

2024 Mississippi Speech-Language-Hearing Association Conference

Day 1 Timed Agenda, Learning Objectives, and Speaker Disclosures

Thursday, September 19, 7:00 AM

Registration packet pick-up begins

Thursday, September 19 2024, 8:00 AM - 9:00 AM

Title: Finding YOUR Balance: The Power of Cultural Diversity Within the Journey

Author: Kia Noelle Johnson PhD, CCC-SLP

Instructional Level: Introductory

Time: 60 Minutes

Abstract: The demands faced by professionals and students in audiology and speech-language pathology vary across settings and continue to increase as the need for communication support from both younger and older populations also increases. This, paired with ever-changing family structures, generates conflict between demands in one's personal and professional life resulting in the need to find balance. It then becomes necessary to, first, realize that work-life balance differs across individuals and is influenced by one's cultural diversity as well as the institution's value in equity and inclusion. Professionals who transition away from a traditional view of work-life balance to one that is culturally responsive assist in creating a more harmonious work environment where work-life balance becomes achievable for all.

Learning Objectives:

1. Explain how the concept of work-life balance is influenced by cultural diversity.
2. Describe factors that influence one's own balance between their personal and professional lives.
3. Summarize ways in which individuals and institutions can support equitable and inclusive work-life balance.

Biography: Kia Noelle Johnson, Ph.D., CCC-SLP is Director of the Arthur M. Blank Center for Stuttering Education and Research – Atlanta Satellite through the University of Texas at Austin. She specializes in developmental stuttering with interest in culturally diverse communities. Dr. Johnson is a leader in the provision and facilitation of seminars and trainings workshops in DEI and cultural responsiveness in clinical and professional settings. She is also a member of the ASHA Board of Ethics.

Disclosures: Kia Noelle Johnson PhD, CCC-SLP

Financial – University of Texas at Austin, - Salary/ Employment;

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Thursday, September 19 2024, 9:00 AM - 10:00 AM

Title: Free Websites to Work on Building Tier 2 Vocabulary

Author: Hallie Sherman M.S. CCC-SLP

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: There are many free websites and tools out there that SLPs can use virtually or in person that can provide engaging lessons to target Tier 2 vocabulary words. Hallie will demonstrate the benefit of focusing vocabulary instruction on Tier 2 vocabulary words and free websites that will help clinicians teach it and practice understanding and using Tier 2 vocabulary words with their school-aged students.

Learning Objectives:

1. Describe the importance of focusing on Tier 2 vocabulary words and how these vocabulary words are meaningful to students within the context of curriculum
2. List items and resources available to SLPs for quick vocabulary activities that is effective in getting students a deeper understanding of new vocabulary words and how to use strategies to learn word meanings
3. Explain how to make vocabulary activities meaningful and fun for your older speech students to ensure carryover

Biography: Hallie Sherman, M.S. CCC-SLP is a licensed speech-language pathologist in New York. She worked in the public schools for over 15 years before she left the schools to work as the CEO full time for Speech Time Fun, Inc. At Speech Time Fun, Inc. Hallie provides materials and trainings for SLPs working with grades 4-12 to help them plan with ease and confidence. She does this through her SLP Elevate membership, her TPT resources, her podcast SLP Coffee Talk, her virtual conference she hosts 3x a year called the Speech Retreat and the other various trainings for organizations and associations.

Disclosures: Hallie Sherman M.S. CCC-SLP

Financial – Speech Time Fun, Inc. - Intellectual Property Rights, CEO/Owner

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Thursday, September 19 2024, 9:00 AM - 10:30 AM

Title: Nurturing Minds: The Speech- Language Pathologist's Crucial Role in Infant and Early Childhood Mental Health

Author: Torrey R. Robinson M.S., CCC-SLP Rachel S. Tyrone. PhD, CCC-SLP

Instructional Level: Introductory

Time: 90 Minutes

Abstract: Infant and Early Childhood Mental Health (IECMH) is critical for the success of children and their families in early intervention and preschool populations. Laying the foundation for success, we should examine family structures and practices that could negatively impact the child's progress. This presentation will outline IECMH and emphasize the integration of its principles into our practice to support families.

Learning Objectives:

1. Participants will be able to summarize Infant and Early Childhood Mental Health (IECMH) and its relevance to early intervention
2. Participants will be able to develop awareness of implicit bias within the role of a Speech-Language Pathologist and its potential influence on fostering early relational development

3. Participants will be able identify strategies to promote early relational development as a Speech-Language Pathologists for young children and their families

Biography: Torrey R. Robinson is a Speech-Language Pathologist with an interest in child development and behavioral health in the early intervention population. Torrey earned her Master's degree in Communicative Disorders from Jackson State University. She has previously served as a fellow on the Child Health Developmental Promotion Fellowship at the UMMC Center for Advancement of Youth. Torrey Robinson is a Speech-Language Pathologist. She was recently accepted into the PhD program in Population Health Sciences from the University of Mississippi Medical Center. Rachel S. Tyrone is an Assistant Professor at the University of Mississippi Medical Center where she serves as the Program Coordinator and Speech-Language Pathology Supervisor on the Child Health and Developmental Promotion Fellowship program through the Center for Advancement of Youth at UMMC. She earned her Master's degree in Speech-Language Pathology from the University of Southern Mississippi and earned her PhD in Population Health Sciences from the University of Mississippi Medical Center.

Disclosures: Torrey R. Robinson M.S., CCC-SLP

Financial – University of Mississippi Medical Center - Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Rachel S. Tyrone. PhD, CCC-SLP

Financial – University of Mississippi Medical Center - Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Thursday, September 19 2024, 9:00 AM - 10:30 AM

Title: Beyond Good, Better, Best: How New Generation Hearing Aids are Changing Clinical Practice

Author: Brian Taylor, AuD

Instructional Level: Intermediate

Time: 90 Minutes

Abstract: As hearing aids have become more complex, how they are selected in the clinic has remained unchanged for more than 50 years. The so-called tiered approach is supported by little evidence. This course will review several recent studies that have addressed how patient preference, and "new generation" features have the potential to change the good/better/best selection paradigm.

Learning Objectives:

1. Define "new generation" hearing aid features
2. Describe how technology tiering is applied to hearing aid selection and research involving its use
3. Describe hearing aid preference studies and how they can be applied to the hearing aid selection process

Biography: Brian Taylor, AuD, is the senior director of audiology for Signia.

Disclosures: Brian Taylor, AuD

Financial – WS Audiology - Salary/ Employment

Nonfinancial – Academy of Doctors of Audiology - Editor of Audiology Practices, Board Membership

Thursday, September 19 2024, 9:00 AM - 11:00 AM

Title: Finding Harmony with DEI & ASHA's Code of Ethics

Author: Catherine L. Cotton, Ph.D., CCC-SLP Alex Green, B.S. Kathryn Robinson B.S. Lindsie Jo Moseley B.S. Madison Reed Maclaine Griffith

Instructional Level: Intermediate

Time: 120 Minutes

Abstract: This panel session will explore how undergraduate students are finding harmony among their life experiences; ASHA's Code of Ethics (specifically Principle of Ethics I, Rules of Ethics C); and diversity, equity, and inclusion initiatives. Students will discuss how age, gender/gender diversity, dialects, race/ethnicity, sexual orientation, religion, and their personal and their pre-professional views can vary yet, exist in harmony.

Learning Objectives:

1. Discuss the American Speech-Language Hearing Association's (ASHA's) Code of Ethics, specifically focusing on Principle of Ethics I, Rules of Ethics
2. Describe how one's personal life development can impact their beliefs, experiences, and interactions with people, including coworkers, clients, and the clients' caregivers
3. Demonstrate effective interpersonal communication skills that are successful among diverse populations

Biography: Catherine L. Cotton, Ph.D., CCC-SLP is the Interim Department Chair and an Assistant Professor at MUW. Dr. Cotton earned a B.A. and M.A. from Marshall University and a Ph.D. from the University of North Carolina, Greensboro. Her research interests include DEI and the impact of health disparities on communication. She previously worked as a speech language pathologist in IN, KY, MD, NC, VA, WV, and on an Indian Reservation in SD and supervised speech-language pathology-assistants.

Disclosures: Catherine L. Cotton, Ph.D., CCC-SLP

Financial – Mississippi University for Women - Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Alex Green, B.S.

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Kathryn Robinson B.S.

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Lindsie Jo Moseley B.S.

Financial – Mississippi University for Women - Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Madison Reed

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Maclaine Griffith

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Thursday, September 19 2024, 9:00 AM - 11:00 AM

Title: Legal Issues for SLPs in Schools

Author: KaShonda L. Day, Esq.

Instructional Level: Introductory

Time: 120 Minutes

Abstract: SLPs who practice in schools are legally mandated to follow the Individuals with Disabilities Education Act (2004) for assessment, diagnosis, and treatment. This session will review specific case laws that impact practice under IDEA and discuss the legal ramifications of these cases to SLP practice in schools.

Learning Objectives:

1. The learner will identify the federal and state laws governing speech-language pathology practice in schools.
2. The learner will describe the impact of legal cases to SLP practice.
3. The learner will apply the knowledge of legal cases to their IEPs and caseloads.

Biography: KaShonda L. Day joined Adams and Reese after serving as the Assistant District Counsel for the Jackson Public School District for seven years, where she provided routine legal advice and assistance to the administrative staff. She also represented the District in various litigation and administrative matters. KaShonda previously worked as a judicial law clerk with the 13th Judicial Circuit Court of Hillsborough County, Fla. and has previously served as a classroom teacher and education consultant.

Disclosures: KaShonda L. Day, Esq.

Financial – MSHA - Speaking Fee/ Honoraria

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Thursday, September 19 2024, 10:30 AM - 11:30 AM

Title: The Importance of Fascia to a Functional Swallow

Author: Kristin Johnson, MS CCC/SLP Jennifer Young, E-RYT 200/YACEP

Instructional Level: Introductory

Time: 60 Minutes

Abstract: Two sisters, one specializing in swallowing and swallowing disorders and one who is a certified Yoga Instructor and personal trainer will be presenting information and having an open-minded and friendly discussion for the following question: Considering

the fact that human bodies are made up of one long unit of fascia, could tightness in that fascia negatively affect a functional swallow?

Learning Objectives:

1. After completion of this course, the participant will be able to describe the fascia's importance to connection of muscles throughout the entire human body
2. After completion of this course, the participant will be able to summarize the possible affects that tethered fascia may have on a functional swallow
3. After completion of this course, the participant will be able to identify possible predictive factors that may place a patient at higher risk for tethered fascia

Biography: Kristin Johnson has worked in all settings of the medical SLP world but primarily at Memorial Hospital at Gulfport for 27+ years with extensive experience and knowledge of swallowing and swallowing disorders. Kristin is also an adjunct professor at USM since 2013. Jennifer Young is a Yoga Alliance registered Yoga instructor with 12+ years experience as well as 20+ years experience as a Personal Trainer focusing on regaining mobility, strength and balance.

Disclosures: Kristin Johnson, MS CCC/SLP

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Jennifer Young, E-RYT 200/YACEP

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Thursday, September 19 2024, 10:30 AM - 11:30 AM

Title: Moral Distress & the SLPs Game: Put Burnout on the Run

Author: Josephine (Josie) Sevier Alston, M.A., CCC-SLP

Instructional Level: Introductory

Time: 60 Minutes

Abstract: What is moral distress in the workplace environment and do you suffer from it. Have you noticed that you are feeling burnout with your current job? This presentation will discuss these topics and give the participant tools to use for winning the game and putting burnout on the run.

Learning Objectives:

1. Participant will be able to list 5 common examples of moral distress in the SLP environment
2. Participants will be able to utilize the 5 Why's to assess their current problems in the work environment
3. Participants will know how to implement 3 SMARTER goals to begin to make changes in their Burnout

Biography: Josephine (Josie) Sevier Alston, M.A., CCC-SLP is the Manager of Clinical Education US for Atos Medical and formerly the chief of the Division of Speech-Language Pathology for the Department of Otolaryngology and Head and Neck Surgery

at the University of Mississippi Medical Center, where she managed a team of 30 SLPs. She specializes in the evaluation and treatment of voice, resonance, airway, dysphagia, and head and neck cancer disorders. Josie serves professionally as an Advisory Board member of the Mississippi Dept of Health Speech and Audiology Licensure Board. She was elected to the executive board of the Mississippi Speech-Language-Hearing Association (MSHA) and currently serves as President for 2024. Josie has presented regularly on Burnout and other leadership topics at the local, regional and national levels.

Disclosures: Josephine (Josie) Sevier Alston, M.A., CCC-SLP

Financial – Atos Medical - Salary/ Employment

Nonfinancial – UMMC - Volunteer Consulting

Thursday, September 19 2024, 10:30 AM - 11:30 AM

Title: Barriers to AAC Success: A Panel Discussion

Author: Kym Heine M. S. CCC-SLP, Whitney Gilbert, Robin Wilkerson, Lance McLemore

Instructional Level: Introductory

Time: 60 Minutes

Abstract: This panel discussion will address the opportunity and access barriers people who use AAC encounter daily. Four panelists will share their journeys on how they have overcome and continue to confront and conquer the barriers to communication they experience. This presentation will conclude with a question-and-answer period with the participants

Learning Objectives:

1. Participants will be able to summarize two opportunity barriers to AAC success
2. Participants will be able to describe two access barriers to AAC success.
3. Participants will be able to explain two of the four domains of communicative competency as defined by Janice Light (1998).

Biography: Kym earned her Bachelor of Arts in Speech Language Pathology at the University of Arkansas, Fayetteville, and completed her Master's degree in Communication Disorders at Pennsylvania State University.

Kym has been employed in a variety of settings to include rehabilitation centers, hospitals and outpatient clinics. In her current role as regional consultant for PRC-Salttillo she spends the majority of her time training individuals how to implement the use of communication devices at home and school.

Disclosures: Kym Heine M. S. CCC-SLP

Financial – PRC-Salttillo - Salary/ Ownership

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Whitney Gilbert

Financial – Desoto County Schools – Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Robin Wilkerson

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Lance McLemore

Financial – PRC-Salttillo – Honoraria/ Speaking Fee; Penn State –Travel Stipend/ Contractor

Nonfinancial – ImpAACT Votes – Volunteer Board Membership

Thursday, September 19 2024, 10:30 AM - 11:30 AM

Title: Infant Hearing Assessment Protocols in the USA

Author: Malina Mangrum, Caroline Parker, Sangamanatha Ankmnal Veeranna, Charles Marx, Hasan Saleh

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: The auditory brainstem response (ABR) test is used to estimate hearing thresholds in difficult-to-test populations. The protocol used to record ABR varies widely among audiologists in the USA. This presentation will share data on ABR protocols used by audiologists in the USA, gathered through a questionnaire distributed to audiologists in various work environments throughout the United States.

Learning Objectives:

1. After attending this presentation, participants will be able to describe the ABR protocols used by different audiologists
2. After attending this presentation, participants will be able to describe the differences in infant hearing assessment protocols among audiologists
3. After attending this presentation, participants will be able to discuss the difficulties associated with infant hearing assessment

Biography: Malina Mangrum is a second-year audiology doctoral student at the University of Southern Mississippi. She received her bachelor of science in communication sciences and disorders from the University of Mississippi in 2023. She has spent the past year as a graduate assistant for the School of Speech and Hearing Sciences at USM, where she has been involved with research on misophonia, health literacy, and auditory brainstem response protocols.

Disclosures: Malina Mangrum B.A.

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Caroline Parker, B.S.

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Sangamanatha Ankmnal Veeranna

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Charles Marx

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Hasan Saleh

Financial – University of Southern Mississippi – Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Thursday, September 19 2024, 10:30 AM - 11:30 AM

Title: Optimizing Bimodal Patient Outcomes

Author: Nikki Mutter, Au.D.

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: We will discuss the Smart Bimodal Solution. This course is appropriate for professionals working with the hearing aid, cochlear implant or both devices in a bimodal fitting. This course will delve into the bimodal portfolio as well as the latest recommendations for selecting a bimodal compatible hearing aid and bimodal fitting strategies.

Learning Objectives:

1. After completing this activity, participants will be able to select a compatible hearing aid for a bimodal patient
2. After completing this activity, participants will be able to optimize the ReSound hearing aid fitting for a bimodal patient
3. After completing this activity, participants will be able to pair devices in a bimodal configuration.

Biography: Nikki Mutter, Au.D. is the Director of Medical Channels at ReSound US serving as business lead for ReSound in the Smart Hearing Alliance. With over 15 years of clinical experience with pediatrics and adults in diagnostics, hearing aids and cochlear implants, Nikki joined ReSound in 2016 and has served in various roles focused on pediatrics and bimodal. Providing training and support for hearing healthcare professionals specializing in the bimodal and pediatric population.

Disclosures: Nikki Mutter, Au.D.

Financial – ReSound - Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Thursday, September 19 2024, 1:30 PM - 2:30 PM

Title: To Thicken or Not To Thicken? Is It the Right Question?

Author: KK Harrington, MS, CCC-SLP

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: The purpose of this presentation is to educate ourselves on the right questions to ask for our patients in regards to swallowing. Is thickening liquids at bedside a good practice? How do we properly calculate this risk assessment? If there is no access to instrumentation, how do we make the best diet recommendation decisions in order to keep the patient safe?

Learning Objectives:

1. The learner will be able to describe the most up-to-date research on the ineffectiveness of thickening liquids at bedside.

2. The learner will be able to explain all the factors of the patient that may make he/she more at risk to tolerate/or not tolerate thickened liquids.
3. If there is no access to instrumentation, the learner will be able to provide information on how best to get instrumental access. Additionally if all options are exhausted, the learner will be able to identify proper diet recommendation for the patient.

Biography: KK Harrington is the founder and owner of Mississippi Dysphagia Specialists, a mobile FEES provider . Additionally, she is a visiting clinical professor at Jackson State University, where she teaches healthcare courses, particularly focusing on dysphagia. With over 12 years of experience, she has primarily worked in acute care and skilled nursing facilities. KK Harrington is passionate about educating others on instrumental swallow assessments and the positive impact proper treatment can have on improving quality of life

Disclosures: KK Harrington, MS, CCC-SLP

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – Jackson State University; Mississippi Dysphagia Specialists

Thursday, September 19 2024, 11:30 AM - 12:00 PM (MSHA Honors Luncheon)

Title: ASHA's Update to Address the Harmony of Work/Life Balance

Author: A. B. Mayfield-Clarke, Ph.D. CCC/SLP F-ASHA

Instructional Level: Introductory

Time: 60 Minutes

Abstract: The purpose of this presentation is to educate ourselves on the right questions to ask for our patients in regards to swallowing. Is thickening liquids at bedside a good practice? How do we properly calculate this risk assessment? If there is no access to instrumentation, how do we make the best diet recommendation decisions in order to keep the patient safe?

Learning Objectives:

4. After completing this activity, the participants will be able to identify at least three ASHA resources available on line to members
5. After completing this activity, the participants will be able to describe three tools used to disseminate information to ASHA members
6. After completing this activity, the participants will be able to explain strategies used by ASHA to increase public awareness of the professions

Biography: Bernadette Mayfield-Clarke, Ph.D., CCC-SLP provides clinical services and consulting through a private practice specializing in Corporate Speech/Language Pathology for government employees and services to English-Language Learners (ELL) whose primary language is not English. Dr. Mayfield-Clarke's impactful career includes positions in school-based, contractual, clinical, and health care services. Her leadership extends to university professor, program director & associate dean for research and graduate studies.

Dr. Mayfield-Clarke is an ASHA Fellow. She currently serves as ASHA's 2024 President-Elect and as a trustee of the ASHFoundation. She previously served as ASHA's Vice-President for Finance (2021-2022), Chair of the Financial Planning Board (2017-18);

member of the Financial Planning Board; S.T.E.P. mentor and a member of SIG 11-Administration and Supervision.

Disclosures: A. B. Mayfield-Clarke, Ph.D. CCC/SLP F-ASHA

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – ASHA - Board Membership

Thursday, September 19 2024, 1:30 PM - 2:30 PM

Title: Early Introduction of AAC- It Starts with the Family!

Author: Hannah Sanders, MS, CCC-SLP Monica Bridges, MS, CCC-SLP

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: Navigating the introduction of AAC to young children can be overwhelming in itself and then you add in the many variables that come with working in homes with families and caregivers. During this course, you will learn ideas and evidence based practices about early AAC introduction and encouraging family/caregiver buy-in, in the arena of early intervention.

Learning Objectives:

1. Participants will describe the differences between the types of AAC
2. Participants will explain why family/caregiver buy in is important in AAC introduction
3. Participants will identify the initial "stepping stones" to switch access for learners with complex communication needs

Biography: Hannah Sanders, M.S., CCC-SLP is a speech language pathologist and graduate program coordinator at The Children's Center for Communication and Development at The University of Southern Mississippi. Hannah received both her undergraduate and graduate degrees from The University of Southern Mississippi. She has presented at both the state and national levels.

Monica Bridges, M.S., CCC-SLP is a speech language pathologist and the assistant director at The Children's Center for Communication and Development at The University of Southern Mississippi where she has worked for 14 years. She received her undergraduate degree from USM and her graduate degree from Jackson State University.

Disclosures: Hannah Sanders, MS, CCC-SLP

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Monica Bridges, MS, CCC-SLP

Financial – Children's Center for Communication and Development - Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Thursday, September 19 2024, 1:30 PM - 2:30 PM

Title: Identifying & Treating Auditory Processing deficits: Types, Interventions, and Tips for SLPs

Author: Alicia Swann, M.C.D., CCC-A

Instructional Level: Intermediate

Time: 90 Minutes

Abstract: This session is designed to provide SLPs with essential knowledge on Auditory Processing Disorder (APD), with a specific focus on accurate diagnosis and effective intervention strategies. Attendees will learn to differentiate APD from conditions like ADHD, dyslexia, and ASD, and discover practical techniques to improve communication and educational outcomes for children with auditory processing deficits. The presentation will cover evidence-based approaches and practical applications to enhance SLPs' effectiveness in clinical and educational settings.

Learning Objectives:

1. What are two types of auditory processing disorders that commonly cause distractibility and poor hearing in noise and can be completely remediated?
2. Discuss symptoms that are red flags for coexisting auditory processing deficits in children with ADHD and Dyslexia
3. Describe the various auditory processing deficits that contribute to difficulties with phonological awareness, which often coexist with dyslexia.

Biography: Alicia Swann, M.C.D., CCC-A, is a board-certified audiologist and the founder of the Auditory Processing Center in Clinton, MS, specializing in assessing and treating auditory processing disorders (APD) in children and adults. With thirty years of experience in this field, Alicia has developed educational programs and therapy techniques to improve listening skills and address APD. Additionally, she has co-authored research papers on APD diagnosis and treatment and frequently presents at national conferences on auditory processing and related issues.
www.auditorycenter.com.

Disclosures: Alicia Swann, M.C.D., CCC-A

Financial – Auditory Processing Center - Ownership

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Thursday, September 19 2024, 1:30 PM - 2:30 PM

Title: Understanding Hearing Loss and Dementia to Enhance Patient Care

Author: Caitlin N. Price, Au.D., Ph.D., CCC-A

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: Recently, more attention has been given to the link between hearing loss and cognitive decline as hearing loss drastically increases someone's risk for developing dementia. This presentation will address the possible mechanisms underlying the link between hearing loss and dementia and what can we do as clinicians to improve clinical outcomes and foster successful cognitive-communication skills for our patients.

Learning Objectives:

1. Identify the psychosocial consequences of hearing loss in older adults
2. Summarize the association between hearing loss and dementia
3. Describe the benefits of hearing loss treatment

Biography: Caitlin N. Price is an Assistant Professor of Audiology in the Department of Audiology and Speech Pathology at the University of Arkansas for Medical Sciences. Her clinical experience with geriatric populations motivates her research interests in cognitive aging, speech-in-noise understanding, and balance interventions. Ultimately, her research aims to improve quality of life for older adults through the development of effective clinical interventions that foster successful communication and preserve physical and social activity across the lifespan.

Disclosures: Caitlin N. Price, Au.D., Ph.D., CCC-A

Financial – University of Arkansas for Medical Sciences - Salary/
Employment; MSHA - Honoraria

Nonfinancial – Council of Academic Programs in Communication
Sciences and Disorders - Board Membership; A Matter of Balance
Program - Volunteer

Thursday, September 19 2024, 1:30 PM - 2:30 PM

Title: MS Division of Medicaid Provider Educational Training

Author: Cindy S. Brown Jennifer R. Grant

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: Use of Medicaid Admin Code

Learning Objectives:

1. Use of Medicaid Admin Code
2. Medicaid CCO's
3. I have a question for Medicaid

Biography: Cindy Brown is a native of Jackson, MS. She is the External Affairs Program Specialist at the Mississippi Division of Medicaid (DOM). Cindy has worked in the Healthcare field for over 28 years and 26 of those years have been associated with The MS Division of Medicaid. Cindy has been married for 27 years to Percy Brown III and they have two sons: Percy Brown IV (25) and Peyton Omar Brown (23). She is the proud Grandmother of Paxton DeShun Brown. Cindy received an Associate Degree from Hinds Jr. College and her Bachelor of Science Degree in Business Management from Thee Jackson State University.

Jennifer Grant is the Director for the Office of Medical Services at the Mississippi Division of Medicaid (DOM). Mrs. Grant joined DOM in June of 2008. The Office of Medical Services is responsible for many Medicaid medical and ancillary programs, contracts, and waivers, including but not limited to: Dental and Orthodontia, Durable Medical Equipment, Early and Periodic, Screening, Diagnostic, and Treatment (EPSDT) services, Federally Qualified Health Centers (FQHCs)/Rural Health Clinics (RHCs), Home Health, Laboratory, Physician Services, Preventive Health Services, Private Duty Nursing (PDN), Radiology, Speech/Physical/Occupational Therapies, Telemedicine, Vaccines for Children (VFC), Family Planning Waiver (FPW), and Healthier Mississippi

Waiver (HMW). Additionally, the Office oversees the Utilization Management and Quality Improvement Organization (UM/QIO) contract for DOM, as well as the Non-Emergency Transportation (NET) Broker contract.

Disclosures: Cindy S Brown

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – Mississippi Division of Medicaid – Volunteer Speaking
Jennifer Grant

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Thursday, September 19 2024, 1:30 PM - 2:30 PM

Title: Utilization of AI & Other Hot Topics in Ethics

Author: Theresa H. Rodgers, MA, CCC-SLP, BCS-CL, ASHA-F, L-SLP, EdS (LD)

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: Some of the most common ethical issues will be discussed and case studies that highlight these dilemmas (including client/patient abandonment) will be reviewed. Parameters to be considered when utilizing artificial intelligence will be featured as well as ways to protect yourself against claims of unethical conduct. Finally, questions about ethical dilemmas faced in daily practice will be answered.

Learning Objectives:

1. Discuss recent decisions of the ASHA Board of Ethics and some of the most commonly asked ethical questions
2. Identify ethical parameters associated with utilization of artificial intelligence
3. Describe key considerations audiologists and SLPs need to follow when leaving a job

Biography: Theresa H. Rodgers is an SLP, former government CAO, and owner of SLP Consulting Services LLC. She has thirty-three years' experience in public schools including the position of special education supervisor and was the 2020 President of ASHA. Rodgers served as member and chair of ASHA's Board of Ethics and the Council for Clinical Certification. She served six nonconsecutive terms on the Louisiana licensure board and presents extensively on the topic of ethics.

Disclosures: Theresa H. Rodgers, MA, CCC-SLP, BCS-CL, ASHA-F, L-SLP, EdS (LD)

Financial – MSHA - Speaking Fee/ Honoraria

Nonfinancial – ASHA - Board Membership; Louisiana Board of Examiners for Speech-Language Pathology and Audiology - Board Membership

Thursday, September 19 2024, 2:30 PM - 3:30 PM

Title: A Deep Dive Into Pediatric Swallow Studies

Author: Jenna Nassar, MS, CCC-SLP, BCS-S

Instructional Level: Introductory

Time: 60 Minutes

Abstract: This session will take a deep dive into pediatric swallow study best practices focusing on radiologic best practices for safety as well as overall set up and completion of MBSs. Latest research, highlighting use of thickeners, will be discussed as well as visualizing actual anatomy during a study.

Learning Objectives:

1. Learners will be able to identify safe radiologic best practices used during MBSs
2. Learners will be able to identify the consistencies of varibar barium used during MBSs
3. Learners will be able to differentiate between penetration and aspiration during fluoroscopy.

Biography: Jenna Nassar is a pediatric speech pathologist and an instructor in the Department of Otolaryngology and Communicative Sciences at the University of Mississippi Medical Center. In addition to these roles, she is also the Clinical internship coordinator for the department of Speech Pathology. She holds Board Certification in swallow and swallowing disorders and is a member of the American Speech Language and Hearing Association, president elect of MSHA. She specialized in pediatric swallow & feeding disorders and is trained in various treatment approaches to include SOS, sensory motor approach to feeding and oromyofunctional therapy.

Disclosures: Jenna Nassar, MS, CCC-SLP, BCS-S

Financial – UMMC - Salary/ Employment; University of Jackson - Salary

Nonfinancial – MSHA - Board Membership

Thursday, September 19 2024, 2:30 PM - 3:30 PM

Title: AAC Parent coaching in an Outpatient Therapy Setting

Author: Caroline Kidder Lanier, M.S. CCC-SLP Kym Heine M. S. CCC-SLP

Instructional Level: Introductory

Time: 60 Minutes

Abstract: Teaching a child to spontaneously communicate using a speech generating device is not an intuitive process. This presentation will outline an instructional program used to develop communication partner skills. This training protocol was designed to equip parents and family members with the skills needed to encourage AAC use across all environments and help develop their child's language skills.

Learning Objectives:

1. Summarize three parental expectations involved in the procurement of a speech generating device.
2. Explain three communication partner skills targeted for training
3. List three resources available for training parents

Biography: Caroline Kidder Lanier: Caroline, who holds a Bachelor of Science in Communicative Sciences and Disorders and a Master of Science in Speech Language Pathology from the University of Mississippi, has 6 years of experience treating speech,

language, and swallowing disorders in patients ranging from pediatrics to geriatrics. She has worked in diverse settings, including schools, hospitals, and outpatient clinics. Caroline is particularly passionate about helping non-speaking or minimally speaking patients use AAC to connect with their families, friends, and communities. Kym Heine: Kym earned her Bachelor of Arts in Speech Language Pathology at the University of Arkansas, Fayetteville, and completed her Master's degree in Communication Disorders at Pennsylvania State University. Kym has been employed in a variety of settings to include rehabilitation centers, hospitals and outpatient clinics. In her current role as regional consultant for PRC she spends the majority of her time training individuals how to implement the use of communication devices at home and school.

Disclosures: Caroline Kidder Lanier, M.S. CCC-SLP

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Kym Heine M. S. CCC-SLP

Financial – PRC-Salttillo - Salary/ Ownership

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Thursday, September 19 2024, 2:30 PM - 3:30 PM

Title: Destination: Advocacy for the Professions of Speech-Language Pathology and Audiology

Author: A. B. Mayfield-Clarke, Ph.D. CCC/SLP F-ASHA

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: This session will focus on skill development in Advocacy related to the professions of speech-language pathology and audiology. Strategies for successful advocacy, opportunities to lead, and ways to involved will be discussed. Issues described in ASHA's Public Policy Agenda (PPA) will be highlighted as well as strategies for how speech-language pathologists and audiologists can become involved in advocacy efforts to ensure favorable outcomes for members and consumers in the state of Mississippi.

Learning Objectives:

1. After completing this activity, the participants will be empowered to to describe the methods that one can use to "Take Action" on the federal and state issues using ASHA's website
2. After completing this activity, the participants will be able to identify at least three priorities in the Public Policy Agenda regarding health care , education, professional practice & workforce objectives
3. After completing this activity, the participants will be able to describe the impact of the respective advocacy efforts by developing a comprehensive advocacy action plan and the factors to be considered

Biography: Dr. Mayfield-Clarke's impactful career includes positions in school-based, contractual, clinical, and health care services. Her leadership extends to university professor, program director & associate dean for research and graduate studies. Dr. Mayfield-Clarke is an ASHA Fellow. She currently serves as ASHA's 2024 President-

Elect and as a trustee of the ASH Foundation. She previously served as ASHA's Vice-President for Finance (2021-2022), Chair of the Financial Planning Board (2017-18); member of the Financial Planning Board; S.T.E.P. mentor and a member of SIG 11-Administration and Supervision.

Disclosures: A. B. Mayfield-Clarke, Ph.D. CCC/SLP F-ASHA

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – ASHA - Board Membership

Thursday, September 19 2024, 2:30 PM - 4:00 PM

Title: Comparison of Auditory Evoked Responses Latencies Recorded from 3 Separate AEP Systems

Author: Jennifer Chapman B.S. Sangamanatha Ankmnal Veeranna Charles Marx

Instructional Level: Intermediate

Time: 90 Minutes

Abstract: In this study, auditory brainstem responses (ABR) for different stimuli (click, tone bursts, narrowband and broadband chirps) were recorded from three different FDA-approved systems. Significant latency differences were observed across systems for different stimuli. In this presentation, we will discuss differences in latencies between the three systems and how this can be applied clinically.

Learning Objectives:

1. Attendees will learn the differences between tone burst and narrowband chirp ABRs recorded from different clinical systems and their effect on latencies
2. Attendees will be able to decide what FDA-approved ABR system best fits their clinical needs
3. Attendees will understand the strengths and weaknesses of each ABR system

Biography: Jennifer Chapman is a third-year audiology student at the University of Southern Mississippi. She received her Bachelor of Arts and Sciences in Communicative Disorders at the University of Alabama in 2022. She has spent the past two and a half years as a Graduate Research Assistant for the School of Speech and Hearing Sciences at USM. In the future, she aspires to be a pediatric audiologist with a strong emphasis in electrophysiology.

Disclosures: Jennifer Chapman B.S.

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Sangamanatha Ankmnal Veeranna

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Charles Marx

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Thursday, September 19 2024, 2:30 PM - 4:30 PM

Title: Navigating Supervision: Charting Your Course w/Ethics, Communication, & Feedback Principles

Author: Jennifer Schultz, MA, CCC-SLP

Instructional Level: Intermediate

Time: 120 Minutes

Abstract: Embark on your supervision voyage in this presentation for supervisors of students, clinical fellows, support personnel, and colleagues. Discover how to create and maintain positive, productive relationships with your supervisees as you work together to improve communication and build clinical competence. We will explore supervision requirements, assessment tools, communication strategies, and feedback principles that lead to successful supervision.

Learning Objectives:

1. Identify ethical principles and rules, practice guidelines, and regulations that guide decision-making in supervision
2. Implement strategies and tools that enhance supervisor-supervisee communication
3. Implement strategies and tools that enhance supervisor-supervisee communication
Learner Outcome 3: Describe feedback methods and statements that promote supervisee competence and confidence

Biography: Jennifer Schultz is the SLPA Program Director at Mitchell Technical College in Mitchell, SD where she assisted in the development of online training programs. Prior to this position, she worked as a speech-language pathologist for 21 years in health care and education settings. She is the author of the Skill-based Assessment of Core Communication Standards: K-2 and 3-5 and has presented regionally and nationally on topics including child language treatment, supervision, ethics, and clinical documentation.

Disclosures: Jennifer Schultz, MA, CCC-SLP

Financial – Mitchell Technical College - Salary/ Employment; Dynamic Resources, MedBridge, & Northern Speech Services - Teaching/ Speaking Fee; MSHA - Honoraria

Nonfinancial – ASHA - Professional Membership; SDSLHA - Professional Membership

Poster Presentations - Thursday, September 19 2024, 3:00 PM - 5:00 PM

Title: High-Tech AAC Experience: A Study of Self-Efficacy and Knowledge

Author: L. Amanda Mathews EdD, CCC-SLP; Emily Sikes M.S., CF-SLP

Instructional Level: Introductory

Time: 60 Minutes

Abstract: In this study, a group of graduate students divided into a lab group and class-only group underwent a series of high-tech AAC lab experiences. Self-efficacy and knowledge were measured of the two groups pre and post the supplemental lab experience.

Learning Objectives:

1. Describe high-tech devices and their components
2. Discuss the learning experiences of high-tech device implementation
3. Compare the self-efficacy and knowledge of students who engage in supplemental lab experiences

Biography: Emily Sikes is a recent graduate of the University of Southern Mississippi Master's Program in Speech-Language Pathology. She is currently working in an outpatient pediatric setting.

Disclosures: L. Amanda Mathews

Financial – UMMC – Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Emily Sikes

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Title: Gestalt Language Processing in Accredited CSD Programs

Author: L. Amanda Mathews EdD, CCC-SLP W. Gavin Harris, CF-SLP

Instructional Level: Introductory

Time: 60 Minutes

Abstract: In this study, a digital survey was created to investigate the knowledge level, opinions, and teaching practices pertaining to gestalt language processing and associated principles of educators in accredited communication sciences and disorders programs. The data from the study suggests that many educators do not consider themselves familiar with this topic, and about half of them teach about this topic. However, despite their level of knowledge, it seems that most educators agree with the core principles and clinical implications of gestalt language processing.

Learning Objectives:

1. Describe gestalt language processing
2. Identify experiences with gestalt language processing and graduate school curriculum
3. Develop a plan of action to include gestalt language processing in their educational experiences

Biography: Gavin Harris is a recent graduate of the University of Southern Mississippi Master's Program in Speech-Language Pathology. He is currently working in an outpatient pediatric setting.

Amanda Mathews is an Assistant Professor of Speech-Language Pathology at the University of Southern Mississippi. She actively teaches and engages in research in the areas of child speech and language as well as the scholarship of teaching and learning.

Disclosures: L. Amanda Mathews EdD, CCC-SLP

Financial – University of Southern Mississippi – Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Title: AAC in Co-Occurring Beckwith Wiedemann Syndrome, ASD, and 2q37 Deletion Syndrome

Author: Laine Henderson, BA Erica Howard, BS Millennia LaGanke, BA Carolyn Higdon, CCC-SLP, F-ASHA, F-NAP

Instructional Level: Introductory

Time: 60 Minutes

Abstract: PS is an eight-year-old female who was born with Beckwith Wiedemann Syndrome and 2q37.3 Deletion Syndrome. The coexistence of these syndromes leads to a complex treatment plan and requires a highly specialized and multidisciplinary approach. The recommendation of specific Augmentative and Alternative Communication (AAC) devices plays a crucial role in the overall care and well-being of individuals with communication impairments.

Learning Objectives:

1. Point out the low prevalence of coexisting diagnoses of Beckwith Wiedemann Syndrome, 2q37.4 Deletion Syndrome, and Autism Spectrum Disorder.
2. Identify the importance of differential diagnosis in AAC.
3. Assess barriers to adequate speech services in "speech-enriched classrooms".

Biography: My name is Laine Henderson, and I am a first-year speech-language pathology student at the University of Mississippi. My specific field interests include augmentative and alternative communication systems, neurodegenerative disorders, and feeding/swallowing disorders. My clinical experiences include AAC evaluations, voice evaluations, feeding/swallowing, receptive/expressive language, and cognition treatment. I plan to spend my second year in the hospital setting in acute care while contributing to AAC evaluations at Ole Miss.

Disclosures: Laine Henderson, BA

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Erica Howard, BS

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Millennia LaGanke, BA

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Carolyn Higdon, CCC-SLP, F-ASHA, F-NAP

Financial – University of Mississippi – Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Title: Examining the Health Literacy of Cochlear Implant Candidate Education Materials

Author: Katie Rose McRaney B.A Kate McNeese, B.A Kimberly Ward, Au.D. Hasan Saleh, Ph.D.

Instructional Level: Introductory

Time: 60 Minutes

Abstract: This project aimed to determine the health literacy of cochlear implant candidate educational materials, specifically readability levels. Current literature, and

guidance from the National Institute of Health, recommends a reading level of no higher than fourth grade for the general population. Candidate educational materials from 3 cochlear implant companies were reviewed and results revealed all materials had low health literacy for the general population.

Learning Objectives:

1. Recognize the importance of health literacy in the audiology profession.
2. List sources for calculating readability scores for patient education materials.
3. Recognize the importance of appropriate materials when recommending cochlear implants.

Biography: Katie Rose McRaney, B.A. is a third-year doctoral audiology student at the University of Southern Mississippi. She obtained a Bachelor of Arts in Speech Pathology and Audiology, with a minor in Psychology, from the University of Southern Mississippi in 2022. Over the past two years, she has been a Graduate Assistant for the College of Nursing and Health Professions. In the future, Ms. McRaney strives to be a pediatric audiologist.

Kate McNeese, B.A. is a third-year doctoral audiology student at the University of Southern Mississippi. She received a Bachelor of Arts in Speech Pathology and Audiology from the University of Southern Mississippi in 2022. Her areas of interest include educational audiology and cochlear implants.

Kimberly Ward, Au.D., CCC-A, CH-AP is an Associate Professor of Audiology at the University of Southern Mississippi. She teaches courses in the Doctor of Audiology program and provides diagnostic, hearing aid and cochlear implantation candidacy and programming evaluations in the USM Audiology Clinic. Dr. Ward is a proud past President of both the Mississippi Speech-Language-Hearing Association and the Educational Audiology Association. She has received both the MSHA Honors of the Association and Clinical Achievement Awards.

Hasan Saleh, Ph.D. is an Assistant Professor of Audiology at the University of Southern Mississippi. He teaches graduate courses within the Au.D. program, including the Amplification 1 & 2 courses, research Capstone courses, and the aural rehabilitation course. His research primarily focuses on investigating what influences hearing aid user satisfaction and preference, which he uses to create and validate patient-oriented tools to facilitate different parts of the hearing aid experience, such as hearing aid selection.

Disclosures: Katie Rose McRaney B.A

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Kate McNeese, B.A

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Kimberly Ward, Au.D.

Financial – University of Southern Mississippi – Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Hasan Saleh, Ph.D.

Financial – University of Southern Mississippi – Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Title: The Impact of Hazardous Noise Levels on the Hearing Mechanism of Marching Band Students

Author: Margaret Westbrook

Instructional Level: Introductory

Time: 60 Minutes

Abstract: Marching band participants are exposed to high-decibel noises which can have detrimental effects on the health of the hearing mechanism. This study examines the hearing mechanisms of marching band students at the University of Southern Mississippi through the use of clinical and advanced hearing tests. These results will lead to improved efforts in preventing damage to musicians' auditory systems.

Learning Objectives:

1. Describe the extent to which participating in marching band impacts the auditory system
2. Summarize the methods used to measure the functioning of each component of the auditory system
3. Assess ways in which musicians and audiologists can work together to prevent damage to the auditory system

Biography: Maggie Westbrook is a fourth-year undergraduate student at the University of Southern Mississippi working towards a degree in Speech Language Pathology and Audiology. Once completing this degree, Maggie intends on attending graduate school where she will obtain a Doctorate in Audiology. Currently, Maggie is conducting research with faculty and graduate students throughout the School of Speech and Hearing Sciences which will be used to complete her honors thesis.

Disclosures: Margaret Westbrook

Financial – American Hearing Association - Grants

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Title: Global Institutions Utilization of AAC for Treatment of Communicative Disorders

Author: Millennia LaGanke, BA Carolyn Higdon, CCC-SLP, F-ASHA, F-NAP

Instructional Level: Introductory

Time: 60 Minutes

Abstract: AAC plays a crucial role in enhancing the quality of life for individuals with communication disorders worldwide. Understanding the global landscape of AAC utilization in speech-language pathology (SLP) practices is paramount. This research study aims to provide a comprehensive analysis of AAC utilization in major universities worldwide, focusing on prevalence, therapy practices, and accessibility of high-technology AAC devices in the university clinics.

Learning Objectives:

1. Identify global practice patterns in major universities utilizing augmentative and alternative communication techniques in speech therapy treatment
2. Summarize the most common communicative disorders being treated using augmentative and alternative communication techniques at the largest global universities.

3. Contrast accessibility to high technology augmentative and alternative devices at these global universities.

Biography: Millennia LaGanke completed her Bachelor of Arts in Communicative Disorders during her undergraduate studies at the University of Alabama. Currently, she is a graduate student at the University of Mississippi completing a Master of Sciences in Communication Sciences and Disorders. Upon graduation, Millennia hopes to attend a Global Health Masters program to advocate for people with communication disorders on a global scale.

Disclosures: Millennia LaGanke, BA

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Erica Howard, BS

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Carolyn Higdon, CCC-SLP, F-ASHA, F-NAP

Financial – University of Mississippi – Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Title: AAC Implementation in Adults with Autism and Co-Occurring Selective Mutism

Author: Erica Howard, BS Millennia LaGanke, BA Laine Henderson, BA
Carolyn Higdon, CCC-SLP, F-ASHA, F-NAP

Instructional Level: Introductory

Time: 60 Minutes

Abstract: This presentation evaluates implementation of Augmentative and Alternative Communication (AAC) across the lifespan in one individual with autism spectrum disorder and co-occurring selective mutism; this case study centers HH, a 20-year-old young adult with autism who was recently referred to the University of Mississippi Speech and Hearing Clinic for a comprehensive AAC evaluation for the purpose of augmenting functional communication.

Learning Objectives:

1. As a result of this activity, the participant will be able to classify barriers to AAC access and implementation within this population.
2. As a result of this activity, the participant will be able to assess collateral factors in individuals with co-occurring autism spectrum disorder (ASD) and selective mutism (SM).
3. As a result of this activity, the participant will be able to formulate an individualized communicative profile within this population.

Biography: Erica Howard received her Bachelor of Science in Communication Sciences and Disorder from University of Mississippi, and she will be a second-year graduate student at the University of Mississippi Communication Sciences and Disorders Master's Program.

Disclosures: Erica Howard, BS

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Millennia LaGanke, BA

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Laine Henderson, BA

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Carolyn Higdon, CCC-SLP, F-ASHA, F-NAP

Financial – University of Mississippi – Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Thursday, September 19 2024, 3:30 PM - 4:30 PM

Title: Early Intervention Taskforce: The State of Mississippi's Children

Author: Susan Buttross MD, FAAP

Instructional Level: Introductory

Time: 60 Minutes

Abstract: The 2023 Mississippi State Legislature convened twenty-one stakeholders to develop a recommendation to the Legislature on reforming the current early intervention system and laws in Mississippi, with a goal of increasing access to services for children from birth to age three through a robust First Steps Early Intervention Program. The purpose of this presentation is to provide a general update on the Early Intervention Task Force and how the past recommendations and current findings could be impactful for Speech-Language Pathologists.

Learning Objectives:

1. Participants will be able to explain the role and purpose of the Early Intervention Task Force.
2. Participants will be able to describe the barriers and facilitators among the Early Intervention system.
3. Participants will discuss their role as a critical team member within the Early Intervention system.

Biography: Susan Buttross is a board certified Developmental Behavioral Pediatrician who has served in various leadership roles at the state and national level to improve the health and development of children. She has recently served as the chair of the Early Intervention Task Force.

Disclosures: Susan Buttross MD, FAAP

Financial – UMMC - Salary/ Employment; University of Jackson - Salary

Nonfinancial – Early Intervention Task Force- Board Membership; UMMC - Board Membership

Thursday, September 19 2024, 3:30 PM - 4:30 PM

Title: The Power of "No": Setting Boundaries & Achieving Work-Life Balance

Author: Lyndsey Zurawski, SLP.D, CCC-SLP

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: The Power of "No" empowers SLPs and Audiologists to set boundaries and achieve work-life balance. This session explores practical strategies for prioritizing self-care, managing workload, and confidently saying "no" without guilt. Attendees will learn how to protect their time, reduce burnout, and enhance both personal and professional well-being.

Learning Objectives:

1. Attendees will identify three common scenarios where setting boundaries is essential
2. Attendees will develop strategies to assertively say "no" without guilt in professional settings
3. Attendees will evaluate the impact of effective boundary-setting on personal well-being and professional performance development

Biography: A veteran SLP, consultant, and national presenter Dr. Zurawski spent most of her career as a school-based SLP in an urban South Florida School District focusing on language, literacy, collaboration and juvenile justice. Awards include the School Clinician of the Year (FLASHA, 2016) and Unsung Hero (2023, 15th Circuit Juvenile Justice Board). She is a Past President of FLASHA and CSAP and currently owns and manages an Association Management Company.

Disclosures: Lyndsey Zurawski, SLP.D, CCC-SLP

Financial – MSHA - Honoraria

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Thursday, September 19 2024, 3:30 PM - 4:30 PM

Title: Mitigating Fluency Conformity through Evidence-Based CARE

Author: Kia Noelle Johnson PhD, CCC-SLP

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: Contrary to the widespread notion that effective communication requires fluency, the Blank Center's CARE (Communication, Advocacy, Resiliency, and Education) Model TM rests on the evidence-based understanding that when children, teens, and adults (1) learn that communication is not defined or limited by fluency, (2) learn to share about their stuttering meaningfully, (3) develop the resiliency needed to navigate adversity, and (4) are knowledgeable about stuttering, they are empowered to Dream. Speak. Live.®. This lecture will demonstrate the rationale for, and application of each component of this distinct model to treatment.

Learning Objectives:

1. Define the components of the CARE (Communication; Advocacy; Resiliency; Education) Model TM.
2. Formulate goals for implementing the CARE Model TM.
3. Employ strategies for assessing each component of the CARE Model TM.

Biography: Kia Noelle Johnson, Ph.D., CCC-SLP is Director of the Arthur M. Blank Center for Stuttering Education and Research – Atlanta Satellite through the University of Texas at Austin. She specializes in developmental stuttering with interest in culturally

diverse communities. Dr. Johnson is a leader in the provision and facilitation of seminars and trainings workshops in DEI and cultural responsiveness in clinical and professional settings. She is also a member of the ASHA Board of Ethics.

Disclosures: Kia Noelle Johnson PhD, CCC-SLP

Financial – University of Texas at Austin, - Salary/ Employment;

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Thursday, September 19 2024, 4:00 PM - 5:00 PM

Title: Social Determinants of Health & Childhood Hearing Loss

Author: Courtney Turner, AuD, CCC-A, PASC Hailey Morgan, LMSW

Instructional Level: Introductory

Time: 60 Minutes

Abstract: Navigating licensure and certification requirements can be daunting for new professionals in the fields of speech-language pathology and audiology. This course will provide a roadmap for new professionals (or those needing a refresh!) to determine what is required to practice in various settings in Mississippi, how to obtain licensures and certifications, and how and when to renew. This course will also highlight the work of the Audiology & Speech-Language Pathology Interstate Compact and how this impacts professionals in a compact state.

Learning Objectives:

1. Describe the difference between licensure and certification
2. Describe requirements for licensure and certification in various practice settings
3. Describe the impact of interstate licensure compacts

Biography: Courtney Turner, AuD, CCC-A, PASC is an audiologist at The Children's Center for Communication and Development at The University of Southern Mississippi. She earned the doctorate of clinical audiology (AuD) at Southern Miss in 2015 and was awarded the Pediatric Audiology Specialty Certification® (PASC) from the American Board of Audiology in 2022. For the past 9 years, she has provided both clinical and educational audiology services to infants and children across Southern Mississippi.

Disclosures: Courtney Turner, AuD, CCC-A, PASC

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – MSDH - Advisory Council; ASHA - Committee of Ambassadors

Hailey Morgan, LMSW

Financial – Children's Center for Communication and Development - Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Thursday, September 19 2024, 4:00 PM - 5:00 PM

Title: A New Era of Connectivity: Bluetooth LE Audio and Auracast

Author: Julie Bridges, AuD, F-AAA

Instructional Level: Introductory

Time: 60 Minutes

Abstract: Connectivity has come a long way in recent years, and it is tough to keep up with the changing landscape. This session will discuss how Bluetooth technology has evolved and brought with it several new opportunities for people of any level of hearing ability.

Learning Objectives:

1. Identify milestones in the improvement of Bluetooth technology
2. Identify advancements in public access to sound
3. Explain how to join an Auracast broadcast

Biography: Dr. Bridges is a Senior Audiology and Product Trainer II for GN Global Audiology. Passions include hearing aids, tinnitus, diagnostics, aging studies, and hearing conservation.

Disclosures: Julie Bridges, AuD, F-AAA

Financial – GN Hearing - Salary/ Employment; ReSound - Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Day 2 Timed Agenda, Learning Objectives, and Speaker Disclosures

Friday, September 20 2024, 8:30 AM - 9:30 AM

Title: A Matter of Balance: Identifying Candidates for Targeted Balance Intervention

Author: Caitlin N. Price, Au.D., Ph.D., CCC-A

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: Individuals with hearing loss are more likely to experience falls and fall-related injury. Thus, investigating the efficacy of balance intervention programs in older adults with hearing loss is vital to enhancing clinical outcomes and reducing heightened risk of falls in these individuals. Our recent work informs clinical practice by clarifying which individuals may benefit most from balance intervention programs.

Learning Objectives:

1. Identify factors that contribute to increased fall risk in older adults
2. Summarize the impact of a balance intervention program on balance and fall risk
3. Describe practical ways to identify older adults who may be at greater risk for falls and may benefit from balance intervention

Biography: Caitlin N. Price is an Assistant Professor of Audiology in the Department of Audiology and Speech Pathology at the University of Arkansas for Medical Sciences. Her clinical experience with geriatric populations motivates her research interests in cognitive aging, speech-in-noise understanding, and balance interventions. Ultimately,

her research aims to improve quality of life for older adults through the development of effective clinical interventions that foster successful communication and preserve physical and social activity across the lifespan.

Disclosures: Caitlin N. Price, Au.D., Ph.D., CCC-A

Financial – University of Arkansas for Medical Sciences - Salary/
Employment; MSHA - Honoraria

Nonfinancial – Council of Academic Programs in Communication
Sciences and Disorders - Board Membership; A Matter of Balance
Program - Volunteer

Friday, September 20 2024, 8:30 AM - 9:30 AM

Title: Navigating Licensure & Certification for SLPs & Audiologists

Author: Courtney Turner, AuD, CCC-A, PASC Hannah Sanders, MS, CCC-SLP

Instructional Level: Introductory

Time: 60 Minutes

Abstract: Navigating licensure and certification requirements can be daunting for new professionals in the fields of speech-language pathology and audiology. This course will provide a roadmap for new professionals (or those needing a refresh!) to determine what is required to practice in various settings in Mississippi, how to obtain licensures and certifications, and how and when to renew. This course will also highlight the work of the Audiology & Speech-Language Pathology Interstate Compact and how this impacts professionals in a compact state.

Learning Objectives:

1. Describe the difference between licensure and certification
2. Describe requirements for licensure and certification in various practice settings
3. Describe the impact of interstate licensure compacts

Biography: Courtney Turner, AuD, CCC-A, PASC is an audiologist at The Children's Center for Communication and Development at The University of Southern Mississippi. She earned the doctorate of clinical audiology (AuD) at Southern Miss in 2015 and was awarded the Pediatric Audiology Specialty Certification® (PASC) from the American Board of Audiology in 2022. For the past 9 years, she has provided both clinical and educational audiology services to infants and children across Southern Mississippi. Hannah Sanders, M.S., CCC-SLP is a speech language pathologist and graduate program coordinator at The Children's Center for Communication and Development at The University of Southern Mississippi. Hannah has worked at The Children's Center for ten years where she provides services to infants, toddlers, and preschoolers in home, daycare, and center-based settings. Hannah also participates in the Neonatal Intensive Care Unit's (NICU) follow-up clinic for children discharged from Forrest General Hospital's NICU.

Disclosures: Courtney Turner, AuD, CCC-A, PASC

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – MSDH - Advisory Council; ASHA - Committee of
Ambassadors

Hannah Sanders, MS, CCC-SLP

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Friday, September 20 2024, 8:30 AM - 9:30 AM

Title: Cleft & Craniofacial Differences: Benefits of a Multidisciplinary Approach

Author: Emma Grace Olsen, MS, CCC-SLP Mary Gunn Prewitt, AuD, CCC-A, FAAA

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: Children born with cleft and craniofacial differences present with a variety of speech and hearing needs, and these children require a team of specialists to coordinate and manage their care throughout development. Vital to this team is a pediatric speech-language pathologist and audiologist to provide the necessary and specialized speech and hearing intervention. During this presentation, the benefits of a multidisciplinary approach will be discussed.

Learning Objectives:

1. Discuss the benefits of a multidisciplinary approach to patients affected by cleft and craniofacial differences and identify when to refer to specialty providers
2. Describe cleft speech characteristics and identify therapy strategies to target these speech errors
3. Describe the relationship between hearing loss and cleft palate and identify the appropriate management course for hearing

Biography: Emma Grace Olsen is a speech-language pathologist at UMMC where she specializes in cleft and craniofacial disorders, as well as velo-cardio-facial syndrome. Working with the craniofacial team and 22q team, she treats patients with resonance, articulation, and language disorders. Mary Gunn Prewitt is a pediatric audiologist at UMMC where she works on the cleft/craniofacial and 22q teams. She specializes in diagnostics and works closely with the ENT team at UMMC to provide care to children affected by cleft and craniofacial disorders.

Disclosures: Emma Grace Olsen, MS, CCC-SLP

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Mary Gunn Prewitt, AuD, CCC-A, FAAA

Financial – UMMC - Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Friday, September 20 2024, 8:30 AM -10:00 AM

Title: MDE Updates 2024

Author: Teresa Laney, M.S., CCC-SLP

Instructional Level: Introductory

Time: 90 Minutes

Abstract: The MS Department of Education provides support and guidance to school-based SLPs. This session will give the latest information from the Department, guidance on relevant topics, and will include a Q and A session for participants.

Learning Objectives:

1. Identify opportunities for professional development and training
2. Describe current MDE efforts and projects that are relevant to school-based SLPs
3. List new and upcoming policy and guidance documents

Biography: Teresa Laney, M.S., CCC-SLP, is an Early Learning Collaborative Coordinator for the Mississippi Department of Education, Office of Early Childhood. In this role, she provides technical assistance and guidance to LEAs in managing early childhood grant funds and fosters relationships between the LEA and Head Start in the collaboratives. Teresa is also the speech-language contact for the MDE and has seven years' experience in special education at the MDE.

Disclosures: Teresa Laney, M.S., CCC-SLP

Financial – MS Dept of Education - Salary/ Employment; MSHA - Honoraria

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Friday, September 20 2024, 9:30 AM - 10:30 AM

Title: Hearing Aid Verification: Tools and Techniques To Streamline the Process and Improve Outcomes

Author: John Pumford, AuD

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: Hearing aid verification is commonly viewed as an important best practice procedure during the hearing aid fitting process. In addition to fundamental concepts, this presentation will focus on recent innovations designed to improve the accuracy, efficiency and overall value of verification including software-assisted probe tube placement technology; automated verification to target technology; and simulated REM test box advancements.

Learning Objectives:

1. Complete REM more confidently in a greater number of fitting conditions
2. Interpret verification findings with greater understanding and accuracy
3. Solve a larger number of hearing aid fitting and verification challenges more effectively

Biography: John Pumford, Au.D., serves as the Director of Audiology, Education, and Clinical Research at Audioscan. Prior to this, Dr. Pumford occupied senior roles in audiology, clinical research, and management at Unitron Corporate and Phonak. His experience extends to clinical audiology in hospitals and private practices, as well as research audiology at the Canadian National Centre for Audiology, contributing to development of the DSL fitting formula. Dr. Pumford is a seasoned international presenter on hearing aid technology and verification procedures and has written numerous articles and book chapters on these subjects.

Disclosures: John Pumford, AuD

Financial – Audioscan - Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Friday, September 20 2024, 9:30 AM - 10:30 AM

Title: Utilization of AI & Other Hot Topics in Ethics

Author: Theresa H. Rodgers, MA, CCC-SLP, BCS-CL, ASHA-F, L-SLP, EdS (LD)

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: Some of the most common ethical issues will be discussed and case studies that highlight these dilemmas (including client/patient abandonment) will be reviewed. Parameters to be considered when utilizing artificial intelligence will be featured as well as ways to protect yourself against claims of unethical conduct. Finally, questions about ethical dilemmas faced in daily practice will be answered.

Learning Objectives:

1. Discuss recent decisions of the ASHA Board of Ethics and some of the most commonly asked ethical questions
2. Identify ethical parameters associated with utilization of artificial intelligence
3. Describe key considerations audiologists and SLPs need to follow when leaving a job

Biography: Theresa H. Rodgers is an SLP, former government CAO, and owner of SLP Consulting Services LLC. She has thirty-three years' experience in public schools including the position of special education supervisor and was the 2020 President of ASHA. Rodgers served as member and chair of ASHA's Board of Ethics and the Council for Clinical Certification. She served six nonconsecutive terms on the Louisiana licensure board and presents extensively on the topic of ethics.

Disclosures: Theresa H. Rodgers, MA, CCC-SLP, BCS-CL, ASHA-F, L-SLP, EdS (LD)

Financial – MSHA - Speaking Fee/ Honoraria

Nonfinancial – ASHA - Board Membership; Louisiana Board of Examiners for Speech-Language Pathology and Audiology - Board Membership

Friday, September 20 2024, 9:30 AM - 10:30 AM

Title: Transitioning Across Settings in Speech- Language Pathology

Author: Jelesia Stoke, MS CCC-SLP Ashlie Stepro

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: Many SLPs are interested in the health care/ acute care setting but find it intimidating and don't know where to start. The purpose of this presentation would be to give advice on transitioning between settings, first hand experience on learning cure and how to be successful in any setting.

Learning Objectives:

1. Discuss how to transition from pediatric to adults
2. Discuss learning curve across settings
3. Discuss how to be successful in any setting

Biography: Jelesia is has been in the field of speech language pathology going on ten years. She has a worked in a variety of settings from pediatrics to acute care.

Disclosures: Jelesia Stoke, MS CCC SLP

Financial – UMMC - Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Ashlie Stepro

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Friday, September 20 2024, 9:30 AM - 11:30 AM

Title: Chart a Path to Success in Curriculum Through Complex Sentences

Author: Jennifer Schultz, MA, CCC-SLP

Instructional Level: Intermediate

Time: 120 Minutes

Abstract: By kindergarten, students need to understand and express complex sentences to be successful in academic and social communication. Help your students chart a path for progress by building complex sentence skills. Using readily available children's literature and curriculum materials, we will identify clause types to address and learn how to create treatment activities to for complex sentence intervention.

Learning Objectives:

1. Describe three subordinate clause types to target to increase student success in the curriculum
2. Identify literature and curriculum materials to use as stimuli for complex sentence skills treatment
3. Plan curriculum-based and literacy-based treatment to improve complex sentence comprehension and expression

Biography: Jennifer Schultz is the SLPA Program Director at Mitchell Technical College in Mitchell, SD where she assisted in the development of online training programs. Prior to this position, she worked as a speech-language pathologist for 21 years in health care and education settings. She is the author of the Skill-based Assessment of Core Communication Standards: K-2 and 3-5 and has presented regionally and nationally on topics including child language treatment, supervision, ethics, and clinical documentation.

Disclosures: Jennifer Schultz, MA, CCC-SLP

Financial – Mitchell Technical College - Salary/ Employment; Dynamic Resources, MedBridge, & Northern Speech Services - Teaching/ Speaking Fee; MSHA - Honoraria

Nonfinancial – ASHA - Professional Membership; SDSLHA - Professional Membership

Friday, September 20 2024, 10:00 AM - 11:00 AM

Title: Summer Destination: Camp LIT, Empowering Struggling Readers

Author: Jennifer Pounders, M.S., CCC-SLP Catherine L. Cotton, Ph.D., CCC-SLP
Baylee McDonald, B.S.

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: Mississippi University for Women's Speech & Hearing Center created Camp LIT (Literacy in Turner) to empower elementary-aged students who struggle with reading. Camp LIT is part of the Speech Language Pathology Department's on-campus clinic. This session will share the structure of the camp, participant outcomes, and results of ethnographic interviews with caregivers of the campers and graduate student clinicians.

Learning Objectives:

1. After attending this session, participants will be able to recall three factors that should be considered when implementing a summer literacy camp model
2. After attending this session, participants will be able to describe how a camp environment can be beneficial for an on-campus speech and language clinic
3. After attending this session, participants will be able to explain how elementary students, their caregivers, and graduate clinicians benefit by a summer literacy camp model

Biography: Jennifer E. Pounders, M.S., CCC-SLP is the Clinic Director and an instructor at MUW. Mrs. Pounders earned a B.S. degree from Mississippi University for Women and an M.S. degree from the University of Mississippi. Before joining the faculty at MUW, Mrs. Pounders served as a public school SLP for Monroe County School District in MS for 16 years. Her interests include speech sound disorders, developmental delay, and language disorders in preschool and school-age children. Catherine L. Cotton, Ph.D., CCC-SLP is the Interim Department Chair and an Assistant Professor at MUW. Dr. Cotton earned a B.A. and M.A. from Marshall University and a Ph.D. from the University of North Carolina, Greensboro. Her research interests include DEI and the impact of health disparities on communication. She previously worked as a speech language pathologist in IN, KY, MD, NC, VA, WV, and on an Indian Reservation in SD and supervised speech-language pathology assistants.

Baylee McDonald, B.S., is student in the Speech-Language Pathology program at MUW. Baylee also earned her B.S. from MUW. She is interested in augmentative and alternative communication modalities for adults facing neurodegeneration and the impact of socio-economic status on the presence of speech and language disorders in children.

Disclosures: Jennifer Pounders, M.S., CCC-SLP

Financial – Mississippi University for Women - Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Catherine L. Cotton, Ph.D., CCC-SLP

Financial – Mississippi University for Women - Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Baylee McDonald, B.S.

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – Mississippi University for Women - Graduate Student

Friday, September 20 2024, 10:30 AM - 11:30 AM

Title: Hearing Healthcare for Individuals with Intellectual & Developmental Disabilities

Author: Mary Frances Johnson, Au.D., CCC-A

Instructional Level: Introductory

Time: 60 Minutes

Abstract: Studies suggest that hearing loss is more prevalent in the population with intellectual and developmental disabilities (IDD) than the general population. Due to several factors, this population is more likely to go undiagnosed. The Healthy Hearing program was designed to identify possible hearing loss among Special Olympics athletes and those who need additional hearing healthcare services.

Learning Objectives:

1. Describe the prevalence of hearing loss in the IDD population
2. Discuss audiologic testing considerations and follow-up care for individuals with ID
3. Describe the role of the Special Olympics Healthy Hearing program

Biography: Dr. Mary Frances Johnson is an Associate Professor and Audiologist at the University of Mississippi Medical Center. She serves as the UMMC Director of Clinic Operations for Audiology. Dr. Johnson also serves as Co-Clinical Director for Healthy Hearing with Special Olympics Mississippi.

Disclosures: Mary Frances Johnson, Au.D., CCC-A

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Friday, September 20 2024, 10:30 AM - 11:30 AM

Title: Auditory System Integrity in Marching Band Students

Author: Caroline Parker, B.S. Jennifer Chapman B.S. Sangamanatha Ankmnal
Veeranna Charles Marx Mallory Dale

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: Students enrolled in the marching band may be exposed to hazardous noise levels for long periods of time. This can occur both in practice and performance with little to no use of hearing protection. This study used clinically available tests and advanced psychoacoustics tests of auditory function to evaluate students enrolled in the USM marching band and those who aren't.

Learning Objectives:

1. Attendees will learn how noise exposure can cause deficits to auditory system integrity

2. Attendees will acknowledge the effects of noise exposure on temporal processing
3. Attendees will recognize the benefits of hearing protection on the conservation of auditory system integrity

Biography: Caroline Parker is a second-year audiology graduate student at The University of Southern Mississippi. Caroline received her bachelor of science in May of 2023 from The University of Mississippi. She currently works as a graduate assistant for the department of Speech and Hearing Sciences where she participates in research regarding effect of ABR rate along with auditory system integrity of marching band members. She currently has special interests in pediatric diagnostic and treatment.

Disclosures: Caroline Parker, B.S.

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Jennifer Chapman B.S.

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Sangamanatha Ankmnal Veeranna

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Charles Marx

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Mallory Dale

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Friday, September 20 2024, 10:30 AM - 11:30 AM

Title: Updating Your Approach to Speech Sound Disorders in Schools: Research and Practice

Author: Marie Ireland PhD CCC-SLP

Instructional Level: Introductory

Time: 60 Minutes

Abstract: Participants will review research in speech sound disorders and the requirements for evaluation and eligibility in schools. A review of research and evaluation and eligibility resources will be provided. SLPs are encouraged to consider their evaluation and eligibility practices, overidentification issues, and subsequent impact on caseloads.

Learning Objectives:

1. Identify free professional development offerings for both assessment and treatment of speech sound disorders in children
2. Locate online information on state regulations and guidance to support school based practice
3. List examples of tools that can be used to evaluate children and document IDEA requirements for eligibility

Biography: Marie Ireland is an adjunct research associate at Charles Sturt University in Australia, a Board-Certified Specialist in Child Language (BCS-CL) and served as the Virginia Department of Education's specialist for evaluation and eligibility, speech language pathology, and related services for 16 years. She has served as ASHA's Vice President of SLP Practice (2018-2020) and on the executive board of the State Education Agencies Communication Disabilities Council. Her areas of interest include child language, evidence-based assessment, dynamic assessment. She has written numerous books and research articles. She received a national editor's award in 2013 and international award in 2021 for articles on evidence-based practice in the schools.

Disclosures: Marie Ireland PhD CCC-SLP

Financial – MSHA - Honoraria

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Friday, September 20 2024, 10:30 AM - 11:30 AM

Title: SLPs Awareness of Vocal Symptoms in Daily Clinical Practice

Author: Dr. Dawn M. Stanley, CCC-SLP

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: Occupational voice users utilize their voice as a primary tool of trade. For Speech-Language Pathologists, our voice should remain clear, stable, and free from any dysphonic symptoms throughout the day to deliver interventions with a clear vocal quality. SLPs receive educational knowledge on voice disorders, but are we aware of the daily vocal misuse, vocal overload, and voice conservation?

Learning Objectives:

1. Discuss Types of Voice Disorders
2. Discuss Vocal Symptoms Among Occupational Voice Users
3. Discuss Vocal Hygiene

Biography: Dr. Dawn Stanley is an Assistant Professor at Jackson State University. Dawn is a 2024 Research Grant recipient of the Parkinson Voice Project SPEAK OUT! Therapy Program. This Grant established Jackson State University as the first Research Center in Mississippi for the SPEAK OUT! Therapy Program. Dawn served as the 2021-2022 President of the Louisiana Speech Language Hearing Association & serves as the Vice-President of the Rocky Mountain University Alumni Association Board. She also serves on JSU University Committees & as the NSSLHA co-advisor. She enjoys teaching, mentoring, & swimming.

Disclosures: Dr. Dawn M. Stanley, CCC-SLP

Financial – Jackson State University - Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Friday, September 20 2024, 10:30 AM - 11:30 AM

Title: Black Language Matters: Assessment, Intervention, and Linguistic Justice

Author: Brandi L. Newkirk-Turner Ph.D., CCC-SLP

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: The session will focus on African American English (AAE)-speaking children's language, least-biased assessment methods, best practices for report writing, and culturally/linguistically appropriate intervention methods. This session will end with a discussion of linguistic justice and the roles of speech-language pathologists and teachers in promoting linguistic justice so that effective communication – a human right – is accessible and achievable for all.

Learning Objectives:

1. Identify biases associated with standardized tests and academic assessments and the diagnostic conundrum associated with assessing AAE-speaking children's language and how to avoid it
2. Compare and contrast intervention and instruction approaches used with AAE-speaking children
3. Define linguistic justice and discuss the role of speech-language pathologists and teachers in promoting linguistic justice

Biography: Brandi L. Newkirk-Turner, Ph.D., CCC-SLP, is the Associate Provost for Academic Affairs at Jackson State University and a professor in the Department of Communicative Disorders. Her research examines issues that are relevant to speech-language assessment of child speakers of African American English; best practices in preparing graduate students to serve culturally and linguistically diverse populations; and barriers, opportunities, and potential impacts in reducing or eliminating equity gaps of underserved student populations in higher education. She is well published and has secured more than \$8 million dollars in competitive grant funding. Dr. Newkirk-Turner is a recipient of the ASHA Certificate of Recognition for Special Contributions in Multicultural Affairs.

Disclosures: Brandi L. Newkirk-Turner Ph.D., CCC-SLP

Financial – Jackson State University - Salary/ Employment; MSHA - Honoraria

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Friday, September 20 2024, 10:30 AM - 11:30 AM

Title: Response to Intervention: How Our District is Making it Work

Author: Stacey Mathis, MS, CCC-SLP

Instructional Level: Introductory

Time: 60 Minutes

Abstract: Response to Intervention: How Our District is Making it Work will focus on the basics of RTI, the SLPs role, and the policies and procedures needed to make RTI for articulation, fluency, and language skills work in your school district.

Learning Objectives:

1. Participants will be able to describe RTI and the SLPs role in RTI in the school setting.

2. Participants will be provided with examples of and resources for getting started with RTI for articulation, fluency, and language in the school setting.
3. Participants will review the policies and procedures needed to make RTI an effective process in the school setting.

Biography: I am completing my 25th year as a pediatric speech-language pathologist (SLP). Those 24 years have been spent serving students ages 0-21. I graduated high school from DeSoto County Schools in 1994. I then went on to receive a bachelor's degree from Delta State University (1997) and a master's degree from the University of Mississippi (1999) both in Communication Disorders. The first 9 years of my career as an SLP, I worked in clinical settings mostly with the birth-to-three population. That is when I developed my love for those with complex communication needs. After 9 years in a clinical setting, I decided to transition to a school setting. I spent 8 years working with complex communicators at Pleasant Hill Elementary school. My caseload consisted mostly of special education preschool students and Adaptive Resource/Community-based students. This is where I learned the most about Augmentative and Alternative Communication (AAC). In 2016, I became the Lead SLP and Special Education Assistive Technology Support person for DeSoto County Schools (DCS). I enjoy this more specialized role where I can mentor other SLPs and help special education teams better understand and serve our most complex communicators. Other roles outside of DCS include: SLP Advisory Board for Pearson Clinical (former member), Mississippi Speech-Language Hearing Association (MSHA) Membership committee (2017-2018), MSHA Schools Committee (2018-2022), and MSHA Vice President of Schools issues (Present).

Disclosures: Stacey Mathis, MS, CCC-SLP

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Friday, September 20 2024, 1:00 PM - 2:00 PM

Title: Impact of Emotional Labor, Stress, and Compassion Fatigue on SLPs

Author: Patricia Martin Ph.D, CCC-SLP, CALT-QI

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: Speech-language pathologists who work in service professions, including schools, medical facilities, and private practice, often use emotional labor strategies. These strategies include surface acting, deep acting, and genuine emotions. Each impacts the professional and may lead to stress, burnout, or compassion fatigue. Explore the findings of Dr. Martin's study and learn how your use of emotional labor impacts your wellbeing.

Learning Objectives:

1. Identify the Types of Emotional Labor Strategies
2. Explain Primary Causes of Stress for the SLP
3. Discuss Positive Behaviors to Improve Well-Being

Biography: Patricia Martin, Ph.D, CCC-SLP, CALT-QI is the Assistant Director at DuBard School for Language Disorders at USM. She is a nationally certified speech-language pathologist and Certified Academic Language Therapist-QI. She received her doctorate in research. She holds a Mississippi educator licensure in Speech-Language Pathology, Elementary Ed. K–6, Hearing Disability, Mild-Moderate Disabilities, and Administration. She has presented at regional and national conferences in the areas of dyslexia, multisensory instruction, childhood apraxia of speech, and emotional labor.

Disclosures: Patricia Martin Ph.D, CCC-SLP, CALT-QI

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Friday, September 20 2024, 1:00 PM - 3:00 PM

Title: Grand Rounds in Audiology

Author: Charles Marx, Au.D, CCC-A Courtney Turner, AuD, CCC-A, PASC Alex Elkins, Au.D.

Instructional Level: Introductory

Time: 120 Minutes

Abstract: Presentation of four of Mississippi's most interesting audiology cases from the last year.

Learning Objectives:

1. Participants will recognize the important contribution of various stimuli and test modalities when assessing auditory function in infants.
2. Participants will describe an evidence-based diagnostic battery for infant hearing assessment.
3. Define anosognosia and how it differs from more common denial of hearing loss

Biography: Charles G. Marx, Au.D., CCC-A is an Audiologist and Associate Professor at The University of Southern Mississippi. A graduate of Mississippi State University (B.A.) and the University of Southern Mississippi (M.S., Au.D.), Dr. Marx teaches courses involving the electrophysiological assessment of hearing and balance. His primary clinical duties at the University involve the electrophysiological assessment of hearing in infants and young children and general Pediatric behavioral audiometry. Prior to joining USM, Dr. Marx served as the director of Wesley Medical Center's Neurodiagnostics Department for 25 years. His research interests center around the use of different auditory evoked potentials in the assessment of various aspects of functioning of the auditory system.

Disclosures: Charles Marx, Au.D, CCC-A

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Courtney Turner, AuD, CCC-A, PASC

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Alex Elkins, Au.D.

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Friday, September 20 2024, 1:00 PM - 3:00 PM

Title: Effective Stuttering Assessment Strategies Resulting in Successful Stuttering Treatment Outcomes

Author: Greg Snyder PhD, CCC-SLP, MS #5022

Instructional Level: Intermediate

Time: 120 Minutes

Abstract: This lecture will help demystify stuttering, and provide SLPs with clear, targeted, effective, and executable assessment and treatment strategies across the patient's lifespan. We will learn to leverage the neurological sciences to develop clear and executable stuttering assessment strategies which provide specific, measurable, achievable, and relevant treatment objectives across the lifespan. This presentation will focus on pediatric and teen assessment and treatment strategies; however, adult applications will be discussed.

Learning Objectives:

1. Describe & discuss genetic and neurological scientific research, particularly as it pertains to the assessment and treatment of stuttering
2. Describe & discuss effective pediatric stuttering assessment strategies
3. Describe and discuss how to survey the client's decisional balance and situational self-efficacy relative to stuttering, and partner with the client to use these data to create meaningful treatment objectives

Biography: Greg Snyder is currently an associate professor in the Department of Communication Sciences and Disorders at The University of Mississippi, and director of the Laboratory of Stuttering: Science, Treatment, Advocacy, and Research (SSTAR). His research includes prosthetic and pharmaceutical stuttering management, effective stuttering disclosure strategies, and resilience training. The SSTAR's mission is the creation of new alternatives for those with invisible disorders, resulting in tangible improvements in quality of life.

Disclosures: Greg Snyder PhD, CCC-SLP, MS #5022

Financial – University of MS - Salary/ Employment, Grants

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Friday, September 20 2024, 1:00 PM - 3:00 PM

Title: Executive Function, Critical Thinking and the Future-Self: Applying Neuroscience to Improving Student Outcomes

Author: Sucheta Kamath MA, MA, BC0ANCDS, CCC-SLP

Instructional Level: Introductory

Time: 120 Minutes

Abstract: Since the future is uncertain and thinking about it evokes feelings of uncertainty, children may be stuck in the here and now. Cognitive neuroscience has identified future-oriented thinking as a crucial ingredient for goal attainment and goal-

directed persistence. Since the future has yet to come, we can teach children various executive function skills, including goal setting, planning, delaying gratification, and prospective memory skills, to reduce anxiety and bring the future into focus. This presentation will discuss evidence-based strategies to help children mentally explore the future, visualize possibilities, and figure out the best strategies to predict the future based on such explorations.

Learning Objectives:

1. Explain the concepts of future-oriented thinking & it's relationship to Executive Function
2. Differentiate between prediction, simulation, and planning as it relates to future-oriented thinking
3. List five strategies to improve future-oriented thinking in children and young adults

Biography: Sucheta Kamath, is a tech-entrepreneur and the Founder/CEO of ExQ®, an award-winning speech-language pathologist, two-time TEDx speaker, a Professor of Practice at the Amrita University, a host of the podcast Full PreFrontal®: Exposing the Mysteries of Executive Function and a nationally known expert in Executive Function expert. She serves on many non-profit boards including Leadership Atlanta, ASHFoundation, and Multifaith Initiative to End Mass Incarceration (EMI), mentors young leaders and budding entrepreneurs, and leads a Free life management and skills training re-entry program for justice-affected individuals in the community. Sucheta is on a mission to help children, families,

Disclosures: Sucheta Kamath MA, MA, BC0ANCDS, CCC-SLP

Financial – MSHA - Speaking Fee/ Honoraria

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Friday, September 20 2024, 1:00 PM - 4:00 PM

Title: Medical Considerations for Management of Pediatric Feeding Disorder in Children w/Down Syndrome

Author: Michelle Dawson MS, CCC-SLP CLC, BCS-s

Instructional Level: Introductory

Time: 120 Minutes

Abstract: Nursing, bottle feeding, and/or starting solids for a little one with Down syndrome can be a challenging experience for caregivers. These challenges can result in the caregivers having feelings of heartbreak and fear that they are not doing “enough”. Oftentimes however, the challenges the caregivers and little ones are encountering are due to underlying comorbid medical diagnoses such as congenital craniofacial conditions, cardiopulmonary and/or gastrointestinal conditions, or a dual diagnosis of celiac disease and/or autism spectrum disorder. While some of these conditions are identified at birth, others may go undiagnosed for years... all the while creating a barrier to a successful mealtime for the child and their caregiver(s). However, there is always hope! By seeking out pediatric feeding therapy from a speech-language pathologist who engages in interprofessional practice, the little one and their caregivers can be set for success on their healing journey! So, if you have a little one on your

caseload with Down syndrome and pediatric feeding disorder, then this is the course for you! Join Michelle Dawson, MS CCC-SLP, CLC, BCS-S, host of “First Bite” podcast and author of international bestseller, “Chasing the Swallow: Truth, Science, and Hope for Pediatric Feeding and Swallowing Disorders” for a .3 ASHA CEU to learn more about potential underlying medical conditions that can result in a pediatric feeding and/or swallowing disorder, the interprofessional practice partners that can collaborate in their care, and how to help the caregiver-child-dyad always choose joy through a strengths-based, neurodiversity affirming intervention plan.

Learning Objectives:

1. Attendees will be able to list and describe three craniofacial diagnoses that can result in a pediatric feeding and/or swallowing disorder in children with Down syndrome.
2. Attendees will be able to list and describe three gastrointestinal diagnoses that can result in a pediatric feeding and/or swallowing disorder in children with Down syndrome.
3. Attendees will be able to describe the prevalence and characteristics of autism spectrum disorder in children with Down syndrome.

Biography: Michelle Dawson, MS, CCC-SLP, CLC, BCS-S, serves as a speech-language pathologist with Wolfe Speech Therapy, LLC, in Staunton, VA, and adjunct professor with North Carolina Central University (NCCU) in Durham, NC. Additionally, she is the acclaimed host of “First Bite: Fed, Fun, Functional” a weekly Speech Therapy Podcast that addresses “all things” Pediatric Speech Therapy, and is presented by SpeechTherapyPD.com. Michelle authored, “Chasing the Swallow: Truth, Science, and Hope for Pediatric Feeding and Swallowing Disorders”. She is an accomplished lecturer; traveling across the nation delivering courses on best practices for the evaluation and treatment of the medically complex infant, toddlers, and children with respect to their pediatric oropharyngeal dysphagia, pediatric feeding disorder, as well as language acquisition within the framework of Early Intervention. She currently volunteers as the Topic Chair for the Pediatric Feeding and Swallowing Disorders committee for the 2024 American Speech-Language-Hearing Association (ASHA) Convention and volunteers as the co-chair for the Speech-Language-Hearing Association of Virginia (SHAV) Dysphagia and Pediatric Feeding Disorder Group, as well as a convention committee for the 2025 annual SHAV Convention. She has served as the Treasurer for the Council of State Association Presidents (CSAP), is a Past President of the South Carolina Speech, Language, and Hearing Association (SCSHA), a graduate of the American Speech-Language-Hearing Association’s Leadership Development Program (ASHA LDP), a recipient of the Pediatric Feeding Disorder Awareness Champion from Feeding Matters, a recipient of the Louis M. DiCarlo Award for Outstanding Clinical Achievement from the SCSHA, a recipient of the State Clinical Achievement Award from the American Speech-Language-Hearing Association’s Foundation, recognized as an ASHA Innovator in 2023, and eleven-time recipient of ASHA’s ACE Award for continuing education.

Disclosures: Michelle Dawson MS, CCC-SLP CLC, BCS-s

Financial – Wolfe Speech Therapy Plus, North Carolina Central University - Salary, Intellectual Property Rights, Royalty; MSHA - Honoraria; SpeechTherapy.PD.com, First Bite Boutique, LLC - Ownership Interest

Nonfinancial – Communication Disorders Foundation of VA - Board Membership; SHA-V - Volunteer Consulting; ASHA - Volunteer Advisory Member

Friday, September 20 2024, 2:00 PM - 3:00 PM

Title: Conversations for Change: Screen Time, Social-Emotional Development, & Mental Health

Author: Torrey R. Robinson, M.S., CCC-SLP Rachel S. Tyrone, PhD, CCC-SLP Amy Walker Dixon M.S., CCC-SLP

Instructional Level: Introductory

Time: 90 Minutes

Abstract: Throughout the 20th and 21st century, there has been a significant increase in technology. When considering the accessibility of smart phones and tablets, clinicians and caregivers should be aware of the potential unintended consequences of overuse and under supervision. This session promotes a dialogue for the effects of screen time among adolescents and advocates for solutions to change.

Learning Objectives:

1. Participants will engage in a thoughtful discussion on the impacts of screen time.
2. Participants will share clinical vignettes relating to screen time and child/adolescent mental health.
3. Participants will increase their knowledge on techniques to reduce screen time and advocate for the mental health of children and adolescents.

Biography: Torrey Robinson is a Speech-Language Pathologist with an interest in child development and the early intervention population. Torrey earned her Master's degree in Communicative Disorders from Jackson State University. She has previously served as a fellow on the Child Health Developmental Promotion Fellowship at the UMMC Center for Advancement of Youth.

Rachel S. Tyrone is an Assistant Professor at the University of Mississippi Medical Center where she serves as the Program Coordinator and Speech-Language Pathology Supervisor on the Child Health and Developmental Promotion Fellowship program through the Center for Advancement of Youth at UMMC. She earned her Master's degree in Speech-Language Pathology from the University of Southern Mississippi and earned her PhD in Population Health Sciences from the University of Mississippi Medical Center.

Disclosures: Torrey R. Robinson, M.S., CCC-SLP

Financial – University of Mississippi Medical Center - Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Rachel S. Tyrone, PhD, CCC-SLP

Financial – University of Mississippi Medical Center - Salary/ Employment

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Amy Walker Dixon M.S., CCC-SLP

Financial – University of Mississippi Medical Center - Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Friday, September 20 2024, 2:00 PM - 3:00 PM

Title: Supervision: From A to (Gen) Z in CSD

Author: Kimberly Ward, Au.D. Malina Mangrum B.A. Catherine Burns B.A.

Instructional Level: Introductory

Time: 60 Minutes

Abstract: Effective supervision requires preceptors to be knowledgeable not only in evidence-based clinical practices, basic supervision models and techniques, but also in the needs of students in which they are supervising. There is a fair amount of literature on how to best educate and supervise the Millennial generation, however, there is much to learn on which supervision strategies and models are the best to utilize with the newest generation- Generation Z. This presentation, delivered by a current preceptor and graduate student, will review characteristics of Generation Z individuals, basic supervision models, and the most effective supervision strategies for this new generation.

Learning Objectives:

1. Identify key characteristics of members in Generation Z.
2. Describe successful supervision techniques used with Generation Z.
3. Compare differing models of clinical supervision.

Biography: Catherine Burns is a third-year doctoral student at The University of Southern Mississippi. Catherine received a Bachelor of Science in communications disorders from Louisiana State University. Catherine has spent the last two years as a graduate assistant at The DuBard School for Language Disorders and is currently a graduate assistant for the Speech and Hearing Sciences department where she is involved in conducting research for misophonia.

Malina Mangrum is a second-year audiology doctoral student at the University of Southern Mississippi. She received her bachelor of science in communication sciences and disorders from the University of Mississippi in 2023. She has spent the past year as a graduate assistant for the School of Speech and Hearing Sciences at USM, where she has been involved with research on misophonia, health literacy, and auditory brainstem response protocols.

Disclosures: Kimberly Ward Au.D.

Financial – USM – Salary/ Employment

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Malina Mangrum B.A.

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
Catherine Burns B.A.

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Friday, September 20 2024, 3:00 PM - 4:00 PM

Title: Down and Dirty Diagnostics

Author: Lyndsey Zurawski, SLP.D, CCC-SLP

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: The Down and Dirty of Diagnostics provides an overview of the critical elements involved in speech and language assessments. This one hour presentation aims to enhance the diagnostic skills of speech-language pathologists by identifying the nitty gritty of what you need to know when conducting evaluations, provide insights into current diagnostic tools, evidence-based practices, and practical strategies for conducting evaluations.

Learning Objectives:

1. Attendees will identify common pitfalls in speech and language assessments.
2. Attendees will describe at least three components to include in a comprehensive evaluation.
3. Attendees will discuss biases that exist in current speech and language assessments.

Biography: A veteran SLP, consultant, and national presenter Dr. Zurawski spent most of her career as a school-based SLP in an urban South Florida School District focusing on language, literacy, collaboration and juvenile justice. Awards include the School Clinician of the Year (FLASHA, 2016) and Unsung Hero (2023, 15th Circuit Juvenile Justice Board). She is a Past President of FLASHA and CSAP and currently owns and manages an Association Management Company.

Disclosures: Lyndsey Zurawski, SLP.D, CCC-SLP

Financial – MSHA - Honoraria

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Friday, September 20 2024, 3:00 PM - 4:00 PM

Title: A Multi-Faceted Approach to AAC Intervention

Author: Lynn P. McConnell, MS, CCC/SLP Mary Alon Gosa, B.S.

Instructional Level: Intermediate

Time: 60 Minutes

Abstract: AAC and all its technologies have grown exponentially over the years. One feature that remains constant is the need for the most efficient means of communication, including core vocabulary with a consistent motor pattern. Using a child-centered approach with aided language input proved to be a successful combination to build upon and strengthen overall language skills.

Learning Objectives:

1. Participants will define evidence-based practice (EBP)
2. Participants will discuss child-centered activities
3. Participants will explain the importance of a consistent motor plan and give examples

Biography: Lynn P. McConnell, MS, CCC/SLP is an Instructor and Clinical Supervisor at Mississippi University for Women. She provides clinical supervision in person and via teletherapy, performs AAC evaluations and teaches undergraduate classes. For over 28 years, Lynn has worked in a variety of settings. She has presented on augmentative communication throughout the US, including state and national conventions. Mary Alon Gosa, B.S, is a graduate student in speech pathology at Mississippi University for Women.

Disclosures: Lynn P. McConnell, MS, CCC/SLP

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose

Mary Alon Gosa, B.S.

Financial – No Relevant Financial Relationships to Disclose

Nonfinancial – No Relevant Non-Financial Relationships to Disclose
