

USHA 2020 Conference Session Information

Thursday, March 5, 2019

7:30-8am Registration and Vendors

8-8:45am President Opening Remarks: Eric Dutson

Introduction of Vendors and Legislative Update

8:45-9:00 Break

9:00 - 12:00

**Improving Clinical Writing, Critical Thinking, and Professional Relationships
Applying the ASHA Code of Ethics to Common Issues in Schools, Hospitals
and Private Practice.**

a. Supervision: Improving Clinical Writing, Critical Thinking and Professional Relationships (2 hours) - Lee Robinson, Pam Mathey

Learner Objective 1: Participants will be able to state the rationale for improving supervision skills and be able to identify several resources for obtaining continuing education training in the area of supervision.

Learner Objective 2: Participants will be able to describe what a pre-writing conference is and will be able to implement a pre-writing conference with a supervisee in the context of a job setting.

Learner Objective 3: Participants will be able to explain and adapt questioning strategies that improve thinking skills into supervisee feedback sessions.

b. Applying the ASHA Code of Ethics to Common Issues in Schools, Hospitals, and Private Practice (1 hour)

Learner Objective 1: As a result of this presentation, participants will be able to state the rationale for participating in an annual review of ethics.

Learner Objective 2: As a result of this presentation, participants will be able to apply the ASHA Code of Ethics to common ethical case studies, such as using Assistance properly.

Learner Objective 3: As a result of this presentation, participants will be able to apply the ASHA Code of Ethics to common ethical case studies, such as Truth in Advertising issues.

Disclosures: Lee Robinson: Financial Disclosure: Lee will receive salary from Brigham Young University and No nonfinancial disclosures.

Pam Mathey: Financial Disclosure: Pam will receive salary from Brigham Young University and No nonfinancial disclosures.

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12:00-1pm **NSSLHA Praxis Bowl and Student Posters**

1:00 to 3:00pm

1. **Pediatric Feeding Disorder: Finally a Framework!** - Leann Smith

Learner Objective 1: As a result of this presentation, the participant will be able to define the World Health Organization's use of the terms: Health Condition, Impairment, Activity Limitation, and Participation Restriction.

Learner Objective 2: As a result of this presentation, participants will be able to the participant will be able to define Pediatric Feeding Disorder (PFD) and list the four domains underlying PFD as outlined by Goday et al. (2019).

Learner Objective 3: As a result of this presentation, the participant will be able to identify the factor(s)/domain(s) suggested by specific signs and symptoms of PFD, write patient specific recommendations and make appropriate referrals.

Speaker Disclosures: Leann Smith has no financial or nonfinancial disclosures.

2. **Language Awareness and Literacy Success** - Julie Wolter (Part 1 = 120 minutes)

Learner Objective 1: As a result of this presentation, the participant will be able to understand language-based theoretical models of reading and writing.

Learner Objective 2: As a result of this presentation, the participant will be able to describe the evidence to support multi-linguistic literacy assessment and instruction.

Learner Objective 3: As a result of this presentation, the participant will be able to discuss ways to advocate for SLPs role in literacy assessment and instruction.

Speaker Disclosures: Julie Wolter has financial disclosure of paid registration and travel from USHA and no nonfinancial disclosures.

3. **Sensory Dysfunction with Autism Spectrum Disorders: Its association with other Common Autism Symptoms and Underlying Neural Correlates** - Garrett Cardon

Learner Objective 1: As a result of this presentation, the participant will be able to describe sensory abnormalities in Autism Spectrum Disorders and their potential impact on other behavioral domains, such as social communication, anxiety, and Autism traits.

Learner Objective 2: As a result of this presentation, the participant will be able to explain some of the possible neural mechanisms of sensory dysfunction in Autism and their relationship with other behaviors and potential clinical implications.

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Learner Objective 3: As a result of this presentation, the participant will be able to increase their appreciation for the unique difficulties that a person with sensory dysfunction regularly faces, and as a result of this enhanced awareness, improve their own ability to provide more appropriate services to their patients.

Speaker Disclosures: Garrett Cardon has no financial or nonfinancial disclosures.

4. **Auditory Neuropathy Spectrum Disorder: Diagnosis and Management** - Adrienne Johnson & Katie Tonkovich - Audiology (120 min)

Learner Objective 1: As a result of this presentation, the participant will be able to list the common causes of ANSD.

Learner Objective 2: As a result of this presentation, the participant will be able to describe how to properly diagnose ANSD.

Learner Objective 3: As a result of this presentation, the participant will be able to describe how to properly manage a patient with ANSD.

Speaker Disclosures: Adrienne Johnson has no financial or nonfinancial disclosures.

Katie Tonkovich has no financial or nonfinancial disclosures.

3:00-5:00 pm

1. **Quality in the Videofluoroscopic Swallow Study (VFSS) Examination** - Julia Ellerston, Lizzy Hary & Tiffany Lyons (120 min)

Learner Objective 1: As a result of this presentation, the participant will be able to identify and discuss the rationale and justification for the use of a videofluoroscopic swallow study with a given patient.

Learner Objective 2: As a result of this presentation, the participant will be able to identify and discuss the recommended standards of practice for VFSS equipment specification and standard protocol implementation to optimize diagnostic precision and interpretation of dysphagia pathophysiology.

Learner Objective 3: As a result of this presentation, the participant will be able to identify and discuss links between findings on the VFSS and treatment recommendations.

Speaker Disclosures: Julie Ellerston has financial disclosures of salary from employment at the University of Utah and nonfinancial disclosures because she advocates for the legislative issues on the medical side of speech-language pathology in the state of Utah.

Lizzy Hary has

2. **Language Awareness and Literacy Success Effective Assessment and Intervention for Students with Language and Literacy Deficits** - Julie Wolter (Part 2 = 120 min)

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Learner Objective 1: As a result of this presentation, the participant will be able to understand language-based theoretical models of reading and writing.

Learner Objective 2: As a result of this presentation, the participant will be able to describe the evidence to support multi-linguistic literacy assessment and instruction.

Learner Objective 3: As a result of this presentation, the participant will be able to discuss ways to advocate for SLPs role in literacy assessment and instruction.

Speaker Disclosures: Julie Wolter has financial disclosure of paid registration and travel from USHA and no nonfinancial disclosures.

3. **Language Experience Factors in the Assessment and Treatment of Dual Language Learners** - Connie Summers (120 min)

Learner Objective 1: As a result of this presentation, the participant will be able to identify various methods for describing language proficiency and dominance in dual language learning children.

Learner Objective 2: As a result of this presentation, the participant will be able to identify specific tasks that can be used in clinical evaluations in dual language learning children.

Learner Objective 3: As a result of this presentation, the participant will be able to describe the current evidence for language of intervention choice.

Speaker Disclosures: Connie Summers has no financial or nonfinancial disclosures.

4. **Into the EHDI-verse: Where Pediatric Hearing Care is Elevated** - Shannon Wnek, Stephanie McVicar, & Jenny Pederson (120 min)

Learner Objective 1: As a result of this presentation, the participant will be able to describe the EHDI 1-3-6 goals, as well as information required to report to State EHDI.

Learner Objective 2: As a result of this presentation, the participant will be able to describe impact of congenital CMV on hearing, CMV testing, and the importance of monitoring all CMV+ children.

Learner Objective 3: As a result of this presentation, the participant will be able to identify the qualifications and how to apply for the Children's Hearing Aid Program (CHAP) for pediatric patients who are D/HH.

Speaker Disclosures: Shannon Wnek has no financial or nonfinancial disclosures.
Stephanie McVicar has no financial or nonfinancial disclosures.
Jenny Pederson has no financial or nonfinancial disclosures.

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FRIDAY, March 6, 2020

7:30-8am Registration, Vendor Hall Open, Continental Breakfast

8:00 - 10:00am

1. **Meeting New Medicare Metrics Standards for Speech-Language Pathology Assessment and Treatment of Dysphagia** - Julie Barkmeier-Kraemer & Jo Puntil (120 min)

Learner Objective 1: As a result of this presentation, the participant will be able to identify and document or verbally communicate 3 key elements of information regarding results of the clinical and radiologic swallowing assessment (e.g., modified barium swallow, or MBS) to other treating clinicians or medical staff.

Learner Objective 2: As a result of this presentation, the participant will be able to identify and document or verbally communicate two key elements of information the CMS requires to be documented in our clinical or radiologic (i.e., MBS) dysphagia assessment reports

Learner Objective 3: As a result of this presentation, the participant will be able to identify and describe two reasons that a patient would be recommended to eat orally and not change their diet even though they are observed to aspirate during their MBS dysphagia evaluation.

Speaker Disclosures: Julie Barkmeier-Kraemer has financial disclosure of salary from the University of Utah and nonfinancial disclosure of ASHFoundation Board of Trustees, EIC for AJSLP, and SIG 1.

Jo Puntil has financial disclosure of salary from Dixie Regional Medical Center and nonfinancial disclosure of Board member of ASHA CFCC Board and AB-SS and member of SIG 1.

2. **Establishing Generative Social and Academic Language Repertoires of Children with Autism Through Storytelling: Research-based Principles to Practice** - Trina Spencer (Part 1 = 120 min)

Learner Objective 1: As a result of this presentation, the participant will be able to explain the importance of building complex social and academic language repertoires of children with autism.

Learner Objective 2: As a result of this presentation, the participant will be able to describe cognitive schemas and how they can be used to teach generative language repertoires.

Learner Objective 3: As a result of this presentation, the participant will be able to explain several research-based principles and apply them effectively in practice.

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Speaker Disclosures: Trina has financial Ownership disclosures and no nonfinancial disclosures.

3. **How to Match the Right Child to the Right Approach: Optimizing Outcomes for Children with Speech Sound Disorders.** - Kathryn Cabbage (Part 1 = 120 min)

Learner Objective 1: As a result of this presentation, the participant will be able to differentiate articulatory-based errors from phonologically-based errors that might be produced by children with speech sound disorders.

Learner Objective 2: As a result of this presentation, the participant will be able to describe the evidence base for various speech sound disorder intervention types.

Learner Objective 3: As a result of this presentation, the participant will be able to describe major differences in evidence-based target selection strategies across speech sound disorder characteristics.

Speaker Disclosures: Kathryn Cabbage's financial disclosure is salary from Brigham Young University and no nonfinancial disclosures.

4. **Pediatric Grand Rounds** - Joe Dansie, Brittany Garcia (120 min)

Learner Objective 1: As a result of this presentation, the participant will be able to discuss current best practice for difficult pediatric cases.

Learner Objective 2: As a result of this presentation, the participant will be able to describe tests that will aid in differential diagnosis of pediatric hearing disorders.

Learner Objective 3: As a result of this presentation, the participant will be able to explain several common inner ear disorders that may be identified by proper use of advanced immittance measures.

Speaker Disclosures: Jon Dansie has no financial or nonfinancial disclosures.
Brittany Garcia has no financial or nonfinancial disclosures.
Christine Reese has no financial or nonfinancial disclosures.
Natalie Despain has no financial or nonfinancial disclosures.

10:00 - 12:00

1. **The Scales of Cognitive and Communicative Ability for NeuroRehabilitation (SCCAN): Psychometric Properties and Administration Procedures for adult clients across the continuum of care** - Lisa Milman

Learner Objective 1: As a result of this presentation, the participant will be able to list resources (websites, search engines, published materials) that can be accessed to learn more about innovative assessment practices in the field.

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Learner Objective 2: As a result of this presentation, the participant will be able to describe psychometric properties of adaptive testing for a variety of measures including the SCCAN.

Learner Objective 3: As a result of this presentation, the participant will be able to summarize administration procedures for the SCCAN.

Speaker Disclosures: Lisa Milman has financial disclosures as a test author and receive royalties for the primary assessment tool discussed in this presentation from ProEd Test Publishers and no nonfinancial disclosures.

Alexis Missel is a graduate student and has no financial or nonfinancial disclosures.

2. **Establishing Generative Social and Academic Language Repertoires of Children with Autism Through Storytelling: Research-based Principles to Practice** - Trina Spencer (Part 2 = 120 min)

Learner Objective 1: As a result of this presentation, the participant will be able to explain the importance of building complex social and academic language repertoires of children with autism.

Learner Objective 2: As a result of this presentation, the participant will be able to describe cognitive schemas and how they can be used to teach generative language repertoires.

Learner Objective 3: As a result of this presentation, the participant will be able to explain several research-based principles and apply them effectively in practice.

Speaker Disclosures: Trina has financial Ownership disclosures and no nonfinancial disclosures.

3. **How to Match the Right Child to the Right Approach: Optimizing Outcomes for Children with Speech Sound Disorders.**- Kathryn Cabbage (Part 1 = 120 min)

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Speaker Disclosures: Kathryn's financial disclosure is salary from Brigham Young University and no nonfinancial disclosures.

4. **Auditory Brainstem Response Testing** - Sarah Cordingley (120 min)

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Learner Objective 1: As a result of this presentation, the participant will be able to identify appropriate applications for ABR testing.

Learner Objective 2: As a result of this presentation, the participant will be able to describe appropriate ABR test protocols.

Learner Objective 3: As a result of this presentation, the participant will be able to describe key ABR findings of Auditory Neuropathy Spectrum Disorder.

Speaker Disclosures: Sarah has no financial or nonfinancial disclosures.

12:00 - 1:30 Business Meeting and Luncheon

1:30 - 3:30

1. **Helping People with Aphasia Cope with Communication Challenges** - Tyson Harmon

Learner Objective 1: As a result of this presentation, the participant will be able to describe principles from motivational theories and counseling approaches that could be used to improve therapy for adult clients.

Learner Objective 2: As a result of this presentation, the participant will be able to identify communication situations that people with chronic aphasia commonly describe as challenging and solutions for helping them cope with these communication challenges.

Learner Objective 3: As a result of this presentation, the participant will be able to summarize behavioral and cognitive strategies that could be used to help adults with communication disorders increase their successful communication experiences.

Speaker Disclosures: Tyson has a financial disclosure of salary for employment from Brigham Young University and no nonfinancial disclosure.

2. **Efficacy of Duolingo® as a Language-Learning Tool for Spanish-English Dual-Language Learners** - Carla Kekejian (120 min)

Learner Objective 1: As a result of this presentation, the participant will be able to summarize evidence-based treatment approaches for bilingual children with language impairment.

Learner Objective 2: As a result of this presentation, the participant will be able to describe the potential of Duolingo® as a language-learning tool for bilingual children with language impairment.

Learner Objective 3: As a result of this presentation, the participant will be able to list the benefits and misconceptions surrounding bilingualism.

Speaker Disclosures: Carla has no financial or nonfinancial disclosures.

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3. **A Pilot Implementation Study of School-Based Universal Screening for Language Impairment** - Tyler Christopolus (120 min)

Learner Objective 1: As a result of this presentation, the participant will be able to identify the positive predictive rate of general education teachers with regard to language impairment identification from the study's sample under a referral-based format.

Learner Objective 2: As a result of this presentation, the participant will be able to identify the positive predictive rate of the Redmond Sentence Recall (RSR) screening measure from the study sample.

Learner Objective 3: As a result of this presentation, the participant will be able to identify key facilitators and barriers to the implementation of an annual screening format in public schools.

Speaker Disclosures: Tyler has no financial or nonfinancial disclosures.

4. **Understanding Children with Functional Listening Difficulties** - Kali Markle, Sandra Gillam, and Jamie Mecham

Learner Objective 1: As a result of this presentation, the participant will be able to identify the areas of the CANS that contribute to processing abilities.

Learner Objective 2: As a result of this presentation, the participant will be able to explain evidence-based practice and lack of validity with current protocol for APD diagnosis.

Learner Objective 3: As a result of this presentation, the participant will be able to describe appropriate interventions for both audiology and speech-language pathology for children with listening difficulties.

Speaker Disclosures: Kali has financial disclosure of salary from employment at Utah State University and no nonfinancial disclosures.

Sandra Gillam has no financial or nonfinancial disclosures.

Jamie Mecham has no financial or nonfinancial disclosures.
