



CONFERENCE AGENDA DAY 1 - Thursday March 4th

8:00 - 8:45am

USHA President Maria Hawley Opening Remarks
Board Introductions
Exhibitors' Virtual Booths
Research and Professional Education Pre-recorded Presentations



9:00-10:00am

Keynote Speaker - Carol Westby
Screen Time, Learning, and Communication in the 21st Century

Carol Westby, PhD, is a speech-language-pathologist and educational consultant. She has written and presented workshops nationally and internationally on play assessment and development, language-literacy development and disabilities, theory of mind and social-communication impairments, and multicultural issues in assessment and intervention. She is a Fellow of the American Speech-Language-Hearing Association, has received the Honors of the Association and the ASHA Award for Special Contributions in Multicultural Affairs and the Kleffner Lifetime Clinical Achievement Award.



Speaker Disclosures: Carol Westby Financial Disclosure: Carol will receive an honorarium from the Utah Speech-Language and Hearing Association for teaching and speaking and has no nonfinancial disclosures.

Learner Objectives:

Learner Objective 1: As a result of this presentation, the participant will be able to explain the benefits and risks of screen time.

Learner Objective 2: As a result of this presentation, the participant will be able to explain why children with autism, attention-deficit/hyperactivity disorder, and language impairment are at increased risk for negative effects of screen time.

Learner Objective 3: Describe a framework for evaluating digital materials and resources and strategies for managing screen time and using it productively.

10:15-11:45am

McKay Sohlberg

Cognition Person-Centered Care in Cognitive Rehabilitation: Methods for Collaborative Goal Setting and Optimizing Resilience

McKay Moore Sohlberg is a Full Professor in the Communication Disorders & Sciences Program at University of Oregon, and a Fellow of the American Speech Language and Hearing Association. Her research focuses on developing and evaluating methods to manage cognitive impairments following acquired brain injury. She has written three seminal textbooks on cognitive rehabilitation and numerous articles. Dr. Sohlberg has been supported by a number of federal projects focused on the development and evaluation of assistive technology to deliver cognitive rehabilitation and measurement of person centered outcomes.



Speaker Disclosures: McKay Sohlberg Financial Disclosure: McKay will receive salary from self employment and an honorarium from the Utah Speech-Language and Hearing Association for teaching and speaking and has no nonfinancial disclosures.

Learner Objectives:

Learner Objective 1: As a result of this presentation participants will be able to describe two examples of changes in clinical practice of neurorehabilitation as a result of the movement toward person-centered practice.

Learner Objective 2: As a result of this presentation participants will be able to describe two methods for promoting resilience that can be embedded in rehabilitation sessions.

Learner Objective 3: As a result of this presentation participants will be able to describe the process of collaborative goal setting for clients receiving neurorehabilitation.

Learner Objective 4: As a result of this presentation participants will be able to list and define the primary components that makes a goal hierarchy reliable and valid.

10:15-11:45am

Sarah Clark

A Rising Tide Lifts All Boats – New Ways of Thinking and Partnering Between Classroom Teachers and Speech-Language Pathologists to Create Better Literacy Instruction for All Students

Dr. Sarah K. Clark is a Professor in the Department of Teacher Education at Brigham Young University. For the past 30 years, Dr. Clark has served in a variety of roles including classroom teacher, curriculum developer, author/editor, instructional coach, consultant, and university professor. Dr. Clark earned a Ph.D. in Curriculum and Instruction with a specialization in Teacher Education and Literacy Education from Utah State University. Additionally, she received a Master of Arts degree in Education with a specialization in Language, Reading, and Culture, and a Bachelor of Arts degree in Elementary Education from the University of Arizona.



Speaker Disclosures: Sarah has no financial or nonfinancial disclosures.

Learner Objectives:

Learner Objective 1: As a result of this presentation, the participant will be able to identify ways in which instruction and support provided in the self-contained classroom differs from the support and instruction provided by the speech language pathologist.

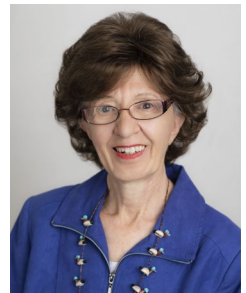
Learner Objective 2: As a result of this presentation, the participant will be able to articulate ways that a speech language pathologist might collaborate with a classroom teacher to provide aligned instruction for each student.

10:15-11:45am

Carol Westby

Audiology - Beyond Hearing Aids and Implants: The Social and Academic Needs of Children with Hearing Loss

Carol Westby, PhD, is a speech-language-pathologist and educational consultant. She has written and presented workshops nationally and internationally on play assessment and development, language-literacy development and disabilities, theory of mind and social-communication impairments, and multicultural issues in assessment and intervention. She is a Fellow of the American Speech-Language-Hearing Association, has received the Honors of the Association and the ASHA Award for Special Contributions in Multicultural Affairs and the Kleffner Lifetime Clinical Achievement Award.



Speaker Disclosures: Carol Westby Financial Disclosure: Carol will receive an honorarium from the Utah Speech-Language and Hearing Association for teaching and speaking and has No nonfinancial disclosures.

Learner Objectives:

Learner Objective 1: As a result of this presentation, the participant will be able to describe the pragmatic and literacy difficulties exhibited by students who are deaf or hard-of-hearing students.

Learner Objective 2: As a result of this presentation, the participant will be able to describe the types of theory of mind deficits in students who are deaf or hard-of-hearing students and give possible explanations for these deficits.

Learner Objective 3: As a result of this presentation, the participant will be able to explain how deficits in theory of mind influence reading comprehension and social skills in deaf and hard of hearing students.

12:00-1:00 pm

Lunch

Exhibitor Virtual Booths

Research and Professional Education Pre-recorded Presentations

1:00 - 2:30pm

Ed Bice

Why Isn't My Patient Getting Better? Considerations in Swallowing Therapy

Ed Bice is a speech pathologist working as a Clinical Consultant for IOPI Medical. He has experience in acute care, outpatient, home health, and skilled nursing. He has held leadership positions such as a Regional Manager, Vice President of Clinical Services, and Chief Operating Officer. Ed has been a guest on national and international dysphagia podcasts, and written blogs concerning dysphagia and dysphagia related topics for Dysphagia Café and has publications in peer-reviewed journals. He teaches the swallowing course at the University of Maryland. Ed has been an invited speaker for universities, state, and national conventions on topics in dysphagia.



Speaker Disclosures: Ed Bice Financial Disclosure: Ed will receive a salary from IOPI Medical for employment and has No nonfinancial disclosures.

Learner Objectives:

Learner Objective 1: As a result of this presentation, the participant will be able to discuss evidence concerning common practices in dysphagia management.

Learner Objective 2: As a result of this presentation, the participant will be able to evaluate current assessment techniques.

Learner Objective 3: As a result of this presentation, the participant will be able to list foundational principles used to evaluate dysphagia interventions.

1:00 - 2:30pm

Sarah Clark

The Science of Reading: What is It and Why is It Controversial?

Dr. Sarah K. Clark is a Professor in the Department of Teacher Education at Brigham Young University. For the past 30 years, Dr. Clark has served in a variety of roles including classroom teacher, curriculum developer, author/editor, instructional coach, consultant, and university professor. Dr. Clark earned a Ph.D. in Curriculum and Instruction with a specialization in Teacher Education and Literacy Education from Utah State University. Additionally, she received a Master of Arts degree in Education with a specialization in Language, Reading, and Culture, and a Bachelor of Arts degree in Elementary Education from the University of Arizona.



Speaker Disclosures: Sarah has no financial or nonfinancial disclosures.

Learner Objectives:

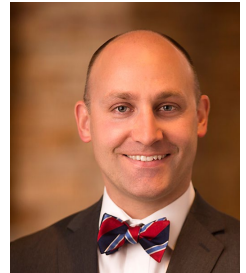
Learner Objective 1: As a result of this presentation, the participant will be able to define the “science of reading” and articulate the ways in which it is seen as controversial and identify the implications for speech language pathologists.

1:00 - 2:30pm

Jordan Schramm

Genetics & Pediatric Hearing Loss

Dr. Schramm attended the University of Rochester School of Medicine and participated in the Academic Research Track, leading to a combined MD/MS degree in Auditory Neuroscience. He completed residency in Otolaryngology–Head & Neck Surgery at the University of Nebraska Medical Center, serving as chief resident during his final year. He completed a fellowship in Pediatric Otolaryngology–Head & Neck Surgery at the Children’s Hospital of Philadelphia. Upon completion of his training, he was faculty at the University of Utah. He started private practice in 2017, where he has a specific emphasis in hearing loss and ear disorders in children.



Speaker Disclosures: Dr. Schramm has no financial or nonfinancial disclosures.

Learner Objectives:

Learner Objective 1: As a result of this presentation, the participant will be able to list the most common types of genetic hearing loss.

Learner Objective 2: As a result of this presentation, the participant will be able to describe the initial medical work-up of hearing loss in children.

Learner Objective 3: As a result of this presentation, the participant will be able to identify patients that would benefit from medical work-up for genetic hearing loss.

2:45-4:15pm

Eric Blicker

COPD AND THROAT BURN REFLUX: A HOT TOPIC

Eric Blicker CCC-SLP.D BCS-S has been a Board Certified Specialist in Swallowing and Swallowing Disorders since 2008. That same year, Dr. Blicker received his Clinical Doctoral degree from Nova Southeastern University. In 2000-2001, he was trained at Columbia University in Flexible Endoscopic Evaluation of Swallowing with Sensory Testing (FEESST) by Dr. Jonathan Aviv, the otolaryngologist who developed FEESST.



Speaker Disclosures: Eric Blicker's financial disclosure is an honoraria from the Utah Speech-Language and Hearing Association for presenting and no nonfinancial disclosures.

Learner Objectives:

Learning Objective 1: As a result of this presentation, the participant will be able to list at least five potential areas of surface anatomy change in the laryngopharynx secondary to LPRD.

Learner Objective 2: As a result of this presentation, the participant will be able to list at least 3 clinical rating scales used in the management of LPRD.

Learner Objective 3: As a result of this presentation, the participant will be able to list at least 5 common oral intake items known to trigger potential LPRD symptoms.

Learner Objective 4: As a result of this presentation, the participant will be able to list three known behaviors demonstrated by patients with COPD.

2:45-4:15pm

Lee Robinson

Echolalia: A language-based approach to intervention

Lee Robinson, MS, CCC-SLP is an Associate Clinical Professor and the Clinic Director in the Department of Communication Disorders at Brigham Young University. She has also served as the Internship Coordinator for 20 years. Ms. Robinson received the Benjamin Cluff award for excellence in teaching in 2014. She has given numerous presentations on Theory of Mind as a foundation for social communication development. Ms. Robinson has collaborated with Dr. Carol Westby on Theory of Mind and social/academic language development in the school age population.



Speaker Disclosures: Financial Disclosure: Lee will receive salary from Brigham Young University. Nonfinancial disclosure: Board Member of the Utah Speech-Language and Hearing Association.

Learner Objectives:

Learner Objective 1: As a result of this presentation, the participant will be able to explain what gestalt language is and describe the gestalt language developmental sequence.

Learner Objective 2: As a result of this presentation, the participant will be able to differentiate between immediate and delayed echolalia.

Learner Objective 3: As a result of this presentation, the participant will be able to describe language-based intervention that help gestalt language users move from producing gestalt language (echolalia) to producing generative language.

2:45-4:15pm

Ryan Stephenson

A Team Approach to Dysphonia & Dysphagia Treatment: The Synergy of Surgery & Therapy

Dr. Stephenson attended medical school at the University of Pittsburgh School of Medicine and completed his internship and residency training at the highly-rated UCLA Department of Head and Neck Surgery. He completed his Laryngology fellowship training at the UCLA Voice Center for Medicine and the Arts. As a fellowship-trained laryngologist, he utilizes state-of-the art equipment and techniques to diagnose and treat disorders of the throat including voice disorders, professional voice evaluation, airway disorders, and swallowing difficulties.



Speaker Disclosures: Dr. Stephenson has no financial or nonfinancial disclosures.

Learner Objectives:

- Learner Objective 1:** As a result of this presentation, the participant will be able to describe the benefits of a team-based approach to patients with speech disorders and surgical and nonsurgical therapeutic options.
 - Learner Objective 2:** As a result of this presentation, the participant will be able to describe the benefits of a team-based approach to patients with swallowing disorders and surgical and nonsurgical therapeutic options.
 - Learner Objective 3:** As a result of this presentation, the participant will be able to summarize voice and swallowing disorders treated surgically.
-

CONFERENCE AGENDA

DAY 2 - Friday March 5th

7:30am - 8:00am

Registration

Exhibitor Virtual Booths

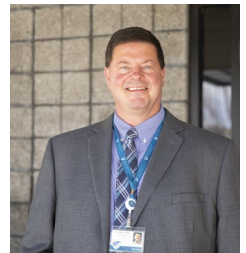
Research and Professional Education Pre-recorded Presentations

8:00 - 9:30am

Phil Sechtem & Sarah Fretti

The Influence of Vaping on Vocal, Pulmonary, and Vascular Functions

Phil Sechtem, Ph.D. is an associate professor in the MS-SLP Program at Rocky Mountain University of Health Professions in Provo, Utah. His academic and scholarly interests are concentrated on medically based neurogenic communication, voice, and swallowing impairments, functions, abilities, and potentials.



Speaker Disclosures: Phil Sechtem has no financial or nonfinancial disclosures.

Sarah Fretti is an assistant professor of Exercise Science at Lewis University in Romeoville, IL. She completed her PhD in Health Promotion and Wellness at Rocky Mountain University of Health Professions in Provo, UT. Sarah is certified through the American College of Sports Medicine as a Clinical Exercise Physiologist and is a Board Certified Health and Wellness Coach. Her research and practice interests include risk management and responses to exercise related to metabolic syndrome, proper exercise programming for older adults, population health management, and wellness coaching.



Speaker Disclosures: Sarah Fretti has no financial or nonfinancial disclosures.

Learner Objectives:

Learner Objective 1: As a result of this presentation, the participant will be able to differentiate the various vaping devices and the types of "juices" (chemicals) consumed.

Learner Objective 2: As a result of this presentation, the participant will be able to differentiate and describe the acoustic, pulmonary, and vascular measures used in this study and the significance of the outcome data on these systems.

Learner Objective 3: As a result of this presentation, the participant will be able to summarize the results of this study and explain potential clinical, societal, and future research implications.

8:00 - 9:30am

Terisa Gabrielsen

A Whole New World: Autism in Girls

Dr. Gabrielsen received her PhD from the University of Utah in School Psychology following practica at the Pingree Center and Salt Lake City School District and internships in Davis School District and the Children’s Hospital of Philadelphia. She began her career in autism research in 2006 in conjunction with the Utah Autism Research Project group and was a post-doctoral fellow at the Center for Autism Research in Philadelphia. Returning to Utah, she co-founded the interdisciplinary autism research group at BYU. She specializes in early identification of autism and diagnostic issues with a focus on females in the last few years.



Speaker Disclosures: Terisa Gabrielsen has no financial or nonfinancial disclosures.

Learner Objectives:

Learner Objective 1: As a result of this presentation, the participant will be able to identify historical barriers to early identification of females with autism.

Learner Objective 2: As a result of this presentation, the participant will be able to outline informed and sensitive assessment processes and procedures and their interpretation.

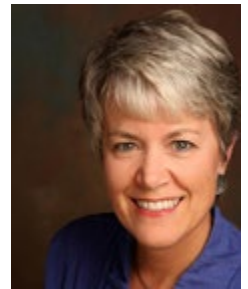
Learner Objective 3: As a result of this presentation, the participant will be able to apply knowledge of characteristics of typically overlooked females with autism for earlier identification and support.

8:00 - 9:30am

Juliëtte Sterkens

Relevance of Telecoils in a Bluetooth World

Dr. Juliëtte Sterkens has 40+ years of experience in the field of audiology and hearing rehabilitation. Retired from private practice in Oshkosh, WI, she is on her encore career as the Hearing Loop Advocate for the Hearing Loss Association of America. Her efforts have leveraged 800 hearing loop installations in Wisconsin and many more beyond. She is the recipient of numerous awards for her advocacy work, including the WSHA Wisconsin Audiologist of the Year and the American Academy of Audiology Presidential Award, and in 2015 she was awarded the Distinguished Alumni Award from the University of Wisconsin - Oshkosh.



Speaker Disclosures: Juliëtte Sterkens has financial disclosure from Hearing Loss Association of America for consulting, teaching and speaking and no nonfinancial disclosures.

Learner Objectives:

Learner Objective 1: As a result of this presentation, the participant will be able to list three reasons why hearing loops are preferred over other Assistive Listening Systems.

Learner Objective 2: As a result of this presentation, the participant will be able to explain two different ways to program a T-coil in a hearing instrument for hearing loop and neckloop listening.

Learner Objective 3: As a result of this presentation, the participant will be able to list 3 reasons why audiologists should get involved with a hearing loop community initiative.

9:45 - 11:15

Brett Myers

Voice and Speech: Thinking Outside the Voice Box to Treat Dysphonia

Brett Myers, PhD, CCC-SLP is an Assistant Professor in the Department of Communication Sciences and Disorders at the University of Utah. He is also a speech-language pathologist at the University of Utah Voice Disorders Center, treating patients with voice, airway, and swallowing disorders. Brett serves as Digital Associate Editor for the Psychonomic Society. Brett's research interests include motor control of voice and speech, cognitive processes in speech production, and treatment modalities in voice disorders. Outside of the clinic, Brett is an actor, director, and dialect coach in theatre and musical theatre.



Speaker Disclosures: Brett Myers has no financial or nonfinancial disclosures.

Learner Objectives:

Learner Objective 1: As a result of this presentation, the participant will be able to identify and describe two therapy approaches that are commonly used to treat dysphonia.

Learner Objective 2: As a result of this presentation, the participant will be able to explain how a focus on articulation can be used to impact the perceptual qualities of the speaking voice.

Learner Objective 3: As a result of this presentation, the participant will be able to identify and describe two principles of Conversation Training Therapy (CTT) in the context of treating muscle tension dysphonia.

9:45 - 11:15

Celeste Roseberry-McKibbin

Increasing the Language and Executive Functioning Skills of Low Income Students with Potential and Actual Language Impairment

Celeste Roseberry-McKibbin 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 the schools, where she serves students from preschool through high school. She has over 70 publications, including 16 books, and has made over 500 presentations at the 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 ASHA's Honors of the Association. She lived in the Philippines as the daughter of Baptist missionaries from ages 6-17.



Speaker Disclosures: Celeste Roseberry-McKibbin has a financial disclosure, she will be receiving an honorarium from the Utah Speech and Hearing Association. She has no nonfinancial disclosures.

Learner Objectives:

Learner Objective 1: As a result of this presentation, the participant will be able to explain the effects of poverty on low-income students' language development and executive functioning skills.

Learner Objective 2: As a result of this presentation, the participant will be able to describe specific practical strategies for increasing the language skills of students experiencing poverty.

Learner Objective 3: As a result of this presentation, the participant will be able to discuss specific practical strategies for increasing the executive functioning skills of students experiencing poverty.

9:45 - 11:15

Audiology Grand Rounds - Sarah Cordingley, Spencer Cheshire, Adrienne Johnson, and Katie Tonkovich

Dr. Sarah Cordingley is a pediatric and cochlear implant Audiologist with Peak ENT.

Dr. Spencer Cheshire is an Audiologist in an ENT setting at Southwest Idaho ENT.

Dr. Katie Tonkovich is a pediatric and cochlear implant Audiologist with Primary Children's Hospital.

Dr. Adrienne Johnson is a newborn and pediatric Audiologist with the University of Utah Hospital.

Speaker Disclosures:

Dr. Sarah Cordingley has no financial or nonfinancial disclosures.

Dr. Spencer Cheshire has no financial or nonfinancial disclosures.

Dr. Katie Tonkovich has no financial or nonfinancial disclosures.

Dr. Adrienne Johnson has no financial or nonfinancial disclosures.

Learner Objectives:

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

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

Learner Objective 3: As a result of this presentation, the participant will be able to take away new ideas and processes that will be clinically relevant to their setting.

11:30am -12:30pm

Lunch**Business Meeting, Legislative Updates, Awards & Scholarships****Exhibitor Virtual Booths****Research and Professional Education Pre-recorded Presentations**

12:30pm -2:00 pm

Tim Stockdale, Phil Sechtem, & ElBea Stonier

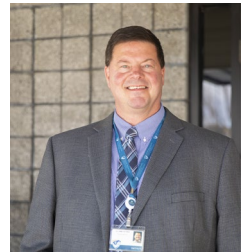
Dysphagia Management Curriculum - Redesigning to Meet the Needs of Our Students and Patients

Tim Stockdale has served as a speech-language pathologist in hospital, university, and private practice settings. He currently serves as clinical faculty at Rocky Mountain University of Health Professions and does acute care work on the side. Prior to becoming faculty at RMUoHP, he had served as a clinical instructor at the University of South Florida and had worked in various acute care settings. He received an undergraduate degree from West Virginia University and a Master of Science in Speech-Language Pathology from the University of South Florida. He is currently obtaining a clinical doctorate in SLP from Northwestern University. Mr. Stockdale regards respect for evidence-based practice, collaborative skills, and a desire for continual learning to be essential qualities of successful speech-language pathologists.



Speaker Disclosures: Speech Works Online Management and Ownership, Salary from Employment at Rocky Mountain University of Health Professions, and Salary from Physical and Sports Therapy Services. Nonfinancial Disclosures: American Speech-Language-Hearing Association, Membership and SLP-D program at Northwestern University.

Phil Sechtem, Ph.D. is an associate professor in the MS-SLP Program at Rocky Mountain University of Health Professions in Provo, Utah. His academic and scholarly interests are concentrated on medically based neurogenic communication, voice, and swallowing impairments, functions, abilities, and potentials.



Speaker Disclosures: Phil Sechtem has no financial or nonfinancial disclosures.

ElBea Stonier currently serves as clinical faculty at Rocky Mountain University of Health Professions. She has words in early intervention with children with feeding and swallowing issues.



Speaker Disclosures: ElBea Stonier's financial disclosure is salary from RMUoHP for employment and no nonfinancial disclosures.

Learner Objectives:

- Learner Objective 1:** As a result of this presentation, the participant will be able to summarize evidence-based reasons to adapt SLP curricula to the current demands of dysphagia management.
- Learner Objective 2:** As a result of this presentation, the participant will be able to evaluate the design of their graduate-level curriculum as it relates to preparing students to manage patients with dysphagia.
- Learner Objective 3:** As a result of this presentation, the participant will be able to discuss evidence-based coursework and educational dissemination methods to prepare students to practice with other medical professionals.

12:30pm -2:00 pm

Ryan Kellems

Using Video Modeling and Video Prompting to improve the lives of students with Autism Spectrum Disorder

Dr. Ryan Kellems is currently an Associate Professor at Brigham Young University, teaching courses in Special Education. Dr. Kellems earned his Ph.D. in Special Education at the University of Kansas. Prior to coming to BYU Dr. Kellems was on the faculty at the University of Oregon. His primary research interests are transition, augmented reality, assistive technology, video modeling, and working with young adults with autism. Prior to completing his doctoral degree Dr. Kellems was a high school teacher where he worked in both rural and urban settings as a special education and Social Studies teacher. Dr. Kellems provides training nationally on the use of video modeling to teach transition and classroom skills to young adults and students with disabilities.



Speaker Disclosures: Ryan Kellems has no financial or nonfinancial disclosures.

Learner Objectives

Learner Objective 1: As a result of this presentation, the participant will be able to understand the theoretical base of video modeling and learn best practices when using video modeling.

Learner Objective 2: As a result of this presentation, the participant will be able to implement video modeling interventions with students with ASD and other disabilities.

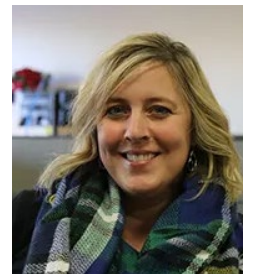
Learner Objective 3: As a result of this presentation, the participant will be shown how to create video modeling interventions and deliver them with an iPad, tablet and other technology.

12:30pm -2:00 pm

Laura Prigge

TeleAudiology: Improving access to hearing healthcare using automated audiometry

Dr. Laura Prigge is an audiologist who works at Grason-Stadler as a Clinical Application Specialist.



Speaker Disclosures: Laura Prigge's financial disclosure is a salary from Grason-Stadler and no nonfinancial disclosures.

Learner Objectives:

Learner Objective 1: After this course, the participant will be able to describe two methods of teleaudiology.

Learner Objective 2: After this course, the participant will be able to select a method of teleaudiology that is appropriate for specific needs of his/her area.

Learner Objective 3: As a result of this presentation, the participant will be able to determine most appropriate next steps for patients based on the results of the automated audiometry.

2:15-3:45 pm

Joan Arvedson

Pediatric Swallowing & Feeding: Simple to Complex, Let's Figure it Out

Joan C. Arvedson, PhD, CCC/SLP, BCS-S, is Program Coordinator of Feeding and Swallowing Services at Children's Hospital of Wisconsin – Milwaukee. She is Clinical Professor in the Division of Gastroenterology, Department of Pediatrics, Medical College of Wisconsin. She has 3 books in publication and numerous articles in peer reviewed journals. Dr. Arvedson is an internationally recognized expert in pediatric dysphagia. She was awarded Honors of ASHA in 2016 and is an ASHA Fellow.



Speaker Disclosures: Joan Arvedson will receive an honorarium from the Utah Speech and Hearing Association for speaking and has no nonfinancial disclosures.

Learner Objectives:

Learner Objective 1: As a result of this presentation, the participant will be able to analyze oral sensorimotor function/swallowing in the context of health, medical, and developmental factors - List 3 factors in a clinical feeding evaluation that would support oral feeding without need for an instrumental examination.

Learner Objective 2: As a result of this presentation, the participant will be able to describe reasons for consideration of an instrumental swallow evaluation for infants and young children with neurologic impairments affecting swallowing. - List 3 criteria for referral for an instrumental swallow evaluation.

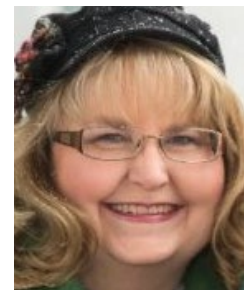
Learner Objective 3: As a result of this presentation, the participant will be able to incorporate information related to clinic and instrumental evaluation of swallowing along with health status (nutrition, airway, gastrointestinal, and neurologic) into decision making for management of infants and children with dysphagia. - List 3 primary findings that can aid in decision making related to whether a tube fed child could increase oral feeding.

2:15-3:45 pm

Carin Hadley

Feeding and Swallowing Considerations in the School Population.

Carin Hadley is a Speech Language Pathologist who works not only at the Pediatric Rehabilitation Center-Orem Community Hospital (20 years), but is also the SLP for NorthStar Academy (16 years). She has a Master of Communicative Disorders from Brigham Young University and Certificate of Clinical Competence from the ASHA. She has training in Neuro-Developmental Treatment (8 week course) and taken many Post Graduate courses in Feeding/Swallowing disorders. She has also been a Guest Lecturer for South Carolina Speech-Language-Hearing Association, Utah Speech-Language-Hearing Association, Primary Children's Hospital-SLP Training, Brigham Young University-Graduate Student Course, WIC-Utah County and a Keynote Speaker for Utah Academy of Nutrition and Dietetics 2015.



Speaker Disclosures: Carin Hadley has no financial or nonfinancial disclosures.

Learner Objectives:

Learner Objective 1: As a result of this presentation, the participant will be able to identify the Speech Language Pathologist's role in the delivery of Feeding/Swallowing services in the school setting.

Learner Objective 2: As a result of this presentation, the participant will be able to identify key issues to include in either the IEP or 504.

Learner Objective 3: As a result of this presentation, the participant will be able to describe 2 general types of approaches to serve the student with Feeding and Swallowing disorders.

2:15-3:45 pm

Cammy Bahner

Exciting Updates in Vestibular Diagnostics

Cammy Bahner received her Master's Degree from the University of Nebraska-Lincoln and her Au.D. from A.T. Still University, AZ School of Health Sciences in. She is the Director of Audiology-Balance Division for Interacoustics U.S. She has several years of clinical experience, primarily in the area of vestibular diagnostics and electrophysiologic assessment. She has served as a guest speaker at state, national and international conventions and is a contributing author on published articles in hearing industry journals. Cammy is currently a member of AAA and ASHA.



Speaker Disclosures: Cammy Bahner's financial disclosure is salary from Interacoustics and no nonfinancial disclosures.

Learner Objectives:

Learner Objective 1: As a result of this presentation, the participant will be able to explain the difference between overt and covert catch-up saccades.

Learner Objective 2: As a result of this presentation, the participant will be able to describe the ocular counter roll procedure.

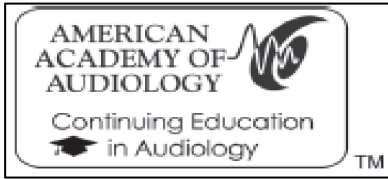
Learner Objective 3: As a result of this presentation, the participant will be able to summarize the advantages of bone-conducted oVEMP testing.



Utah Speech Language and 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 program is offered for up to 1.15 ASHA CEUs (Various levels; Professional area.)



USHA is approved by the American Academy of Audiology to offer Academy CEUs for this activity. The program is worth a maximum of 1.15 CEUs. Academy approval of this continuing education activity is based on course content only and does not imply endorsement of course content, specific products, or clinical procedure, or adherence of the event to the Academy's

Code of Ethics. Any views that are presented are those of the presenter/CE Provider and not necessarily of the American Academy of Audiology. Disclosure: Our presenters have several financial, nonfinancial and/or absent relationships to disclose.