

# Alaska Speech-Language-Hearing Association

## 2018 Conference

October 19 & 20, 2018

Hilton Hotel, Anchorage, AK

## Agenda

### Friday, October 19, 2018

7:00-8:00	Registration/ Breakfast
8:00-8:30	Keynote Speaker
8:45-10:30	Breakout Sessions A. Autism ( <i>Laurie Swineford</i> ) B. Cleft Palate ( <i>Mary Hardin-Jones</i> ) C. Concussion Mngmt ( <i>Lindsay James-Riegler</i> )
10:30- 10:45	Break
10:45-12:30	Breakout Sessions A. Autism (cont.) B. Cleft Palate (cont.) C. Telehealth Topics ( <i>Lindsay James-Riegler</i> )
12:30-1:30	LUNCH provided – Meet & greet with presenters
1:30-3:30	Breakout Sessions A. Autism (cont.) B. Cleft Palate (cont.) C. Tele-Audiology ( <i>Lindsay James-Riegler</i> )
3:30-3:45	Break
3:45-5:45	Round Table: Let's Talk Alaska ( <i>Amy Hogue</i> )

### Saturday, October 20, 2018

7:00-8:00	Registration/Breakfast
8:00-10:00	Breakout Sessions A. ELL ( <i>Celeste Roseberry-McKibbin</i> ) B. Stuttering ( <i>Courtney Byrd</i> ) C. Brain Injury/Social Lang. ( <i>Lyn Turkstra</i> )
10:00-10:15	Break
10:15-12:15	Breakout Sessions A. ELL (cont.) B. Stuttering (cont.) C. Brain Injury/Social Language (cont.)
12:15-2:00	AKSHA Business LUNCH provided
2:00-3:45	Breakout Sessions A. ELL (cont.) B. Stuttering (cont.) C. Brain Injury/Social Language (cont.)
3:45-4:00	Break
4:00-5:45	Breakout Sessions A. ELL (cont.) B. Stuttering (cont.) C. Brain Injury/Social Language (cont.)

### Sessions and Speakers

#### Autism Spectrum Disorders: An update on research and clinical practices for SLPs

*Laurie Swineford, PhD, CCC-SLP*

Autism Spectrum Disorder (ASD) is considered a relatively common disorder affecting 1 in 68 children. The rise in prevalence of ASD has a direct and significant impact on the services provided by SLPs as a delay in or lack of language is one of the earliest reasons for referrals of children with ASD and the development of spoken language by age 5 has long been seen as a crucial milestone for predicting outcomes. The purpose of this course is to provide a brief update of research and implications for clinical practices specific to SLPs working with individuals with ASD. This course will cover a range of topics from current diagnostic criteria, screening and early identification, specific language features of ASD, and current treatment models.

#### **Learner outcomes:**

*Participants will be able to:*

- Describe the current screening and diagnostic practices for ASD relevant to SLPs;
- Identify the language features associated with ASD and the overlap between ASD and language disorders; and
- Describe current frameworks for treatment in ASD.

*Laurie Swineford* is an SLP and assistant professor at Washington State University. Laurie completed her graduate work at Florida State University and a post-doctoral fellowship in the Pediatric and Developmental Neuroscience Branch at the National Institutes of Health. Her research takes a clinical

and developmental approach to the symptoms of ASD in young children with an emphasis on prelinguistic and language development.

*Disclosures:*

Financial: Receiving an honorarium and travel expenses for presenting

Non Financial: None

**Management of Children with Cleft Palate**

*Mary Hardin-Jones, PhD., CCC-SLP*

This presentation focusses on interdisciplinary management of children with cleft lip and palate/velopharyngeal dysfunction. Topics include surgical management of cleft palate and velopharyngeal dysfunction (VPD) as well as assessment and treatment of speech problems (developmental, obligatory and compensatory) associated with cleft palate/VPD.

**Learner outcomes:**

*Participants will be able to:*

- Describe speech-language characteristics of toddlers and young children with cleft palate;
- Contrast different treatment options for velopharyngeal dysfunction; and
- Identify treatment strategies for compensatory articulations.

*Mary Hardin-Jones* is a Professor in the Division of Communication Disorders at the University of Wyoming. She has served on cleft palate teams in several different states throughout her career and has been actively involved in research studying speech of children with cleft lip and palate for over 30 years. Dr. Hardin-Jones is particularly interested in early speech development and surgical outcomes for these children. She has co-authored three books and has numerous presentations and publications pertaining to these topics.

*Disclosures:*

Financial: Receiving an honorarium and travel expenses for presenting; receives royalties from Woodbine House on her book:

*Children with Cleft Lip and Palate: A parent's guide to early speech-language development and treatment*; receives royalties from Elsevier for textbooks: *Cleft Palate Speech* and *The Clinicians Guide to Treating Cleft Palate Speech*.

Non-financial: None

**Lindsay James-Riegler, Ph.D., CCC-SLP, CBIS**

This series of three lectures is designed to prepare attendees with a foundation from which to provide cognitive rehabilitative services. (For the purpose of these presentations, cognitive disorders will be viewed separately from aphasia although language may be considered a subcategory of cognition.) Incorporated into this presentation will be the utilization of telehealth to improve access and increase adherence to treatment. A review of Tele-Audiology services currently in practice at the Cincinnati VAMC will also be discussed. Attendees will have the opportunity to ask questions as part of a guided panel discussion at the conclusion of the lecture series.

**Learner outcomes:**

**Interdisciplinary Concussion Management**

*Participants will be able to*

- Explain the theoretical foundations of cognitive rehabilitation;
- Identify key stakeholders in an Interdisciplinary Concussion Management Team; and
- Describe strengths and potential limitations of working in a collaborative concussion team.

## **Speech Telehealth for Dummies, How do we start?**

*Participants will be able to*

- Explain the mechanisms for telehealth delivery;
- Describe licensure regulations pertaining to telehealth delivery; and
- Identify treatment strategies for telehealth delivery including research based methodologies.

## **Tele-Audiology 101**

*Participants will be able to*

- Describe current Tele-Audiology services, remote: hearing aid evaluations, fittings and cochlear implant programming;
- Identify appropriate candidates for utilizing Tele-Audiology services; and
- Explain current Tele-Audiology trends and best practice methods.

*Lindsay James-Riegler* is a Speech-Language Pathologist, with additional certification as a certified brain injury specialist at the Cincinnati VAMC with advanced training in traumatic brain injury and cognitive rehabilitation. She is the Rehabilitation Care Line Telehealth Coordinator with expertise in delivering problem solving intervention utilizing telehealth modalities. Dr. Riegler is responsible for improving access to care through interdisciplinary collaboration within and across Care Line's at the Cincinnati VA Medical Center utilizing various methods of Telehealth modalities. Dr. Riegler is an adjunct associate professor in the College of Allied Health Sciences, Communication Sciences and Disorders Department at the University of Cincinnati.

*Disclosures:*

Financial: Receiving an honorarium and travel expenses for presenting.

Non-financial: none

## **Practical Strategies for Assessment and Intervention for ELLs with Language Impairment**

*Celeste Roseberry-McKibbin, Ph.D., CCC-SLP*

There is an increasing number of culturally and linguistically diverse students who are English Language Learners (ELLs) in America's schools. Many professionals experience challenges with differentiating language differences from language impairments in ELL students who are struggling in school. This workshop addresses nonbiased assessment strategies and materials that can be used to differentiate language differences from language impairments in ELL students from any linguistic background. The workshop concludes with a brief introduction to principles of intervention for ELLs diagnosed with language impairment.

***Learner outcomes:***

*Participants will be able to:*

- Describe how typical second language acquisition and bilingualism phenomena can masquerade as symptoms of a language impairment;
- Explain federal laws and guidelines pertaining to nonbiased assessment of ELL students;
- Identify potential sources of bias on standardized language tests that are administered to ELL students;
- Describe and discuss informal, nonstandardized methods and materials for differentiating between language differences and language impairments in ELL students;
- Describe and discuss informal, nonstandardized methods and materials for differentiating between language differences and language impairments in ELL students;
- Explain suggestions for working effectively with interpreters; and
- List general and specific intervention strategies to increase the overall language skills of ELL students with language impairments.

*Celeste Roseberry-McKibbin* received her Ph.D. from Northwestern University. She is a Professor of Communication Sciences and Disorders at California State University, Sacramento. Dr. Roseberry is also currently a part-time itinerant speech pathologist in San Juan Unified School District where she provides direct services to students from preschool through high school. She has worked in educational and medical settings with a wide variety of clients ranging from preschoolers through geriatric patients. Dr. Roseberry's primary research interests are in the areas of assessment and treatment of culturally and linguistically diverse students with communication disorders as well as service delivery to students from low-income backgrounds. She has over 70 publications, including 16 books, and has made over 370 presentations at the local, state, national, and international levels. Dr. Roseberry is a Fellow of ASHA, and winner of ASHA's Certificate of Recognition for Special Contributions in Multicultural Affairs. She received the national presidential Daily Point of Light Award for her volunteer work in building literacy skills of children in poverty. She lived in the Philippines as the daughter of Baptist missionaries from ages 6 to 17.

*Disclosures:*

Financial: Receives an honorarium and travel expenses for presentation

Non Financial: None

**Best Practice in Assessment and Treatment of Stuttering**

***Courtney Byrd, PhD, CCC-SLP***

Participants will be provided an overview of the research completed to date in the stuttering literature with regard to speakers of more than one language and how these data are compromised by the manner in which stuttering and bilingualism has been defined. Demonstration of how stuttering can be identified in speakers of languages the clinician does not speak and how this phenomenon has contributed to a faulty assumption that stuttering and typical fluency can be easily identified in bilingual/multilingual speakers. Examination of the disfluent speech behaviors that overlap across speakers of more than one language and the guidelines indicative of stuttering in monolingual English speakers. Discussion of how this overlap in has contributed to the misperception of bilingualism as a risk factor for the onset and development of stuttering. Review of the critical assessment considerations that will support true positive identification of stuttering in speakers of more than one language. Review of the rationale for targeting overall communication in treatment children and adults who stutter. Examination of the core competencies for evaluation of communication competence developed by the National Communication Association. Discussion of how these core competencies place children and adults who stutter at risk for educational and vocational discrimination. Overview of the steps to target communication excellence in persons who stutter. Demonstration of how communication excellence is not compromised by the fluency or disfluency of the speaker. Discussion of the additional strategies the promote effective communication in persons who stutter. Review of voluntary stuttering and how clients commonly react to being asked to use it as well as how it is frequently misused in treatment. Demonstration of how to use this strategy to yield maximum client benefit. Review of self-disclosure and how clients initially react to being asked to use it as well as how it is frequently misused in treatment. Demonstration of how to use this strategy to yield maximum client benefit.

***Learner outcomes:***

*Participants will be able to:*

- Describe the disfluent speech behaviors that overlap across clinical and typical speakers of more than one language;
- Describe key differentiating speech and language behaviors that facilitate differential diagnosis of speakers for whom there may be an increased risk for mis-identification of stuttering;
- Effectively target communication excellence in children and adults who stutter;
- Promote self-advocacy in children and adults who stutter;
- Employ voluntary stuttering with children and adults who stutter in a manner that will facilitate maximum client benefit; and

- Employ self-disclosure with children and adults who stutter in a manner that will facilitate maximum client benefit.

*Dr. Courtney Byrd* is the Associate Chair and Associate Professor, Department of Communication Sciences and Disorders; as well as Founding Director, Michael and Tami Lang Stuttering Institute and Principal Investigator, Dr. Jennifer and Emanuel Bodner Developmental Stuttering Laboratory.

*Disclosures:*

Financial: Receives an honorarium and travel expenses for presentation

Non Financial: None

**Social Communication in Adolescents and Adults with Acquired Brain Injury**

*Lyn S. Turkstra, PhD, Reg.CASLPO*

Recent years have seen a proliferation of evidence-based guidelines for cognitive rehabilitation after acquired brain injury (ABI), including rehabilitation for social communication problems. The challenge is translating these guidelines into everyday intervention. In this presentation, we will review current guidelines for cognitive rehabilitation of children and adults with ABI. We will review common neuropsychological effects of different types of ABI, particularly effects on learning and memory, executive functions, and social cognition; and will discuss how these translate into communication. We then will discuss practical, evidence-informed intervention methods designed to maximize communication performance in everyday life, including a recently developed approach to organizing therapy into targets and “ingredients”. We will end the day discussing adolescents, perhaps the most challenging population of individuals with ABI.

***Learner Outcomes***

*Participants will be able to:*

- Summarize current evidence of neuropsychological impairments in individuals with acquired brain injury (ABI), and evidence-based rehabilitation practices for this population;
- Critique their own therapy practice to determine if they are using appropriate instructional methods;
- Develop a framework for intervention and apply this framework to clinical examples; and
- Describe main themes of adolescent development and how these apply to intervention.

*Dr. Lyn S. Turkstra* is a Professor at McMaster University, Assistant Dean for Speech-Language Pathology, and faculty in the McMaster Neuroscience Graduate Program. Dr. Turkstra has published extensively on cognitive and communication function after TBI, and is co-author of the 2011 text, *Optimizing Cognitive Rehabilitation*, with Dr. McKay Sohlberg. Dr. Turkstra was a member of the INCOG practice guidelines committee for TBI rehabilitation, funded by the Ontario Neurotrauma Foundation and Monash University, and is a consultant to the Veterans Health System and Department of Defense for clinical practice guidelines in mild TBI. She lectures nationally and internationally on development of evidence-informed models of cognitive rehabilitation for adolescents and adults with ABI in acute, sub-acute, and long-term care settings.

*Disclosures:*

Financial: Receiving an honorarium and travel expenses for presenting

Non-financial: None

## Round Table: Let's Talk Alaska

*Amy Hogue, MS, CCC-SLP*

During this session, participants will share challenges and offer solutions pertaining to various issues. Participants and a dedicated facilitator will discuss issues the AKSHA board has identified and members bring forward for brainstorming and idea generation. Topics may include: tele practice, Medicaid reimbursement, licensure, workload/caseload, etc.

### **Learner Outcomes**

*Participants will be able to:*

- Identify various resources and ideas other members have used within the state of Alaska and AKSHA;
- Explain insights with others in their work settings; and
- Identify at least two resources (person or material) that could facilitate a solution to local issues.

*Amy Hogue* is the current president of AKSHA.

### *Disclosures:*

Financial: None

Non-financial: President of AKSHA



**The Alaska Speech-Language-Hearing Association** is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in

speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

**This course is offered for up to 1.5 ASHA CEUs (Various levels; Professional area.)**