effectively teach literacy to context dependent AAC users. The session will also provide resources and suggestions to SLPs for supporting teachers in the classroom.

Learning Outcomes:

1. Name at least 3 characteristics of context dependent AAC users.
2. Describe at least 3 literacy strategies for context dependent AAC users.
3. Describe 2 ways the SLP can support the teacher in providing literacy intervention to AAC users.

Time Ordered Agenda:

- 10 minutes – Introduction and defining context dependent AAC users
- 15 minutes – EBP for eliciting communication with context dependent AAC users; AAC and literacy statistics
- 30 minutes – Evidence based literacy strategies
- 15 minutes – adaptation activity
- 10 minutes – additional resources and example intervention plans
- 10 minutes – Q & A

Biography:

**Tahlee Yichye, B.S.,** is a graduate student at the University of Memphis. She is currently a graduate assistant working on the Tennessee Talks grant, intended to build school districts’ capacity to support students using AAC across Tennessee. She also works in the Origin of Language Laboratory analyzing infant vocalizations. Previously, Tahlee attended the University of Massachusetts Amherst and worked as an SLPA in Florida public schools.

**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 students using AAC across Tennessee. Previously, Vicki coordinated AAC and AT for Boston Public Schools. She has presented on AAC at ISAAC, ASHA, ATIA and several Tennessee state conferences.

**MS 3: Becoming a Culturally Responsive Service-Provider and Professional**

0.2 CEU ASHA/AAA

**Abstract:** Clinicians must be culturally responsive when working with individuals who are culturally diverse in both clinical settings and professional engagement with colleagues. This session will discuss the importance of being a culturally responsive service-provider and colleague and provide content that will aid in developing one’s cultural responsiveness.

**Learning Outcomes:**

1. Explain the difference between cultural competence and cultural humility.
2. Explain the difference between equity and equality.
3. Describe ways to implement culturally responsive practices that can be applied in clinical settings and professional interactions.

Time Ordered Agenda:

- 10 minutes - Introductions & Disclosures
- 10 minutes – Importance of this session
- 20 minutes – Understanding Diversity, Equity, and Inclusion
- 10 minutes – Application to service delivery & professional relationships (challenges and opportunities)
- 5 minutes – Self-reflection
- 15 minutes – Understanding Related Terminology (i.e., bias, microaggressions, and stereotypes)
- 5 minutes – Self-reflection
- 15 minutes – Cultural Humility Continuum
- 10 minutes – Application to service delivery & professional relationships (challenges and opportunities)
• 5 minutes – Self-reflection
• 5 minutes – Strategies to implement culturally responsive practices in a clinical setting
• 10 minutes – Strategies to implement culturally responsive practices in professional interactions

Biography:
Kia Noelle Johnson, Ph.D., CCC-SLP is the Associate Director of the Arthur M. Blank Center for Stuttering Education and Research Satellite in Atlanta, Georgia through the University of Texas at Austin. Dr. Johnson specializes in developmental stuttering with a focus on culturally diverse populations. She is also a growing leader in providing workshops and presentations on topics related to diversity, equity, and inclusion in clinical and professional settings. She has contributed service to the profession through several volunteer roles and has mentored countless undergraduate and graduate students within the profession. She serves as Chair of the Board of Directors for the National Black Association for Speech-Language and Hearing, is a member of Board of Directors for the ASHA, and also serves as the National Advisor to the National Student Speech Language Hearing Association.

MS 4: Assessment and Treatment of “Functional” Hearing Loss
0.35 CEU + 30-minute break ASHA/AAA

Abstract: This session will focus on those patients who present with normal audiograms yet report significant functional hearing issues, particularly in less than optimal environments. Evidence in this population will be presented and assessment and management techniques will be discussed. Cases will be presented to illustrate the breadth of functional losses. Integrating this population into clinical care will be highlighted.

Learning Outcomes:
1. Participants will be able to describe what is meant by the term "functional" hearing loss and who may be in this patient population
2. Participants will develop an assessment protocol for assessment with this population.
3. Participants will discuss management/treatment tools for working with people with functional hearing loss

Time Ordered Agenda:
• 15 minutes – Addressing who has functional hearing loss and differentiating these patients from others
• 45 minutes – Evidence based review of this patient population
• 15 minutes – Assessment techniques
• 15 minute – Break
• 45 minutes – Assessment considerations, building a team
• 15 minutes – Cases
• 15 minutes – Functional considerations for treatment--the role of the audiologist who is practicing at the top of our scope
• 15 minutes – Break
• 30 Minutes – Use of amplification with this population
• 20 minutes – Aural rehabilitation
• 10 minutes – Wrap up

Biography:
Gail M. Whitelaw, Ph.D. is a clinical associate professor and clinic director in the Department of Speech and Hearing Science at The Ohio State University. She is also the audiology faculty member on the Leadership Education in Neurodevelopmental and Other Disorders (LEND), a training grant housed at the Nisonger Center
at Ohio State. Dr. Whitelaw has a wide range of clinical interests, including pediatrics, tinnitus assessment and management, and auditory processing aspects of working with children and adults, most specifically with those that have had traumatic brain injuries. She is a clinical preceptor in the AuD program at Ohio State and also provides direct clinical services. Dr. Whitelaw is a past president of the American Academy of Audiology (AAA) and of the Ohio Academy of Audiology (OAA). She was honored to receive the Outstanding Educator Award from AAA in 2019.

**MS 5: From Boring to FUNctional: Engaging and Person Centered Therapy for mTBI**

0.2 CEU ASHA

**Abstract:** Healthcare’s person-centered care model prompts use of individualized therapeutic activities in speech/language/cognitive-communication therapy. Some SLPs are uncertain of exactly how to shift from workbooks and drill-based tasks to FUNctional activities that are still engaging, efficient, and evidence based. This lecture provides solutions for this shift in the treatment of mTBI.

**Learning Outcomes:**

1. Participant will define and explain the person-centered care model and acknowledge the need for its adoption in their clinical practice
2. Participant will summarize the necessary steps and information needed in order to implement person centered care
3. Participant will apply what they learn to develop their own ideas of FUNctional and person-centered care activities for immediate application in their specific work setting

**Time Ordered Agenda:**

- 45 minutes – Lecture, Videos
- 30 minutes – Case Studies
- 15 minutes – Break
- 30 minutes – Simulations and Questions & Answers

**Biography:**

Dana M. Bryant, M.ED, CCC-SLP is a Speech Language Pathologist with 10+ years of experience working with individuals with neurological disorders. She received her Bachelor’s degree in Psychology- Sociology from Birmingham Southern College in 2010. She then earned her Master’s degree in Communication Sciences & Disorders from the University of Georgia in 2013. Dana maintains a Certificate of Clinical Competence from the American Speech-Language Hearing Association (ASHA) and is licensed to practice Speech Language Pathology in both Virginia and Alabama. Working in an Outpatient Clinic in Virginia, Dana provides services to military men and women with Acquired Brain Injuries (ABI). There, she works on an interdisciplinary team using evidence-based practices and a WHOLE person approach to treat patients in both individual and group sessions. Specific expertise areas include: Motivational Interviewing, Functional and Person-Centered Therapy, Cultural Competency, and Acquired Auditory Processing Disorder(s). Dana's other efforts include serving on the Diversity, Equity, and Inclusion (DEI) Committee at her job and serving as a Clinical Compass App Guide where she mentors and advises other SLPs on Cultural Competency and Auditory Processing. When Dana isn't working as an SLP, she enjoys reading, traveling, yoga, and attending sporting events.

**MS 6: Early Hearing Detection and Intervention (EHDI) in Tennessee – Connecting the Systems of Care to Improve Screening, Identification, Early Intervention, and Family Support 0.15 CEU ASHA/AAA**
Abstract: Attendees will learn about the various aspects of EHDI in TN including a brief history of the system, how TN partners work together with audiologists and speech/hearing professionals on behalf of infants and families, how attendees may assist in reaching 1-3-6 EHDI goals for all TN infants, introduce the Remote Diagnostic (RDx) entry online electronic reporting, how to help reduce barriers to newborn hearing services and support for families, become familiar with the work the Tennessee EHDI Chapter Champion is doing regarding a specific Plan Do Study Act for the Memphis Area regarding lost to follow up.

Learning Outcomes:
1. Evaluate both statewide and regional Tennessee EHDI data.
2. Articulate 3 goals for the EHDI program in Tennessee, and using current data, assess how attendees can help reduce loss to follow up in their own work.
3. Use the information discussed to implement projects or processes in their own practices to improve screening, identification, and intervention of infants birth-3 years old.

Time Ordered Agenda:
- 5 minutes – Brief history of EHDI/Newborn Hearing Screening in Tennessee
- 13 minutes – EHDI/Newborn Hearing Screening system in Tennessee (overview + each member discuss their piece)
- 13 minutes – Remote Diagnostics (RDx) Electronic Reporting
- 13 minutes – Statewide EHDI Data & addressing lost to follow-up
- 13 minutes – Collaborative partnerships (group discussion)
- 13 minutes – Memphis area services
- 20 minutes – Q&A

Biography:
Holli Allen is the program director for the Tennessee Department of Health HRSA Newborn Hearing Screening Grant. She received her bachelors is political science from the University of Tennessee, Martin campus, and certificate in health care management from East Tennessee State University. She has been working at the Tennessee Department of Health since 2006 in various roles.

Rachael Stough, MS, is the EHDI Program Coordinator with the Tennessee Department of Health (TDH) and has worked for the section since 2017. Before this, she acted as the Tobacco Cessation Program Director. In previous work experience, she worked in case management for 10 years working with high risk families who have co-occurring developmental delays and mental/substance abuse. She has provided clinical and reflective supervision with evidence based home visiting programs which focus on attachment and security as the foundation for social/emotional health and wellness. She received a B.S. from University of North Alabama with a Double Major in Psychology/Sociology and a Master’s degree in Health and Human Performance from Middle Tennessee State University. In her spare time, she lives a life similar to the movie “Mr. Holland’s Opus” with her husband who is a band director along with her two children who both have profound sensorineural hearing loss.

Dr. Yinmei Li is the lead epidemiologist in the Perinatal, Infant and Pediatric Care section of the Family Health and Wellness division of the Tennessee Department of Health and has been in this role since 2014. Before joining the FHW division, she worked for three years as the chronic disease epidemiologist and then expanded her scope of work to include maternal and child health and injuries as the director of the Surveillance, Epidemiology and Evaluation section for 8 years with the TDH. She received an MD equivalent degree from Shanghai Medical College, Fudan University in China, and a Master’s degree in Experimental Statistics, a Master’s degree in Epidemiology, and a PhD in Veterinary Medical Sciences from Louisiana State University.
Brittany C. Day, AuD, CCC-A is a pediatric audiologist at Vanderbilt University Medical Center and is the Audiology Consultant to the Tennessee EHDI program. Her clinical experience includes early hearing detection and intervention, electrophysiologic evaluation and management of medically complex infants and children, pediatric diagnostics and rehabilitation, and educational audiology, and she previously directed the Inpatient Pediatric Audiology clinical program at VUMC. Currently, she conducts research in the area of newborn hearing and is pursuing a Master of Public Health in Healthcare Management.

Melanie Lindsay is the program coordinator for Tennessee’s Newborn Hearing Program parent support program, Family Voices PEARS since August 2014. FV PEARS (Parents Empowerment Access Resources Support) is a statewide program dedicated to directly supporting families and their infants or toddlers, ages 0-3, who are identified with any degree of hearing loss by offering the opportunity to speak or meet face to face with a Parent Guide. She founded the Tennessee Chapter of Hands & Voices chapter, worked for Baptist Audiology in Memphis performing newborn hearing screens and as Manager for the Interpreting Service for the Deaf in Memphis, and currently serves on advisory councils and groups across the state.

Amanda Ingram has been a registered nurse for 22 years. She began her nursing career at Maury Regional Medical Center as a Nursery/NICU nurse for 10 years and then the NICU Nurse Manager for 3 years before transitioning to clinic administrator at Hometown Clinic of Chapel Hill. Amanda Ingram began working at the State of Tennessee Newborn Screening Program in October 2015 as a case manager. During her time in the newborn screening program, she has assisted with the implementation of 8 new disorders and the implementation of a new internet-based case management system. currently serving on the KRABBE expert panel for the Advisory Committee on Heritable Disorders in Newborns and Children. “Holli Allen is the program director for the Tennessee Department of Health HRSA Newborn Hearing Screening Grant. She received her bachelors is political science from the University of Tennessee, Martin campus, and certificate in health care management from East Tennessee State University. She has been working at the Tennessee Department of Health since 2006 in various roles.

MS 7: Breaking Down Ethics: The Purpose; The Code; The Application

0.1 CEU ASHA/AAA

Abstract: The foundation of how audiologists and speech-language pathologists make clinical and professional decisions is grounded in ethics. This creates an increased sense of importance in having a basic understanding of ethics, the ASHA Code of Ethics which guides our profession, and skills to critically evaluate ethical challenges that arise.

Learning Outcomes:
1. Describe ethics and its purpose in professional and clinical settings.
2. Describe the ASHA Code of Ethics.
3. Explain how to approach decision-making in ethical challenges related to the profession.

Time Ordered Agenda:
- 5 minutes – Introductions & Disclosures
- 10 minutes – Defining Ethics
- 15 minutes – ASHA Code of Ethics – Describing & Enforcing
- 10 minutes – Ethics Decision-Making Model
- 10 minutes – Ethical Scenarios
- 5 minutes – Summary
- 5 minutes – Q & A

Biography:
Kia Noelle Johnson, Ph.D., CCC-SLP is the Associate Director of the Arthur M. Blank Center for Stuttering Education and Research Satellite in Atlanta, Georgia through the University of Texas at Austin. Dr. Johnson specializes in developmental stuttering with a focus on culturally diverse populations. She is also a growing leader in providing workshops and presentations on topics related to diversity, equity, and inclusion in clinical and professional settings. She has contributed service to the profession through several volunteer roles and has mentored countless undergraduate and graduate students within the profession. She serves as Chair of the Board of Directors for the National Black Association for Speech-Language and Hearing, is a member of Board of Directors for the ASHA, and also serves as the National Advisor to the National Student Speech Language Hearing Association.

**MS 8: Assessing and Treating Dysphagia in patients with Dementia: Strategies for Acute Care and Outpatient Services 0.2 CEU ASHA**

**Abstract:** This session is designed to provide guidance to clinicians working with individuals with dementia in both the acute care and outpatient setting. Examples of clinicians can create or modify their evaluations of swallowing and cognition will be provided for each setting. Hands-on activities will be used to provide clinicians a better understanding of the deficits individuals with dementia face.

**Learning Outcomes:**

1. Describe three changes in swallowing and cognition that occur at each stage of dementia.
2. Educate patients and family members on three mealtime adaptations to encourage oral intake.
3. Explain three ways to adapt evaluations and treatments to better address the needs of patients with dementia.

**Time Ordered Agenda:**

- 15 minutes - What is dementia?
- 30 minutes - A breakdown of each stage
- 30 minutes - Acute care adaptations
- 15 minutes - Outpatient adaptations
- 20 minutes - Hands-on activity stations
- 10 minutes - Summary and questions

**Biography:**
Megan Battles Parsons, PhD, CCC-SLP, CDP is a speech-language pathologist with Methodist Bonheur Healthcare, an adjunct professor at The University of Memphis, and a certified dementia practitioner. She previously received her bachelor’s and master’s in psychology from the University of Memphis. Most recently, she graduated from The University of Memphis with her master’s in Speech-Language Pathology (2019) and Ph.D. in Speech-Language Sciences and Disorders (2021). Megan has been working as an inpatient/outpatient SLP for the past three years, and she was awarded a Distinguished Early Career Professional Certificate from the American Speech-Language-Hearing Association for her advocacy for individuals with swallowing and swallowing disorders.

**MS 9: Answers to SLP’s Top 10 Questions About Evaluations and IEPs 0.2 CEU ASHA**

**Abstract:** This session will answer questions frequently asked by SLPs related to evaluation, eligibility and IEP practices and procedures.
Learning Outcomes:

1. Participants will be able to identify the required federal and state standards for speech and language evaluation.
2. Participants will be able to analyze their own IEPs to consider levels of compliance with present levels of performance and assistive technology.
3. Participants will be able to apply learned evaluation and eligibility standards to support appropriately identification of students suspected of having a disability.

Time Ordered Agenda:

- 120 minutes – Review and answer the top ten questions SLPs ask about evaluations, eligibility, and IEP development

Biography:
Susan Usery, M.S., CCC-SLP is the Speech-Language and Related Services Coordinator at the Tennessee Department of Education in the Division of Special Education & Intervention Programming. Before joining the department, she worked as a school-based SLP and then as an SLP Facilitator in a Tennessee district for twelve years. She is passionate about supporting school-based therapists, promoting best practices, and improving outcomes for students with communication-related disabilities.

MS 10: Want to Start an Aural Rehabilitation Program for Adults? Why Not?
0.15 CEU ASHA/AAA

Abstract: There are few established adult AR programs/protocols for cochlear implant users. This presentation will cover how to interpret audiological test results and speech-language evaluations for CI candidates/users, how MSHC developed an adult AR evaluation and therapy protocols, resources to provide clients, and logistical information regarding building a program.

Learning Outcomes:

1. As a result of this activity, the participant will be able to apply information regarding audiological and speech-language testing protocols for implant and rehabilitative candidacy.
2. As a result of this activity, the participant will be able to demonstrate understanding of complex clinical collaborations and necessary steps for program development.
3. As a result of this activity, the participant will be able to describe audiological and rehabilitative intervention hierarchies.
4. As a result of this activity, the participant will be able to assess the unique needs of adult aural rehabilitation patients.

Time Ordered Agenda:

- 5 minutes – Welcome and speaker introductions
- 25 minutes – Origins of the Memphis Cochlear Implant Clinic and essential team members
- 30 minutes – Description of AuD and SLP testing and candidacy protocols
- 15 minutes – Description of evidence-based practices and intervention hierarchies
- 15 minutes – Conclusions and questions

Biography:
Dr. Jordan Alyse Coffelt is a Clinical Assistant Professor for the School of Communication Sciences and Disorders, specializing in cochlear implants. 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. Dr. Coffelt joined the Mid-South Cochlear Implant Program in 2020. She was honored with the “Distinguished Early Career Professional Certificate” from the American Speech-Language-Hearing Association in November 2020, and she completed the Institute for Cochlear Implant Training’s “Advanced Audiology Cochlear Implant Course” in Fall 2021.

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 in a variety of healthcare and educational settings. Her primary interests include early intervention, parent coaching, and speech sound disorders. Ms. Merrill received extensive training in Listening & Spoken Language® from the Institute of Cochlear Implant Training. She joined the Memphis Cochlear Implant Clinic in the fall of 2021.

**MS 11: Music Audiology: Hearing Conservation and Beyond 0.2 CEU ASHA/AAA**

**Abstract:** A review of current literature indicates that up to 74% of the music industry, an industry that employs millions of individuals in the USA alone, experience Music-Induced Hearing Disorders. These disorders are most often caused by exposure to hazardous sound levels while working and are the music industry’s legacy of undereducation, improper use and selection of hearing protection devices, and improper fitting of and guidance with in-ear monitors. Recent data collected from audiologists who consider themselves experienced in working with the music industry reveal that 63% of audiologists do NOT provide care in a clinical encounter beyond taking ear impressions at least 50% of the time. In 2020, the American Academy of Audiology released a Clinical Consensus Document on the care of music industry professionals to help inform and guide clinicians in this area of practice. This presentation will discuss music audiology in relation to everyday clinical work with detailed information and real-life clinical scenarios to aid in audiologists understanding of and care for the music industry. Additionally, it will discuss how the principles of music audiology can inform clinicians in working with other recreational noise exposure, as well as exposure in the modern workforce.

**Learning Outcomes:**

1. The learner will be able to list the most common Music-Induced Hearing Disorders.
2. The learner will be able to identify proper fitting and verification methods for in-ear monitors.
3. The learner will be able to list 1 or 2 ways that hearing conservation principles used in the music industry relate to non-music industry patients.

**Time Ordered Agenda:**

- 5 minutes – Introduction
- 15 minutes – Background of music industry professionals
- 15 minutes – Overview of current care models with music industry professionals
- 15 minutes – Overview of in-person vs on-site clinical encounters
- 15 minutes – Custom products: ear impressions, hearing protection devices, and in-ear monitors
- 15 minutes – Verification of products
- 15 minutes – Working with existing hearing loss
- 15 minutes – Applying principles to non-music industry populations
- 10 minutes – Questions

**Biography:**
Dr. Heather Malyuk, Au. D., owner of Soundcheck Audiology, is a musician and audiologist who hails from Northeast Ohio, but is known internationally as an expert clinician and public speaker in the field of music audiology. Heather grew up in a musical family and since the age of 2 has been singing, playing piano, violin and fiddle, and guitar. In her early teens, she began teaching music, touring, and recording. She received an undergraduate degree in Music History and Literature from the University of Akron and continued on to earn her Doctor of Audiology (AuD) degree from Kent State University. From 2013-2017, Heather was the clinical director at Sensaphonics Hearing Conservation in Chicago, Illinois. In 2020, she co-authored the clinical consensus document for Audiological Services for Music Industry Personnel through the American Academy of Audiology, she is on the Leadership Advisory Team for the National Hearing Conservation Association, and is a co-chair of the College Music Society’s Committee on Musicians’ Health. She is passionate about new delivery models for audioligic care and is the Head of Audiology for Tuned, a groundbreaking virtual audiology clinic. In addition to her clinical and educational work, Heather developed and manages the first-ever hearing wellness video curriculum for the music industry, is a sought-after consultant, and is a research team member at The University of Akron where she is studying pharmaceutical intervention for Noise-Induced Hearing Loss.

MS 12: The SLP’s Role in Diagnosing Autism
0.15 CEU ASHA

Abstract: Identifying autism spectrum disorder (ASD) is important for early access to intervention and for identity validation. Speech-language pathologists (SLPs) often support autistic individuals but can be unsure of their role in diagnosing ASD. In reality, SLPs have the knowledge and training to diagnosis ASD.

Learning Outcomes:

1. As a result of this presentation, the participant will be able to explain the importance of identifying autism.
2. As a result of this presentation, the participant will be able to explain how SLPs are trained to identify characteristics of autism spectrum disorder.
3. As a result of this presentation, the participant will be able to understand their responsibility in sharing signs of autism spectrum disorder with patients and their families.

Time Ordered Agenda:

- 5 minutes – Introductions and Disclosures
- 3 minutes – Terminology: Autistic vs. Person with autism; Autism spectrum vs. Other terms
- 12 minutes – Why-importance of diagnosing autism: Community needs in Memphis for more providers, especially those who accept TennCare; Community needs in Memphis for more providers comfortable and confident in diagnosing subtle presentation; Earlier diagnosis opens doors for therapy and education services
- 30 minutes – How-how we started: Kat, Casey, Justine were all school-based SLPs who saw the need for additional providers; Began looking into this by going to ASHA; ASHA guidelines about diagnosing autism w/ a team and w/o a team; Per ASHA, this is within our scope of practice; Looked into insurance coverage, TN guidelines and did not see anything that would prevent us from proceeding; Learned about the diagnostic criteria per DSM-V; Enrolled in CE courses on diagnosing autism; ADOS-2 training through Vanderbilt; SLPs role in diagnosing ASD; Subtle presentation of ASD; ASD in Girls
- 20 minutes – What-what our diagnostics look like: Pediatric: ADOS-2, MIGDAS-2, parent interview, ABAS-3, any outside testing; Adults: ADOS-2, MIGDAS-2, patient interview + partner, any outside testing
20 minutes – Where–where to go from here: Perspective on ASD-not a bad word!; If it is not a bad word, then it is easier to discuss; Ethical and professional responsibility to point out signs of ASD if you see them; Be empowered to speak up, it is within your scope of practice; Go after training if you are interested

Biography:

Justine Springs, MA, CCC-SLP is the Co-Director for Clinical Education in Speech-Language Pathology and a Clinical Assistant Professor. Prior to working at U of M, she was a school-based SLP in Shelby County. She primarily works with pediatric clients with speech and language disorders. Justine is passionate about helping other SLPs practice at the top of their license, particularly when it comes to knowing their role in helping identify disorders with communication difficulties.

Casey Hansen, MA, CCC-SLP is a Clinical Supervisor of Speech-Language Pathology. She has worked in adult rehab and school-based pediatric therapy. At U of M, Casey serves both pediatric and adult clients. She is committed to supporting fellow SLPs by providing them with the information and resources that they need to feel confident in identifying and diagnosing ASD.

MS 13: Addressing Consent in Communication Disorders

0.15 CEU ASHA

Abstract: Relationships, sexual health, and intimacy all require nuanced, sometimes difficult communication. Acquired or developmental communication disorders can make this difficult. Yet intimacy is rarely directly addressed in clinical practice. We will address the effects of communication disorders on intimacy, SLPs' role in supporting our clients, and how to get started.

Learning Outcomes:

1. At the end of this session, learners will be able to describe 2 models of consent.
2. At the end of this session, learners will be able to list 2 areas where consent can be purposefully practiced in the therapy session.
3. Identify one action they can take in their own clinical work to help clients practice consent.

Time Ordered Agenda:

- 10 minutes – Welcome and working agreement
- 10 minutes – What is consent?
- 10 minutes – Key factors in consent negotiation
- 10 minutes – Developmental building blocks of consent
- 10 minutes – Changes across the lifespan
- 20 minutes – Case studies
- 10 minutes – Building consent into intervention
- 10 minutes – Question and answer

Biography:

Laura Wolford, PhD, MS, CCC-SLP, CSE is a speech-language pathologist, researcher, and AASECT-certified sex educator. Her primary goal is to teach SLPs how to address sexual health with their clients. As founder of the SPICE Institute, Dr. Wolford teaches speech-language pathologists and other healthcare professionals to address sexual health head-on. She provides workshops to teach how to bring up the topic of sex, how to address intimacy goals, and how to hold space for our clients.

MS 14: Ears to Books: Critical Connections between Auditory and Reading Skills
Abstract: Children with learning and reading difficulties may not sufficiently benefit from appropriate interventions. Essential skills in phonological processing may depend upon auditory skills that may be deficient in some of these children. Identifying and treating invisible auditory deficits through collaboration between AuD and SLP can potentially optimize intervention outcomes for struggling readers.

Learning Outcomes:
1. Participants will understand the importance of phonemic awareness in reading development.
2. Participants will be able to identify auditory skills that contribute to reading readiness.
3. Participants will know how to identify and treat auditory deficits that may undermine successful outcomes from interventions.

Time Ordered Agenda:
- 15 minutes – Introduction to Auditory Connections to Reading and Road Map of our Talk
- 10 minutes – Development of phonological awareness and processing, common deficits and therapy approaches
- 20 minutes – Bottom-up and top-down auditory skills that are essential to development
- 15 minutes – Discussion of data from case studies that highlight potential links between poor intervention outcomes and new directions for therapy
- 15 minutes – Addressing auditory processing deficits with new tests and treatment to improve intervention outcomes
- 15 – Q and A

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

Katherine Mendez, CCC-SLP, M.A., is a practicing speech-language pathologist and Co-Director of Clinical Education in Speech-Language Pathology at the University of Memphis. Her practice focuses largely on the diagnosis and treatment of language, literacy, and executive function disorders. She has a particular interest in exploring the needs of individuals with language and literacy disorders in the criminal justice system.

MS 15: Demystifying Social Media for Your Practice
0.15 CEU ASHA/AAA

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

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

**Time Ordered Agenda:**

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

**Biography:**  
**Laura Gifford** has worked in the hearing care industry for 26 years. She has handled the marketing in an Audiology private practice. Laura has worked with various clients in planning and marketing events. She handles branding for musicians and audiology practices. Currently, in addition to serving Tennessee as the Senior Regional Sales Manager for Unitron US, Laura is responsible for content creation in social media.

---

**Friday, February 24, 2023**

**MS 16: Keeping Your Older Students Engaged in Therapy**  
*0.2 CEU ASHA*

**Abstract:** Working with students in middle and high school can sometimes present unique challenges. This presentation will shed light on how to keep your middle and high school students engaged during speech and language therapy. Topics will include assessments as well as functional goal writing.

**Learning Outcomes:**

1. Analyze a variety of screening and assessment instruments for older students
2. Describe options for functional goal writing for older students
3. Discuss engaging therapy activities for older students

**Time Ordered Agenda:**

- 15 minutes – Introduction
- 30 minutes – Challenges and advantages of working with older students
- 30 minutes – Screening and assessments with older students
- 30 minutes – Goal writing and therapy options with older students
- 15 minutes – Questions and Answers

**Biography:**  
**Jamie Seek, M.A., CCC-SLP** has served as a speech-language pathologist for the past 23 years in the Shelby County, Tennessee area. She started her career in the public schools, and that is what she affectionately calls her “heart placement.” Her experience in the schools has ranged from preschool to 12th grade, and her current role in the schools is serving in the capacity as Support Speech-Language Pathologist with Memphis Shelby County Schools.

---

**MS 17: Addressing Intimacy in Speech-Language Pathology**  
*0.15 CEU ASHA*
Abstract: Relationships, sexual health, and intimacy all require nuanced, sometimes difficult communication. Acquired or developmental communication disorders can make this difficult. Yet intimacy is rarely directly addressed in clinical practice. We will address the effects of communication disorders on intimacy, SLPs' role in supporting our clients, and how to get started.

Learning Outcomes:

1. Describe 3 ways communication skills impact sexual health and intimacy.
2. List 2 effects of acquired communication disorders on sexual health and intimacy.
3. Recall at least 1 model of how to bring up uncomfortable topics in a session.

Time Ordered Agenda:

- 10 minutes – The importance of communication in intimacy
- 10 minutes – The effects of communication disorders
- 20 minutes – The professional role of the SLP in intimacy and sexual health
- 20 minutes – How to initiate discussions of intimacy with clients
- 20 minutes – Practice with different ways of initiating this discussion
- 10 minutes – Q & A

Biography:

Laura Wolford, PhD, MS, CCC-SLP, CSE is a speech-language pathologist, researcher, and AASECT-certified sex educator. Her primary goal is to teach SLPs how to address sexual health with their clients. As founder of the SPICE Institute, Dr. Wolford teaches speech-language pathologists and other healthcare professionals to address sexual health head-on. She provides workshops to teach how to bring up the topic of sex, how to address intimacy goals, and how to hold space for our clients.

MS 18: Facilitating Listening and Language Skills for Academic Success in Children who are Deaf or Hard of Hearing 0.2 CEU ASHA/AAA

Abstract: How can therapists and teachers facilitate development of higher level listening and complex language skills for literacy and academic achievement for children who are deaf or hard of hearing? In this presentation, explore factors that impact these skills, and identify tools and strategies for supporting children in clinical and educational settings.

Learning Outcomes:

1. Identify factors that facilitate or hinder the progression from simple or foundational listening and language skills to complex listening and language skills in children who are deaf or hard of hearing
2. Examine the role of various professionals in clinical and educational settings in facilitating development of complex listening and language skills
3. List tools and strategies for assessment and intervention related to complex listening and language skills

Time Ordered Agenda:

- 10 minutes – Review of auditory skill development
- 10 minutes – Review of language development
- 20 minutes – The link between listening, language, and literacy
- 20 minutes – Evidence based or evidence informed practices and tools that can be used to assess these skills at a deeper level
- 20 minutes – Evidence based or evidence informed intervention strategies
• 20 minutes – Implementation of assessment and intervention strategies in educational settings
• 20 minutes – Implementation of assessment and intervention strategies in clinical settings

Biography:
Dr. Uma Soman, PhD, LSLS Cert. AVEd is a teacher of deaf or hard of hearing students and a Listening and Spoken Language Specialist, Auditory-Verbal Educator (LSLS Cert. AVEd). Over the last twenty years, Dr. Soman has worked directly with children and families in a variety of settings. She has also worked with graduate students and mentored professionals pursuing Listening and Spoken Language Specialist certification. Currently, Dr. Soman serves in two roles. She is the co-founder and Director of Programs at Listening Together, a nonprofit organization that advances the education and rehabilitation of children who are deaf and hard of hearing around the world through parent empowerment, professional development, and public awareness. She is also an assistant professor in the Communication Disorders and Deaf Education Department at Fontbonne University in St. Louis. In both of these roles Dr. Soman works to prepare teachers, speech-language pathologists, and audiologists to work with children who are deaf or hard of hearing and their families in early intervention, clinical, and educational settings. Dr. Soman has served on the boards of OPTION Schools and AG Bell Academy for Listening and Spoken Language.

MS 19: Tele-Audiology: A Collaborative Effort to Improve On-time Diagnosis and Follow-up for Infants in Georgia 0.15 CEU ASHA/AAA

Abstract: Georgia Mobile Audiology is on a mission to improve language and literacy outcomes for children living in Georgia who are d/Deaf and hard of hearing. For many, this is made possible by bringing services closer to families through TeleAudiology services (Tele ABR, Tele ENT, and Tele Parent Navigation).

Learning Outcomes:
1. As a result of this session, the participant will be able to identify 3 common barriers to on-time diagnosis in the pediatric population.
2. As a result of this session, the participant will be able to describe the similarities and differences between a traditional ABR evaluation and a TeleABR evaluation for infants.
3. As a result of this session, the participant will be able to integrate 1 new collaborative effort in their clinical practice.

Time Ordered Agenda:
• 10 minutes – Welcome and Introduction to Content
• 15 minutes – Define "underserved" populations and the unique barriers to on-time diagnosis
• 30 minutes – Understand how TeleABR can be implemented
• 15 minutes – Discuss importance of collaboration between public and private programs/providers
• 10 minutes – Case Studies
• 10 minutes – Questions

Biography:
Melanie Morris, Au.D., CCC-A is a pediatric audiologist who graduated from the University of Memphis in 2015. Melanie works for Georgia Mobile Audiology, a program started in 2019 through Georgia Department of Education, serving children birth-22 years of age around the State of Georgia. In addition to specializing in electrophysiological testing, hearing aid management, and clinical supervision, she has a strong interest in providing and promoting services to underserved populations, as well as educating others about the need for early intervention. Melanie created 8 tele-ABR clinics around the State of Georgia, and most recently, she and
her team received a grant to further expand these tele services in an effort to promote equitable access to early diagnosis of hearing loss for children in Georgia and beyond.

**MS 20: Family Literacy Programs for Children Birth to Five Identified as Deaf/ Hard of Hearing 0.15 CEU ASHA**

**Abstract:** A presentation of three models of providing meaningful language, enhancing early literacy, and reading readiness. These models are specifically designed for families with children birth to five years old identified with hearing concerns or permanent hearing levels below the speech ranges on an audiogram.

**Learning Outcomes:**

1. As a result of this presentation the participant will be able to name strategies families can implement at home to promote access to early language for their child with hearing concerns.
2. As a result of this activity, the participants will be able to summarize language and early literacy components of an effective model for children who have hearing concerns.
3. As a result of this activity, the participant will be able to apply strategies, develop materials, and gather resources to implement in their own practice.

**Time Ordered Agenda:**

- 5 minutes – Introduction of presenters, Learner Goals, Expectations during the presentation
- 10 minutes – Overview of Language & Literacy: Mission and Vision; Define the target population; Evidenced based research - early literacy in birth to five deaf/hard of hearing children; Program design for family engagement
- 10 minutes – Describe the models: Shared Reading Project / Read it Again and Again; Ready, Set, Learn! Family Literacy Workshops; Bookworm Buddies
- 30 minutes – Demonstration of the models: Materials; Strategies; Video of implementation
- 30 minutes – Small groups: Explore materials and resources used with each model; Participants will practice the strategies
- 5 minutes – Wrap-up & Questions

**Biography:**

**Tracy Duncan** earned her Master's Degrees from McDaniel University, Gallaudet University, and Middle TN State University. Previous professional employment, beginning in 1970’s, includes Head Start – Child & Family Resource Program, social worker, preschool teacher, RID interpreter for the deaf, infant massage instructor, SKI*HI state & national trainer, home visitor for parent – infant home based programs for children identified with hearing concerns, TEIS Service Coordinator, classroom & itinerant teacher of the deaf for MNPS, and community planner. In 1986, she moved to Nashville for the position of Regional Lead Teacher for the Tennessee Infant Parent Services. She married and raised her family in Nashville. Tracy is the Birth to Five Language & Literacy Coordinator, TN Deaf Mentor/Parent Advisor Pilot Program Liaison, Parent Advisor Supervisor, and Parent Advisor.

**Connie Robinson** is a graduate of the University of Memphis and long time Memphis resident. She had progressive, hereditary deafness (85-90 dB in each ear. Connie was about 33 yrs old before I ever visited an audiologist or got hearing aids. Her degree is in accounting, graduating cum laude, and continued her education after her two children were grown. Connie was the program director and d/hh mentor of Deaf Family Member Literacy Program, a Shared Reading Project program, in Memphis for seven years. Additional certifications include Hearing Loss Association of America (HLAA) Consumer Technology Trainer, two graduate certificates from Gallaudet University: One working with d/hh adults, the other working with families with d/hh infants and
toddlers. Since September 2021, Connie is the Birth to Five Language and Literacy Specialist in West TN, a SKI*HI certified Deaf Mentor, Snapshots Guide, and Parent Advisor in Memphis for the TN Deaf Mentor / Parent Advisor program.

**MS 21: Difficult Conversations in Mentorship**  
*0.15 CEU ASHA/AAA*  
**Abstract:** Difficult conversations occur across a variety of professional contexts. When serving as a mentor, engaging in kind, appropriate and structured difficult conversations may be a necessity at times. This session will provide participants with tools and resources to use as they plan for engaging with challenging situations and conversations.

**Learning Outcomes:**
1. Identify when difficult conversations might occur in a mentoring environment.  
2. Define possible outcomes of a difficult conversation.  
3. List three strategies to prepare for a difficult conversation.

**Time Ordered Agenda:**
- 5 minutes – Introduction and Disclosures  
- 10 minutes – Reflecting on personal experiences with difficult conversations  
- 10 minutes – Identifying situations where difficult conversations might occur  
- 15 minutes – Defining possible outcomes of a difficult conversation  
- 10 minutes – Determining strategies for difficult conversations  
- 10 minutes – Q&A  
- 30 minutes – Break

**Biography:**  
Mark DeRuiter, MBA, PhD, CCC-A/SLP, F-ASHA is professor and director of the Clinical Science Doctoral Program in Speech-Language Pathology in the Department of Communication Science and Disorders at the University of Pittsburgh. Dr. DeRuiter is dually certified in Audiology and Speech-Language Pathology. He is a Fellow of the American Speech-Language-Hearing Association and the American Academy of Audiology. His clinical and research interests include auditory processing disorders and issues in clinical education.

**MS 22: Weeding Out Trauma Before It Can Grow: Pediatric Mental Health Care**  
*0.15 CEU ASHA/AAA*  
**Abstract:** Pediatric populations are vulnerable to being significantly impacted by events of acute trauma. A plethora of research has demonstrated that physical outcomes are strongly tied to emotional wellness. Early interventions are crucial to negating long-term impacts in pediatric populations and ensuring children and families have the resources necessary for healing.

**Learning Outcomes:**
1. As a result of this seminar, the participant will be able to analyze the long-term impacts of trauma.  
2. As a result of this seminar the participant will be able to identify several assessments that can be utilized to identify adverse reactions to trauma.  
3. As a result of this seminar, the participant will be able to integrate mental health practices into their patient care.

**Time Ordered Agenda:**
2 minutes – Review Learning Objectives
11 minutes – Introduction of The BRAIN Center team and our services
11 minutes – What is trauma and how does it impact pediatric populations
11 minutes – ACEs (Adverse Childhood Experiences) information/overview
11 minutes – Assessments that can be utilized in short- and long-term treatment: (CSDC-SF, KIDSCREEN-27, Firearm survey)
11 minutes – Prevention of long-term impact (Interventions)
11 minutes – Client Feedback & Satisfaction
11 minutes – Collaborating with medical professionals
11 minutes – Training students to work within hospital settings

Biography:
Sydnie Roberts is a second year Counselor Education and Supervision Doctoral Student and a Trauma Mental Health Counselor at LeBonheur Children’s Hospital. She graduated with her Master of Science in Clinical Mental Health Counseling from The University of Memphis in August 2021. In 2018, she obtained her Bachelor of Arts with a double major in Psychology and Philosophy from The University of Memphis. Sydnie previously served as a master’s level intern at LeBonheur Children’s Hospital and has experience with Veteran and Military connected students, integrated behavioral health settings, and suicide prevention and intervention.

Brian Ahern is a graduate assistant pursuing a Master’s of Science in Clinical Mental Health Counseling at the University of Memphis. He works as a clinical mental health intern in the trauma unit of Le Bonheur Children’s Hospital, designs and maintains The BRAIN Center website, and assists in the center’s research work. Brian’s academic and professional interests include trauma, substance use disorder, family issues, depression, and anxiety.

Jihan Rashed is pursuing a Master’s of Science degree in Clinical Mental Health Counseling at the University of Memphis and works as a clinical mental health counseling intern in the trauma unit of Le Bonheur Children’s Hospital in Memphis. She enjoys her work on The BRAIN Center research team where she is able to indulge strong interests in both research and mental health. Jihan’s interests also include trauma, neuroscience, and how interdisciplinary approaches work together to promote improved mental health outcomes.

Dr. E. Schauss is an Associate Professor in Clinical Mental Health Counseling at the University of Memphis where she also serves as the Coordinator of the Clinical Mental Health Masters Degree Program. She holds a faculty appointment at the University of Tennessee Health Science Center in the College of Medicine, Department of Genetics, Genomics and Informatics. Dr. Schauss specializes in the conceptualization, design and translation of mental health research into evidence based clinical practice with a focus on the neuroscience of resilience. She continues to research and train clinicians in the areas of resilience, child cognitive, behavioral, emotional and neurodevelopment, evidence-based clinical interventions and family systems therapy. She holds a Bachelors degree from Boston College, dual Masters degrees in the field of Criminology and Criminal Justice Policy from University of Cambridge and the London School of Economics and Political Science, and, a Ph.D. in Counselor Education and Supervision from George Washington University with a specialization in Child and Family Therapy. She is a Licensed Professional Counselor, Mental Health Service Provider and Approved Clinical Supervisor in the State of Tennessee.

Dr. K. Hawes is The BRAIN Center’s Clinical Director of Trauma Services for Le Bonheur Children’s Hospital Trauma Center. Dr. Hawes is a recent graduate of the PhD Counselor Education and Supervision program in the Department of Counseling, Educational Psychology, and Research at the University of Memphis. She earned a master’s degree in Clinical Mental Health Counseling at the University of Memphis.
She received a bachelor’s degree in Psychology at Spelman College. Dr. Hawes has clinical experience conducting individual, couples, group, and family therapy in community-based, university, and inpatient settings. She ascribes to a person-centered and family systems approach. In addition to clinical experience, she is passionate about building community awareness around stress, health, and emotional well-being. She helped develop a curriculum to educate the greater Memphis area on the long-term effects of emotional trauma and stress on childhood neurodevelopment and health.

MS 23: Patient Attributes and Hearing Aid Success: A Step Towards Individualized Hearing Care 0.15 CEU ASHA/AAA

Abstract: Studies have demonstrated that patient attributes such as self-efficacy, personality, affective states, and cognition influence aspects of hearing aid success. Researchers suggest considering these attributes when planning AR. This presentation will discuss the importance of person-focused care and how to incorporate patient attributes in planning individualized AR.

Learning Outcomes:

1. Describe the impacts of patient attributes on aspects of hearing aid success.
2. Identify ways to assess patient attributes in a clinical set-up.
3. Learn ways to incorporate patient attributes in planning individualized AR.

Time Ordered Agenda:

- 10 minutes – Introduction
- 60 minutes – Content
- 10 minutes – Conclusion
- 10 minutes – Q & A

Biography:

Lipika Sarangi, Ph.D. is a postdoctoral fellow in the Hearing Aid Research Lab, University of Memphis. She completed her Ph.D. in Communication Sciences and Disorders from the University of Memphis in 2021. Prior to her Ph.D., she worked as a Senior Audiologist in India for almost 7 years. Her research interests include understanding the individual differences in hearing aid success and to develop individualized audiologic rehabilitation protocols by incorporating patient-centered hearing aid fitting and information on individual attributes.

Jani Johnson, Au.D., Ph.D., is an Assistant professor in the School of Communication Sciences and Disorders at the University of Memphis where she teaches classes on audiologic rehabilitation and hearing aid provision. She is the Director of the Hearing aid Research Laboratory (HARL) and her research seeks to facilitate access to high-quality, affordable hearing health care and improve outcomes of hearing aid fittings for diverse older adults with hearing loss.

MS 24: Leadership Panel: Professional Leadership in Communication Sciences and Disorders 0.1 CEU ASHA/AAA

Abstract: There are several different paths to leadership in Communication Sciences and Disorders. This panel of Audiologists and Speech-Language Pathologists will discuss these pathways and challenges that come along with pursuing leadership.

Learning Outcomes:
1. Upon completion, participants will describe potential pathways to leadership in Audiology and Speech-Language Pathology.
2. Upon completion, participants will identify challenges and rewards of Audiology and Speech-Language Pathology leadership.
3. Upon completion, participants will identify steps they can take to pursue leadership opportunities in the fields of Audiology and Speech-Language Pathology.

**Time Ordered Agenda:**

- 12 minutes – Introduction to panelists
- 12 minutes – Panelists' pathways to leadership.
- 12 minutes – Challenges of leadership
- 12 minutes – Rewards of leadership
- 12 minutes – Q and A from audience?

**Biography:**

**Marilyn Wark, M.A., CCC-SLP** served as a clinical faculty member from 1984-2022. Ms. Wark was the Director of Speech-Language Pathology Services for the University of Memphis School of Communication Sciences and Disorders, and has served on several ASHA and national NSLHA committees.

**Jamie Seek, M.A., CCC-SLP** has served as a speech-language pathologist for the past 23 years in the Shelby County, Tennessee area. She started her career in the public schools, and that is what she affectionately calls her “heart placement.” Her experience in the schools has ranged from preschool to 12th grade, and her current role in the schools is serving in the capacity as Support Speech-Language Pathologist with Memphis Shelby County Schools.

**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 35 years of clinical and research experience in the assessment of speech perception for individuals with normal hearing and hearing loss and has published extensively in the area of speech perception assessment. Dr. Lucks Mendel is a Fellow of the American Speech-Language-Hearing Association (ASHA), received the Honors of the Council of Academic Programs in Communication Sciences and Disorders, and currently serves as Chair of the Audiology National Advisory Council for the Educational Testing Service.

**Casandra Banks, AuD., CCC-A** earned her clinical doctorate in Audiology at the University of Kansas and worked as a clinical educator at KU for 12 years. Since 2010, she has held a position on the clinical faculty at the University of Memphis. Prior to her career in higher education, Casandra held positions in various medical settings providing audiological services. Primary areas of interest include adult and pediatric assessment, adult and pediatric amplification, ALDs, tinnitus management, and diversity.

**MS 25: Assessment & Treatment of Pediatric Voice and Resonance Disorders**

**0.2 CEU ASHA**

**Abstract:** This presentation will focus on the assessment and treatment of pediatric voice and resonance disorders, including implementing a multidisciplinary approach for evaluation and treatment, techniques for successful velopharyngeal port and laryngeal visualization with children, differential diagnosis of vocal pathologies in the pediatric population, and acoustic/aerodynamic assessment.

**Learning Outcomes:**

1. Describe evaluation procedures for clinical assessment of voice and resonance disorders in children
2. Identify at least 3 strategies that can be used with children to increase compliance with evaluation techniques
3. Define special considerations for pediatric voice and resonance therapy techniques

**Time Ordered Agenda:**

- 10 minutes – Introduction; Disclosures
- 10 minutes – Introduction to pediatric voice and resonance disorders; Statement of the problem
- 20 minutes – Review of voice and resonance disorders in the pediatric population
- 10 minutes – Clinical voice and resonance evaluation
- 10 minutes – History taking, intake, and perceptual analysis of voice and resonance disorders
- 10 minutes – Instrumental evaluation
- 10 minutes – Laryngeal visualization/nasopharyngoscopy, including strategies to increase compliance with procedures
- 20 minutes – Voice and resonance therapy techniques
- 10 minutes – Case presentations
- 10 minutes – Questions

**Biography:**

**Shannon M. Theis, PhD, CCC-SLP** is an Assistant Professor and Program Director with the Department of Communication Disorders and Sciences at Rush University in Chicago, IL. She also serves the Director of the SCOPE Speech and Hearing Clinic and is a member of the Rush University Craniofacial Center. She has specialized in caring for children with feeding/swallowing difficulties, voice and resonance disorders, and craniofacial conditions for 20+ years. She has presented both nationally and internationally on the topic of craniofacial conditions, as well as teaching courses in voice disorders, speech science, medical speech-language pathology, speech sound disorders, and craniofacial anomalies. Her research interests include pediatric outcomes and health-related quality of life.

**MS 26: The Clinical Education Path**

**0.2 CEU ASHA/AAA**

**Abstract:** Supervision of students during their clinical training throughout the audiology and speech-language pathology programs comes with great challenges and rewards. This panel discussion will address the barriers, enablers, and rewards of effective clinical supervision.

**Learning Outcomes:**

1. Upon completion, participants will be able to describe challenges that come with supervision in clinical education for audiology and speech-language pathology students.
2. Upon completion, participants will be able to identify enablers to effective supervision in clinical education for audiology and speech-language pathology students.
3. Upon completion, participants will be able to summarize rewards to effective supervision in clinical education for audiology and speech-language pathology students.

**Time Ordered Agenda:**

- 10 minutes – Introduction of panelists
- 30 minutes – Why clinical education?
- 20 minutes – Discussion of barriers of supervision
- 20 minutes – Discussion of enablers of supervision
- 20 minutes – Discussion of rewards of supervision
20 minutes – Q&A from audience

Biography:

Dr. Hannah Beth Scott, AuD, CCC-A received her Bachelor of Science degree from the University of Mississippi in 2014 and her Doctor of Audiology degree from the University of Memphis in 2018. During her time as a graduate student at the University of Memphis, she served in several different leadership roles including Audiology Co-Chair and President for the National Student Speech-Language and Hearing Association (NSSLHA). Dr. Scott joined the faculty at the Memphis Speech and Hearing Center in 2020. Previously, she held jobs at private practices around the Memphis area. She enjoys working with all ages and has a special interest in working with the Veteran population. She has a passion for hearing aids, cochlear implants, tinnitus management, pediatric audiology, and counseling. She is licensed to practice audiology in both Tennessee and Mississippi and holds her certificate of clinical competence (CCC-A) through the American Speech and Hearing Association (ASHA). During her free time, she enjoys spending time with her little boy and husband, who serves in the Army National Guard—hence her interest in working with the service men and women.

Jennifer P. Taylor, AuD, CCC-A currently serves as the Director of Clinical Education in Audiology and Clinical Associate Professor at the University of Memphis; the HIPAA Privacy Officer for the Memphis Speech and Hearing Center; NSSLHA and SAA co-advisor; and the Audiologist for the University of Tennessee Health Science Center for Developmental Disabilities LEND Grant. Dr. Taylor has been at the University of Memphis since 2003 when she joined the faculty. She is an active volunteer in the Memphis community and in the profession. Dr. Taylor currently serves as President for the Council of Academic Programs in Communication Sciences and Disorders. Dr. Taylor works with pediatrics and their families. Her primary area is in pediatric diagnostics, difficult to test populations, and auditory processing disorders. She currently teaches in clinical experiences, professional development and billing and practice management.

Cille W Heehs, M.A., CCC-SLP is a Clinical Supervisor at Memphis Speech and Hearing Center at the University of Memphis School of Communication Sciences and Disorders. She also has her own private practice that serves children in the Memphis community. She has over 25 years of speech-language pathology experience in a variety healthcare and educational settings. Her primary interests include preschool language, phonological awareness/pre

Julie Marshall, M.A., CCC-SLP is a clinical associate professor at The University of Memphis. Her areas of interest are fluency disorders, language and dialect, and articulation disorders. She is a Board Recognized Specialist-Fluency Disorders and has presented locally on treating stuttering in school-age children. She received her Master’s degree from West Chester University in 1986 and has been with the university since 1998.

MS 27: Poster Session (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 POSTER 27-1: Measuring the life impact of aphasia on the lives of family members of persons with aphasia 0.025 CEU ASHA/AAA

Abstract: This study investigates third-party functioning and disability in family members of people with aphasia and the relationship between caregiver and patient-reported communication quality of life to provide insight into whether perceived communication quality of life hinders family centered aphasia management.
Learning Outcomes:
1. Define aphasia and its impacts on language post-stroke and primary progressive aphasia.
2. Describe communication quality of life metrics for persons with aphasia and caregivers of persons with aphasia.
3. Describe how aphasia positively and negatively impacts caregivers of persons with aphasia.

Biography:

Paige Goodman, 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 impact of group therapy on the quality of life of persons with aphasia.

Kathy Ha, B.S., is a second-year speech-language pathology (SLP) student in the School of Communication Sciences and Disorders at the University of Memphis. She is also a student in the Adult Neurogenic Communication Disorders lab. Her research focuses on the involvement of an aphasia boot camp and its effects on quality of life.

Katlin Hardin, B.A., 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 2022-2023 NSSLHA Memphis Chapter Vice President. Her primary research interest includes the relationship between quality of life and language abilities in persons with neurogenic conditions such as Aphasia.

Frewine Ogbaselase, B.A., 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 currently completing her special project in the Adult Neurogenic Communication Disorders Lab researching quality of life in persons with Aphasia.

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 POSTER 27-2: Impact of Intensive Group Therapy on Communicative Quality of Life and Communication Participation for Persons with Aphasia 0.025 CEU ASHA/AAA

Abstract: This study investigates communication quality-of-life measure changes of individuals with aphasia using standard clinical self-report questionnaires completed before and after participation in the Summer 2022 Aphasia Boot Camp at the Memphis Speech and Hearing Center, University of Memphis. Scoring of the questionnaires and data analyses are underway.

Learning Outcomes:
1. Define aphasia and its impact on individuals’ quality of life post-stroke and primary progressive aphasia.
2. Describe the impact of Aphasia Boot Camp on communication quality of life and communication participation for persons with aphasia.
3. Describe the Aphasia Boot Camp’s components that participants found most helpful.

Biography:
Paige Goodman, 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 impact of group therapy on the quality of life of persons with aphasia.

Kathy Ha, B.S., is a second-year speech-language pathology (SLP) student in the School of Communication Sciences and Disorders at the University of Memphis. She is also a student in the Adult Neurogenic Communication Disorders lab. Her research focuses on the involvement of an aphasia boot camp and its effects on quality of life.

Katlin Hardin, B.A., 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 2022-2023 NSSLHA Memphis Chapter Vice President. Her primary research interest includes the relationship between quality of life and language abilities in persons with neurogenic conditions such as Aphasia.

Frewine Ogbaselase, B.A., 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 currently completing her special project in the Adult Neurogenic Communication Disorders Lab researching quality of life in persons with Aphasia.

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 POSTER 27-3: *Elements of an AAC Friendly Classroom* 0.025 CEU ASHA/AAA

**Abstract:** Students who use AAC encounter barriers in the classroom that prevent them from participating and interacting with peers. This poster will inform SLPs on strategies, activities, and resources to share with teachers in order to implement an AAC friendly classroom.

**Learning Outcomes:**

1. Attendees will gain knowledge of tools and resources to support teachers in incorporating AAC.
2. Attendees will be able to describe three strategies to support intentionality in context-dependent communicators through AAC.
3. Attendees will be able to identify two characteristics of an equitable learning environment for context-dependent communicators who use AAC.

**Biography:**

Sarah Black, BS is a 2nd year graduate student at the University of Memphis studying Speech-Language Pathology. She has obtained the university's AAC certificate and is a Graduate Assistant for Vicki Haddix M.S C.C.C-SLP on the AAC Building Capacity Grant.

Tahlee Yichye, BS is a 2nd year graduate student at the University of Memphis studying Speech-Language Pathology. She has obtained the university's AAC certificate and is a Graduate Assistant for Vicki Haddix M.S C.C.C-SLP on the AAC Building Capacity Grant.

MS POSTER 27-4: *Accuracy of Sound Level Meter Applications for iPhone and Android* 0.025 CEU ASHA/AAA
Abstract: This research study investigated the accuracy of cell phone applications across iPhone and Android platforms in order to determine their reliability for use in consumer purposes and research applications. Different considerations of application uses were taken into account. Preliminary results point towards significant effects of calibration and external microphone use.

Learning Outcomes:

1. Discuss the effect of calibration on the accuracy of sound level measurements used with cell phone applications.
2. Discuss the effect of internal versus external microphones on the accuracy of sound level measurements used with cell phone applications.
3. Discuss the effect that the type of stimulus being measured has on the accuracy of sound level measurements used with cell phone applications.

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 and has published extensively in the area of speech perception assessment. Dr. Lucks Mendel is a Fellow of the American Speech-Language-Hearing Association (ASHA). She currently serves as Chair of the Audiology National Advisory Council for the Educational Testing Service.

Hailey Wilson, BS is a third-year audiology student at the University of Memphis. She currently serves as the Secretary/CEU Chair for the University of Memphis National Student Speech Language Hearing Association (NSSHLA) chapter.

Hadley Beach, BS is a third-year audiology student at the University of Memphis. She currently serves as the Registration Chair for the University of Memphis National Student Speech Language Hearing Association (NSSHLA) chapter.

MS POSTER 27-5: Does Breath Pattern Influence Reacting and Feeling? 0.025 CEU ASHA/AAA

Abstract: The purpose of this study is to investigate the effects of breathing on emotional regulation and inhibition. It is widely accepted that respiration is one of the only physiologic rhythms that is under both volitional and autonomic control. Additionally, it is understood that respiratory parameters interact with and influence other physiologic rhythms, including cardiovascular rhythms and neural oscillations. What is less understood currently is how breathing changes in response to cognitive and emotional stimuli while under autonomic control, the degree to which respiratory changes (automatic or volitional) impact cognition and emotion, and the directionality (or bidirectionality) of these changes. This study would examine the impacts of three different breath patterns on emotional reactivity and inhibition. We hypothesize that resonance frequency breathing will increase inhibitory abilities and decrease emotional reactivity as compared to unaltered, controlled neutral, and variable breathing. Such a result would have a myriad of clinical implications for a wide variety of disciplines and disorders.

Learning Outcomes:

1. The attendee will state the purpose of the study and its relation to communication disorders.
2. The attendee will discuss the research methods of the study and how they can apply these methods in clinical research.
3. The attendee will consider the results and conclusions of the study and how they can apply them to clinical practice.

Biography:

Kiley Hazelton, MM is a graduate student of speech language pathology in the School of Communication Sciences and Disorders at the University of Memphis. Her research is conducted in the Voice, Emotion, & Cognition Laboratory and she will be presenting data from her master’s thesis project.

**MS POSTER 27-6: Do Individuals with Benign Vocal Fold Lesions Have a Mild Pragmatic Deficit? 0.025 CEU ASHA/AAA**

**Abstract:** The purpose of this study is to investigate the pragmatic skills of individuals with benign mucosal vocal fold lesions (i.e., nodules, polyps, and cysts) compared to individuals with healthy vocal folds. It is understood that individuals with vocal fold nodules and other benign mucosal lesions tend to have a heavier vocal load, increasing the likelihood of phonotrauma. It is the goal of this research to determine if the level of vocal load is due to a difference in pragmatic communication or other characteristics related to personality, emotion, cognition, and stress.

**Learning Outcomes:**

1. The attendee will state the purpose of the study and its relation to communication disorders.
2. The attendee will discuss the research methods of the study and how they can apply these methods in clinical research.
3. The attendee will consider the results and conclusions of the study and how they can apply them to clinical practice.

Biography:

Samantha Powell, BME, is a graduate student of speech language pathology in the School of Communication Sciences and Disorders at the University of Memphis. Her research is conducted in the Voice, Emotion, & Cognition Laboratory, and she will be presenting data from her master’s thesis project.

**MS POSTER 27-7: How Does Our Voice Reflect Who We Are? Different Ways of Relating to Our Voice Through Explicit and Implicit Sense of Voice as Self 0.025 CEU ASHA/AAA**

**Abstract:** The purpose of this study is to examine differences in the way actors, singers and teachers relate to their voice as sense of self via implicit and explicit associations. This study will examine the ways individuals relate to their voice as their sense of self using the Implicit Associations Task (IAT), the Vocal Congruency Scale (VCS), and the VHI (Vocal Handicap Index).

**Learning Outcomes:**

1. The attendee will state the purpose of the study and its relation to communication disorders.
2. The attendee will discuss the research methods of the study and how they can apply these methods in clinical research.
3. The attendee will consider the results and conclusions of the study and how they can apply them to clinical practice.

Biography:
Audrey Elizabeth Tucker, B.F.A., is a graduate student of speech language pathology in the School of Communication Sciences and Disorders at the University of Memphis. Her research is conducted in the Voice, Emotion, & Cognition Laboratory and she will be presenting data from her master’s thesis project.

**MS POSTER 27-8: Acoustic Reflex Thresholds in Children with Auditory Processing Disorder 0.025 CEU ASHA/AAA**

**Abstract:** Research has shown a correlation between acoustic reflex thresholds and auditory processing disorder in children with normal hearing. Our research aims to further investigate this correlation in patients seen at the Memphis Speech and Hearing Center.

**Learning Outcomes:**

1. Predict Auditory Processing Disorder upon conduction of acoustic reflex thresholds.
2. Summarize what acoustic reflex thresholds were seen in children tested for auditory processing.
3. Decide if adding acoustic reflexes to your test battery may be helpful in identifying processing disorders.

**Biography:**

Lauren Joy, BA is a third-year audiology student attending the University of Memphis. In conjunction with her Doctorate of Audiology, she is pursuing a Master of Public Health. Lauren is from Knoxville, Tennessee and attended the University of Alabama where she earned her Bachelor of Arts in Communication Sciences and Disorders.

**MS POSTER 27-9: Motivating Diverse Adults to Take Action for Better Hearing Health: An Exploration of Barriers and Facilitators from the Patient’s Perspective 0.025 CEU ASHA/AAA**

**Abstract:** Hearing loss can have detrimental effects on an individual’s communicative behavior, social-emotional wellbeing, and quality of life. The present study aimed to expand our understanding of the barriers to hearing interventions experienced by racially diverse individuals with hearing difficulties who are in the early stages of their hearing health journey.

**Learning Outcomes:**

1. Understand common barriers to hearing interventions experienced by individuals with hearing loss.
2. Learn about the common racial differences in barriers to hearing interventions.
3. Identify ways to assist individuals in progressing to the next phase of their hearing health journey.

**Biography:**

Bailey Johnson, B.S., is a third-year Doctor of Audiology student at the University of Memphis (UoM) School of Communication Sciences and Disorders (CSD). She earned a Bachelor of Science in CSD from Auburn University in May 2020. Bailey currently serves as the Student Academy of Audiology UoM Chapter President and is a Graduate Research Assistant in the Hearing Aid Research Lab under the direction of Dr. Jani Johnson.

**MS POSTER 27-10: Automated Stuttering Analysis Package (ASAP): An Original Application for Automated Analysis of Stuttering 0.025 CEU ASHA/AAA**

**Abstract:** Measures of overt stuttering behaviors reflect perceived severity and provide objective means of quantifying change but are notoriously unreliable, even among experienced clinicians and researchers. We will
describe and demonstrate an original analysis system designed to be accessible to researchers and clinicians and to increase the consistency of stuttering measurement.

**Learning Outcomes:**

1. Describe limitations of available methods for quantifying stuttering behaviors.
2. List features and coding conventions of an original measurement system.
3. Access and navigate the system on a personal device.

**Biography:**

**Naomi Eichorn, Ph.D., CCC-SLP,** is an Assistant Professor in Speech-Language Pathology at the University of Memphis School of Communications and Disorders. Her research explores interactions between cognitive processes and speech-language abilities, with a particular focus on how attention contributes to observable and hidden features of stuttering. Dr. Eichorn has worked as an SLP in a variety of clinical settings since 2000 and recognizes the critical need for translational research that links labs to clinical practice.

**Jonathan Rogers, M.A., CCC-SLP,** is a Ph.D. student in the School of Communication Sciences and Disorders at the University of Memphis. His research is currently focused on the development of methods in signal processing, natural language processing, and computational modeling with applications for basic speech science and a range of speech disorders. He has worked as a clinical SLP in acute care and outpatient settings. He currently works as a data scientist for Daitaas—a firm specializing in big data and analytics for finance and risk management. He is actively involved in research collaborations in interdisciplinary settings in both the private sector and the public sector.

**MS POSTER 27-11: ARIA in Telehealth 0.025 CEU ASHA/AAA**

**Abstract:** Auditory Rehabilitation for Interaural Asymmetry (ARIA) is a remediation technique used to improve dichotic listening skills in persons with amblyaudia and diachotic dysaudia. While the benefits of ARIA training have long been demonstrated, a major limitation is that provision of this service requires trained clinicians and costly equipment. Based on these limitations, the researchers sought to investigate some of the components that limit accessibility, developing two primary research questions: 1. Is benefit from ARIA dependent on Interaural adjustments? 2. Can the protocol be successfully delivered through earphones via telehealth means, i.e., Zoom?

**Learning Outcomes:**

1. After listening to the presentation, attendees will be able to identify the difference between amblyaudia and dichotic dysaudia.
2. Attendees will be able to identify the benefits of ARIA after listening to this presentation.
3. After listening to this presentation, attendees will be able to describe the benefits of providing ARIA in telehealth appointments.

**Biography:**

**Jaida Barnes, B.A.,** is a second-year audiology student at the University of Memphis. Currently, Jaida is a graduate researcher in the Auditory Processing lab, under the direction of Dr. Deborah Moncrieff.

**MS 28: Public Health and its Application Within Audiology 0.15 CEU ASHA/AAA**
Abstract: This session will focus on public health and how it can be applied within audiology. Public health addresses social determinants and healthcare outcomes, and audiologists can improve their patient outcomes by implementing public health strategies. This session will focus on topics within public health and how they apply to audiology.

Learning Outcomes:

1. Describe how social determinants of health influence audiologic practice.
2. Explain how various types of noise exposure affect individuals and communities.
3. List reasons hearing healthcare is important for present day and the future.

Time Ordered Agenda:

- 20 minutes – Social Determinants of Health
- 20 minutes – Environmental Hearing Health and Noise Pollution/Noise Stress
- 20 minutes – Epidemiology
- 5 minutes – Hearing Health Systems and Policy
- 15 minutes – Management, Leadership, and Change
- 10 minutes – Behavioral Science

Biography:

**Sydney Golden Dillard, B.A.,** is a third-year student attending the University of Memphis, pursuing a dual Doctorate of Audiology and Master of Public Health. She is from Dothan, Alabama and earned a Bachelor of Arts from the University of Alabama in Communication Sciences and Disorders and a minor and Psychology.

**Lauren Joy, B.A.,** is a third-year audiology student attending the University of Memphis. In conjunction with her Doctorate of Audiology, she is pursuing a Master of Public Health. Lauren is from Knoxville, Tennessee and attended the University of Alabama where she earned her Bachelor of Arts in Communication Sciences and Disorders.

**Anna Peeples, B.A.,** is a third-year doctor of audiology student at the University of Memphis. She is simultaneously pursuing a Master of Public Health. Anna is from Montgomery, Alabama and attended the University of Alabama where she earned her Bachelor of Arts in Communication Sciences and Disorders and a Minor in Spanish.

**Kara Sander, B.A.,** is a fifth-year dual Doctor of Audiology and Doctor of Philosophy student at the University of Memphis. She is also pursuing a Master of Public Health with a concentration in Epidemiology. Kara is from Coventry, Connecticut and attended the University of Connecticut where she earned her Bachelor of Arts in Speech, Language, and Hearing Sciences.