



NEW  BEGINNINGS
2015 KSHA ANNUAL CONFERENCE



We Help YOU To Be Outstanding!

When you need answers

When you need support

CHRIS TAYLOR

11805 W 62ND PLACE • STE 110

SHAWNEE, KS 66203

913-831-0700

FAX 913-831-0417

CHRIS@GORDONSTOWE.COM

WWW.GORDONSTOWE.COM

***PROVIDING YOU EXPERTISE IN THE
SERVICE AND SALES OF
PREMIER AUDIOLOGIC INSTRUMENTATION!***

New Beginnings

2015 KSHA Annual Conference

2015 Conference Committee

Dena Hall Co-chair
Mary Horsch Co-chair

Angela Parcaro-Tucker Adult/Medical Program
Doug Parham..... Pediatric/School Program
Barbara Hodson Pediatric/School Program

Laura Bonin Audiology Program
Lara DiLollo..... Audiology Program
Amanda Popp Audiology Program
Marci Watson Audiology Program

Angela Bateman..... Exhibits
Kayla Eldridge..... Publicity
Stacey Kampe..... Registration
Molly Lyon Moderators/Room Monitors
Brian Ray..... Registration
Susie Ternes Posters

2015 Executive Board

Kris Pederson..... President
Michelle Haub Past President

Susie Ternes VP Audiology
Janet McAsey..... VP SLP
Candy Fuller VP Professional Practices
Jamie Johnson VP Communications
Nancy Price..... VP Finance

Location and Hotel

Hyatt Regency Wichita
400 West Waterman • Wichita, KS 67202

KSHA asks that you support the conference hotel to help meet the room block requirements, thus avoiding extra charges.

Special Room Rate: \$118.00 plus tax for up to four persons
Reserve your room using this link:

<https://resweb.passkey.com/go/KSHA2015>

Call 1-888-421-1442 and mention you are with KSHA by **August 24, 2015** to be eligible for this rate.

Complimentary parking is available in the garage for hotel guests. \$5/day, per vehicle, for non-guests. Additional parking is available south of the hotel across from the parking garage. Access driving directions from your address at www.mapquest.com

Conference Schedule at a Glance

Thursday, September 24

9:00 Audiology Learning Lab - David Smriga, M.A.
ADDITIONAL \$95.00 FEE REQUIRED
Thanks to Gordon N. Stowe for sponsoring this event!

10:00 *Assistive Technology of Kansas Learning Lab*
Thanks to ATK for providing this event!
ADDITIONAL \$70.00 FEE REQUIRED

10:00 New Board Orientation

11:30 Executive Board Meeting to include Working Lunch

3:00 Exhibitor Set-up Available

5:00 Grand Opening of Exhibits - Redbud C

5:30 Audiology and Speech Sessions Begin

8:30 Audiology Sessions End

9:00 Speech Sessions End

Friday, September 25

7:30 Continental Breakfast – Redbud C
Exhibits Open

8:30 Sessions Begin - Speaker Disclosures online at www.ksha.org > 2015 Speaker Disclosures

10:00 Break - Redbud C - Exhibits! Nourishment!
Door Prizes! Interact with colleagues!

10:30 Sessions

12:00 Lunch - Pre-registration required - Eagle Ballroom

- Colleague Recognitions
- Scholarships Awarded
- KSHA Annual Meeting

1:30 Sessions

3:00 Break - Redbud C - Exhibits! Nourishment!
Door Prizes! Interact with colleagues!
Last Chance to Visit Exhibits!

3:30 Sessions

5:00 Posters and Pretzels - Cedar
19 Posters - Earn 2.0 hours - Ends at 7:00

Saturday, September 26

7:30 Continental Breakfast - Redbud C

8:30 Sessions Begin

10:00 Break

10:30 Sessions

12:00 Sessions End

Cover photograph courtesy of Scott Sewell Photography

HANDOUTS AVAILABLE: Online in PDF format.
Link provided to those who pre-register prior to conference.

Registration Information

No handouts available on site.

Register by September 10 to be eligible for door prizes and reduced conference rate.

For registration costs, please see the registration form on page 21. Members of the Iowa, Missouri, Nebraska, and Oklahoma state associations may register at the member rate. Please provide membership verification.

Please keep a copy of your registration form and your cancelled check for your tax records. Online registrations will receive an e-mail receipt. If this documentation will not meet your reimbursement requirements, please contact the Central Office at 913-362-0015 or e-mail ksha@ksha.org.

Consider bringing a sweater as hotel meeting room temperatures may be cool.

To pick up your name tag and registration packet, or to register on site, please go to the KSHA Registration Desk.

Thursday, September 24	8 a.m. to 8 p.m.
Friday, September 25	7:30 a.m. to 6 p.m.
Saturday, September 26	7:30 a.m. to 9 a.m.

Program Planner/Instructional Personnel Relationship Disclosure Form

In compliance with American Speech-Language-Hearing Association's Continuing Education Board's Requirements, the Kansas Speech-Language-Hearing Association requires program planners and instructional personnel to disclose information regarding any relevant financial and non-financial relationships related to course content prior to and during course planning. This information is located at www.ksha.org > Disclosure 2015 Conference.

Exhibits

Please take time to visit the exhibitors who support this conference. Please see listing and ads. Exhibits and breaks are located in Redbud C.

Hospitality

Conference committee members will wear specially designated badges and will be available to answer your questions. Assistance will also be available at the registration table.

Cancellation Policy

If received in writing at least one day before the program begins, KSHA will refund your registration after a \$30.00 administrative charge. Cancellations not received by the date required will not be eligible for a refund. No-shows will be billed.

Information

For additional information concerning the conference or membership in the association, please call the KSHA Central Office at 913-362-0015 or check out www.ksha.org.

Continuing Education

ASHA The program is pending approval for 2.0 audiology and speech-language pathology ASHA CEUs (various levels; professional area). To utilize the ASHA CE Registry (requires the payment of a fee to ASHA when ASHA dues are paid): (1) check ASHA below your name; and (2) drop BOTH your ASHA Participant Form AND the yellow copy of your CE Record Form in the designated box at the registration table. If both forms are not dropped, KSHA assumes that the participant is using a self-documentation process to record ASHA CEUs that are required to maintain CCC.



KDADS Pending approval for a maximum of 23 audiology and SLP continuing education clock hours for Kansas licensed audiologists and speech-language pathologists by the Kansas Department for Aging and Disability Services Health Occupations Credentialing.

A CE Record Form will be provided on site.

1. **No codes required.** Mark an X by the title of each session attended and total your hours.
2. **Sign your CE Record Form.** A statement will be added that reads, "In adherence to the ASHA/KSHA/AAA Code of Ethics, I confirm that I attended the sessions checked below."
3. **Leave a copy of your CE Record Form at the registration table.** A copy is required by the KDADS to meet the requirements for Long Term Sponsorship.

KBHAE Hours are pending approval. Ancillary hours will be announced prior to the conference. A maximum of three ancillary hours are allowed annually.

AAA KSHA is pending approval by the AAA to offer Academy CEUs for this activity. The program is pending approval for 1.8 CEUs. Academy approval of this continuing education activity does not imply endorsement of course content, specific products, or clinical procedures.



2015 Invited Speakers

Douglas Beck, AuD, Board Certified Audiologist, San Antonio, Texas. Dr. Beck earned his master's degree from SUNY Buffalo (1984) and his doctorate from the University of Florida, Gainesville (2000). His career began at the House Ear Institute in cochlear implant research and intraoperative monitoring. By 1988, he was Director of Audiology at Saint Louis University. Eight years later he co-founded an audiology/dispensing practice in St. Louis. Beck became Editor-In-Chief of www.audiologyonline.com, www.speechpathology.com and www.healthyhearing.com in 1999. He joined Oticon in 2005 as Director of Professional Relations. In 2008, Beck was appointed Web Content Editor for the American Academy of Audiology (AAA) and in 2011, Adjunct Professor of Audiology at Lamar University. Dr. Beck is a prolific author with more than 186 published articles and more than 890 abstracts, interviews and op-eds written for the AAA addressing a wide variety of audiology and professional topics.

Stephanie D. Becker, PhD, Lecturer at University of Kansas. Dr. Becker's research has focused on the development of early communication abilities in children with ASD. She has 14 years of experience working with children who have ASD and their families through the public schools, in the community, and through research studies. She currently serves as a lecturer at the University of Kansas.

Renee Berggren, MA, CCC-SLP, Speech-Language Pathologist for Via Christi Health Systems – Wichita, at the St. Francis and St. Joseph Campus. Renee Berggren graduated from Wichita State University in 1995 with a Master Degree in Communicative Disorders and Science. She has spent much of her career as acute care staff speech-language pathologist for Via Christi Health Systems, Wichita, at the St. Francis and St. Joseph Campus. She has extensive experience evaluating and treating dysphagia (including MBS and FEEs instrumentation), speech-language disorders, and voice disorders. She has particular interest in outpatient voice therapy and infant dysphagia. Her experience and interest in voice disorders started with her own voice therapy in college due to voice disorder. It served as a catalyst for her interest and her desire to help others in similar situations. This has allowed her a more personal connection with her patients.

Elaine Bernstorff, PhD, CCC-SLP, Professor of Music Education at Wichita State University and a Speech-Language Pathologist. Dr. Bernstorff's teaching and research focuses on elementary and special music education, literacy development, voice disorders, and arts integration. Dr. Bernstorff is co-author of the book *The Music and Literacy Connection*. She and her students have served the WSU Kaleidoscope Preschool music program since 1999. They also have supported integrated music programming for other programs including Cerebral Palsy Research Foundation Adult Learning Center, the WSU Child Development Center and Envision. Dr. Bernstorff founded the Adaptive Music program at USD 259 and taught in that program for 12 years. She served as Associate Dean for the College of Fine Arts from 2001-2009.

G. Robert Buckendorf, PhD, CCC-SLP, Practice Manager at Buckendorf Associates (buckendorffassociates.com). Dr. Buckendorf received his master's degree in 1975 from Idaho State University and PhD in 1997 from Wichita State University. Dr. Buckendorf was in private practice from 1979-1999, and on the faculty at Oregon Health and Sciences University as assistant professor from 1999-2006 where he remains as clinical assistant professor. In 2006, he returned to full time private practice. He is also an adjunct faculty member at Portland State University. Dr. Buckendorf has been in practice for over 35 years, treating children and adults with a wide range of disabilities. One focus of his practice with children with autism has been in family centered treatment, using techniques that involve families extensively and provide opportunities for caregivers to successfully interact with their

children. His interests are in pediatric speech and language disabilities including autism, language disorders, phonological disorders, cranio-facial disorders, and fluency disorders. He is past president of the Oregon Speech and Hearing Association and the Oregon Academy of Speech Pathology and Audiology, and received the honors of the Oregon Speech and Hearing Association in 2010. He presents nationally and internationally (Kazakhstan, Ukraine, Kenya, Saudi Arabia, Cuba, Azerbaijan, Macedonia, and Kyrgyzstan) to families, students, and professionals on the topic of diagnosis and treatment of children with autism and other communication disabilities. He has co-authored several book chapters on speech-language pathology topics. He edited a text on autism (*Autism: A Guide for Educators, Clinicians, and Parents*, 2008, Super Duper Publications). He has presented more than 100 lectures on working with children with disabilities, and continues to actively see patients and mentor students in his private practice.

Kylie Bullock, MA, L/CCC-SLP, University of Kansas Hospital. Kylie Bullock is a speech-language pathologist, working at the University of Kansas Hospital for 5 years. She works with both adult and pediatric patients, including the NICU, and has a specialty in pediatric dysphagia. Kylie Bullock has lectured locally and nationally on pediatric feeding practices and issues.

Tina Childress, MA, CCC-A, Educational Audiologist, Champaign, Illinois. Tina Childress is an educational audiologist, technology and social media aficionado, late-deafened adult and bilateral cochlear implant recipient. With her unique perspective and passion for sharing information, she is a sought out writer, volunteer, presenter, trainer and adjunct lecturer to families and professionals on a variety of technology-related topics.

Anthony DiLollo, PhD, CCC-SLP, Associate Professor, Doctoral Coordinator, Department of Communication Sciences & Disorders at Wichita State University. Anthony DiLollo has a degree in Psychology from the University of Western Australia, a Master Degree in Speech-Language Pathology from the University of Mississippi, and PhD from the University of Memphis. His research interests include counseling and factors related to effective therapy.

Robert M. DiSogra, AuD, FAAA, Audiology Associates of Freehold, PC. Dr. DiSogra is a New Jersey licensed audiologist who has been in private practice in Freehold, NJ since 1985. He received his Doctor of Audiology degree in 2003 from the Osborne College of Audiology at Salus University in Elkins Park, PA. He holds a Master Degree in Audiology from Hofstra University and a Bachelor Degree in Speech Education from St. John's University (NY). Dr. DiSogra has been employed in clinical, research, and industrial and educational settings prior to opening his private practice in 1985 in Freehold, NJ. He developed and taught the Pharmacology/Ototoxicity distance learning course at Salus University for five years. He also is an adjunct lecturer there. Dr. DiSogra has taught doctoral level/graduate and undergraduate Audiology courses at Salus University, St. John's University, Rutgers University and Kean University. He has lectured nationally and internationally on adverse drug reactions and patient management and has several book chapters to his credit. He continues to lecture about over-the-counter tinnitus products and where to get reliable drug information on the internet. Dr. DiSogra was a co-founder and first President of the New Jersey Academy of Audiology in 1992. In 1995, he was recipient of New Jersey Speech and Hearing Association's Distinguished Clinical Service Award and in May, 2013, Dr. DiSogra was recognized as Alumnus of the Year from Salus University. Dr. DiSogra is a US Navy veteran. He served as an operations specialist aboard the USS Luce during the Vietnam era.

Renee' L. Ediger, MA, CCC-SLP, Speech-Language Pathologist at Mid Kansas Ear, Nose, & Throat Associates in Wichita. Renee' Ediger specializes in voice and related disorders. Renee' leads the Chisholm Trail New Voice Club Laryngectomy Support Group in the Wichita area.

Veronica Fierro, MA, CCC-SLP, Doctoral Student, Intercampus Program in Communicative Disorders, University of Kansas. Veronica Fierro is interested in bilingualism and multicultural issues in speech-language pathology, including assessment and intervention of bilingual clients, as well as the effectiveness of using interpreters/translators in bilingual assessment.

Colleen Gould, MS, L/CCC-SLP, University of Kansas Hospital. Colleen Gould is a speech-language pathologist and Internationally Board Certified Lactation Consultant, working at the University of Kansas Hospital for 9 years. She works with both adult and pediatric patients, including in the NICU, and has a specialty in pediatric dysphagia. Colleen has lectured locally and nationally on pediatric feeding practices and issues.

Stacy Gray, MS, L/CCC-SLP, Supervisor of the Speech-Language Services department at the University of Kansas Hospital. She has been practicing for 7 years and serves on many committees within the hospital. Interests include dysphagia in the critically ill and aphasia. She is very passionate about esophageal dysphagia, including diagnosis, advocating for proper treatment and the impact esophageal dysphagia has on the oropharyngeal swallow.

Lucy Hart Paulson, EdD, CCC-SLP, Associate Professor in Communicative Sciences & Disorders, University of Montana. Dr. Lucy Hart Paulson is a speech-language pathologist and literacy specialist with years of experience working with young children and their families in public schools, Head Start, and also university clinics, and private settings. Currently, she is an Associate Professor in the Communicative Sciences and Disorders Department at the University of Montana. Dr. Paulson has a unique broad-based perspective that involves blending areas of language and literacy, resulting in effective and engaging interventions for children. She also has provided professional development for a variety of audiences across the United States and internationally. Dr. Paulson is the lead author of: (a) *Language Essentials for Teachers of Reading and Spelling* (LETRS) for Early Childhood Educators, (b) *Building Early Literacy and Language Skills* (a resource and activity guide for young children), and (c) *Good Talking Words* (a social communication skills program for preschool and kindergarten).

Sean Hess, MS, Doctoral Candidate, Graduate Teaching and Research Assistant, Communication Sciences & Disorders, Wichita State University, Wichita, KS. Sean Hess's research experiences to date include exploring social cognitive processes of adolescents with ASD, exploring caregivers' perceptions of an interdisciplinary autism diagnostic process, and the influence of teaching methodology on student engagement in multimedia off-task behaviors during class.

Jamie L. Johnson, MA, L/CCC-SLP, University of Kansas Hospital. Jamie Johnson currently works in outpatient, seeing individuals with brain tumor, stroke, head injury and neurological diseases such as Parkinson's Disease. Her interests are in both acute and outpatient settings. She serves on the KU Parkinson's Disease Foundation and on the Concussion team. She also works in the operating room with patients undergoing Cortical Language Mapping during awake craniotomies. Jamie serves on the Executive Board for KSHA.

Don D. Kim, AuD, Regional Field Audiologist, Midwest to Northwest for GN Otometrics (18 States). Don Kim, AuD, is a regional field audiologist covering 18 states from the Midwest to the Northwest for GN Otometrics. After receiving his AuD from East Tennessee

State University and finishing his residency at Henry Ford Hospital in Detroit, MI, Dr. Kim has gained experience in a variety of practice and clinical settings. He has owned a private practice and held the role of Director of Audiology for several clinics where he has been responsible for the business growth, development of audiology protocols, and optimizing the workflow within the clinic. In addition, his leadership experience has given him the opportunity to lead a few start-up businesses in the audiology industry.

Stephanie Knollhoff, MA, CCC-SLP, University of Kansas Department of Hearing and Speech, University of Kansas Hospital. Stephanie Knollhoff is a PhD candidate at the University of Kansas with research interests in cancer related communication, feeding, and swallowing disorders, and dysphagia. She is also a certified speech-language pathologist licensed in both Kansas and Missouri.

Rouzana Komesidou, is a doctoral candidate in the Intercampus Program in Communicative Disorders at the University of Kansas. Her research focuses on oral and written language acquisition in preschool and elementary school children.

Lesley Magnus, PhD, CCC-SLP, Associate Professor, Department of Communication Sciences and Disorders, Minot State University, North Dakota. A certified speech-language pathologist in both Canada and the United States, Dr. Magnus presently teaches graduate and undergraduate coursework in applied phonology, early intervention, language disorders, adolescent language disorders, and assessment in speech-language pathology. Her professional interests and work research lie in the areas of phonology, clefting, and language disorders in children where she has directed numerous student thesis research projects. After 15 years of clinical work in pediatric speech-language pathology, Dr. Magnus completed her Doctor of Philosophy in Communication Disorders and Sciences at Wichita State University under the guidance of Dr. Barbara Hodson and Dr. Carol Westby. Her doctoral dissertation study focused on phonological aspects of speech of children born with clefting anomalies. Dr. Magnus regularly presents at local, state/provincial, and national forums. As faculty advisor for the Minot Chapter of NSSLHA, she led the organization to Gold status in 2014 and Silver status in 2011. In addition, Dr. Magnus is past president of the Saskatchewan Association of Speech-Language Pathologists and Audiologists. She received her Bachelor of Science in Education and Masters of Science in Speech-Language Pathology from Minot State University.

Karissa Marble, MEd, CCC-SLP, Doctoral Candidate in Speech-Language Pathology and Graduate Teaching Assistant in the Department of Communication Sciences and Disorders at Wichita State University. Karissa Marble has worked in early childhood as a speech-language pathologist. Her research and clinical areas of interest include early language and literacy intervention, autism spectrum disorders, and university teaching/clinical supervision.

Stephanie Meehan, MA, CCC-SLP, Assistant Clinical Professor, PhD Candidate, University of Kansas. In addition to serving as an Assistant Clinical Professor, Stephanie Meehan is a PhD candidate. Her primary research interest is in Augmentative and Alternative Communication. She expects her long-term line of research to focus on what contributes to long-term positive outcomes for people who use AAC, language development specific to AAC use and inclusive practices for school-based speech-language pathologists.

Anne Millard-Harsche, MA, L/CCC-SLP, has been a speech-language pathologist for 12 years and practiced in multiple setting including, long term acute care, skilled nursing, acute care, and in the outpatient setting. Interests include dysphagia in the critically ill patient and brain injury. She has served on committees within the hospital. She is very passionate about esophageal dysphagia, including diagnosis, advocating for proper treatment and the impact esophageal dysphagia has on the oropharyngeal swallow.

Lynn Murphy, MA, CCC-SLP, Assistant Clinical Professor, University of Kansas. Lynn Murphy received a master's degree from University of Texas at Austin in 1995. She worked in hospital setting with acute care, inpatient rehab and outpatients for over 15 years. She is currently working as Clinical Assistant Professor at KU since 2013, managing Facilitating Adult Communication and Swallowing (FACS) Team which includes providing home health services through contract with Visiting Nurses Association as well as overseeing treatment of individual clients and Conversation Group with student facilitators in the Schiefelbusch Clinic.

Sara Neumann, AuD, Clinical Audiologist, Hearts for Hearing, Oklahoma City, Oklahoma. Dr. Neumann, clinical audiologist at Hearts for Hearing in Oklahoma City, Oklahoma, works primarily with the pediatric population, but also works with adults who have cochlear implants. She currently acts as a deaf education consultant and educational audiologist for a local school district. She recently co-authored three separate textbook chapters on pediatric amplification, cochlear implant programming, and most recently a chapter on implantable hearing devices for a soon to be released book on Auditory Verbal Therapy. Dr. Neumann graduated with a Bachelor of Science degree in Deaf Education from Northern Illinois University in 2003 and obtained her Doctorate in Audiology from Illinois State University in 2012. She has previously worked as an educator of the deaf/hard of hearing for six years in both self-contained and itinerant settings and as an early intervention provider for children with hearing loss for two years. Dr. Neumann's special interests include cochlear implants, electrophysiology, personal RF/FM systems, and working with musicians and hearing conservation in schools of music, drum corps and marching band programs.

Kristin M. Pelczarski, PhD, CCC-SLP, Assistant Professor in Speech-Language Pathology at Kansas State University. Dr. Pelczarski teaches the fluency disorders class and conducts research on phonological encoding and other underlying linguistic mechanisms that influence stuttering in children and adults.

Patrick J. Pirotte, OD, FCOVD, Diplomate American Board of Optometry, Residency Director, Child and Family Eye Care, Wichita, Kansas. Dr. Pirotte has been in practice for 30 years. He has specialized in pediatrics from the start. He is CEO and founder of the largest children's vision practice in Kansas. He was asked to serve on the staffs of Via Christi and Wesley Rehab hospitals. Child and Family Eye Care is a nationally known, accredited residency for graduate optometrists. He serves on the board of COVD, the College of Optometrists in Vision Development, and internationally recognized non-profit education and research organization. He was the lead researcher on the Kansas Convergence Insufficiency study conducted on 3rd graders in 2000. He majored in piano performance at WSU and human biology at KU. He is very interested in neuroscience, especially neuroplasticity and its impact on clinical care.

Karin Rasmussen, MS, AT Specialist II, works at Northwest Kansas Educational Service Center, Oakley, Kansas.

Brian Ray, MA, CCC-SLP, BCS-F, is a Clinical Supervisor in the Department of Communicative Disorders and Sciences at the Wichita State University. Brian is a Board Certified Specialist in Fluency (BCS-F). His clinical and teaching interests focus on fluency disorders and speech-sound disorders. He co-directs an annual fluency camp for school-aged children who stutter.

Dawn Ruley, AuD, CCC-A, National Pediatric Clinical Territory Sales Manager, Phonak, LLC. Dawn Ruley joined the Phonak pediatric team in May 2009. She is an audiologist and has experience as a pediatric and educational audiologist and received her AuD in 2006. Dawn is a Pediatric Territory Sales Manager for Colorado, Kansas, Missouri, Arkansas, and Illinois.

G. Bradley Schaefer, MD, FAAP, FACMG, Professor of Genetics and Pediatrics, Founding Director, Division of Medical Genetics, University of Arkansas for Medical Sciences. Dr. Schaefer is the Founding Director of the Division of Medical Genetics and the Chief of the Section of Genetics and Metabolism in the Department of Pediatrics at UAMS. He is also the Medical Director of the Genetic Counseling Training program at UAMS. He is the inaugural holder of the Committee for the Future Endowed Chair in Medical Genetics. He has achieved board certification in Pediatrics, Human Genetics, and Pediatric Endocrinology. He is a founding fellow of the American College of Medical Genetics, and a fellow of the American Academy of Pediatrics. He is a member of the American Pediatric Society. He has authored over 250 scientific articles, book chapters, and invited reviews. He is on the editorial board of the Journal of Child Neurology, and sits on the National Advisory Board for the Sotos Syndrome Support Association. Dr. Schaefer's clinical and research interests focus on the genetics of neurodevelopmental, neurosensory and neurobehavioral disorders; medical transition for Children with Special Health Care needs; tele-genetics services; and Newborn Screening follow up and infrastructure.

Sarah Schaffer, is a 20 year-old college sophomore attending Washburn University in Topeka, Kansas. In pursuing her lifelong dream of going to college, she is continuing to construct the foundations of her career goals involving teaching and working with children. Sarah's unique experiences in school, marching band, and her participation on numerous athletic activities are what kindle her ambition to create an independent lifestyle in all aspects of her life.

Julie Scherz, PhD, CCC-SLP, Associate Professor and Chair of the Department of Communication Sciences and Disorders at Wichita State University. Julie Scherz has had extensive clinical experiences with persons who have experienced neurologically based communication disorders. She serves as a member of the Medical Team for the Wichita-based Hereditary Neurological Disease Centre, serving patients with Huntington's disease. Dr. Scherz has facilitated a variety of interprofessional education experiences focused on patient-centered care.

Sharon Smith, AuD, Principal Clinical Specialist with Advanced Bionics. Sharon Smith received her undergraduate degree from the University of Wisconsin – Eau Claire, her Masters degree from Syracuse University and her Doctor of Audiology degree from the University of Florida. She started her career at the University of Minnesota Medical Center where she managed the Cochlear Implant Program for 13 years before leaving to work for Advanced Bionics in 2005. Her responsibilities include training and support for area cochlear implant audiologists.

David J. Smriga, MA, Senior Audiologist Consultant, Audioscan (a division of Etymonic Design, Inc.). David J. Smriga is senior audiologist consultant for Audioscan, a division of Etymonic Design, Inc., a major manufacturer of hearing instrument verification and fitting equipment. He received his Master Degree in Audiology from Northern Illinois University in 1976. During his subsequent career, David has held positions in both clinical and research audiology at the Health Sciences Center in Winnipeg and the University of Manitoba Medical School, as well as senior management positions in sales, marketing, product management and public relations for some of the industry's leading hearing instrument manufacturing firms. He also founded AuDNet, the industry's first hearing care focused Group Purchasing Organization. David has conducted over 600 lectures in North America and in Europe, and has authored over fifty publications ranging in topic from inter-operative brainstem monitoring to counselor selling. For the last fourteen years, Mr. Smriga has been Audioscan's chief lecturer on the use of real-ear measurement technology and audibility-based fitting strategies. He is well known for his unique way of presenting complex information in a clear, logical and understandable way.

Holly Storkel, PhD, L/CCC-SLP, Professor and Chair, Department of Speech-Language-Hearing: Sciences and Disorders, University of Kansas, Lawrence, Kansas. Dr. Storkel's research focuses on how children learn the sounds and words of their native language during the preschool and early elementary school period.

Matthew Stumpe, MD, University of Kansas Medical Center, Wichita Department of Surgery Clinical Instructor, ENT physician with Mid-KS ENT Associates. Dr. Stumpe graduated medical school from University of Kansas in 2003 and completed his Otolaryngology residency at the University of Tennessee in 2008. A board-certified otolaryngologist, Dr. Stumpe is a problem-solver who takes the time to educate his patients. He strives to make a positive impact on his patients regardless of age, using the latest technology advancements. Dr. Stumpe is a University of Kansas Medical Center-Wichita Department of Surgery Clinical Instructor. Dr. Stumpe has been published in multiple journals and book chapters and has given lectures at national and regional Otolaryngology meetings.

Nancy Swigert, MA, CCC-SLP, BCS-S. Nancy B. Swigert is the director of Speech-Language Pathology and Respiratory Care at Baptist Health Lexington, KY. She is adjunct assistant professor at the University of Kentucky. She is a Board Certified Specialist in Swallowing and Swallowing Disorders. Nancy has authored seven clinical reference books and numerous book chapters and articles. She received her master's degree from the University of Tennessee-Knoxville. She is a former President of the Kentucky Speech-Language-Hearing Association, the Council of State Association Presidents, the American Speech-Language-Hearing Foundation and the American Speech-Language-Hearing Association. She most recently chaired the American Board of Swallowing and Swallowing Disorders from 2012-2014.

Susie Ternes, AuD, Audiologist, Via Christi Hospital, Wichita, Kansas. Her clinical interests include newborn hearing screening, pediatric amplification, and counseling families with newly diagnosed hearing loss.

Krista Voelmle, is enrolled in the combined Master and Doctoral program in the Intercampus Program in Communicative Disorders at the University of Kansas. Her research focuses on language acquisition disorders of infants, toddlers and preschool age.

Jane Wegner, PhD, CCC-SLP, Clinical Professor and Director of Schiefelbusch Speech-Language Hearing Clinic, University of Kansas. Dr. Wegner is also the Director of the Pardee AAC Research and Resource Laboratory, the Communication, Autism and Technology Project, and the Augmentative and Alternative Communication in the Schools-Kansas City Project.

Carol Westby, PhD, CCC-SLP. Dr. Westby is a consultant for Bilingual Multicultural Services in Albuquerque, NM and holds an affiliate position at Brigham Young University in Provo, UT. She is a fellow of the American-Speech-Language-Hearing Association (ASHA), holds Specialty Recognition in Child Language, and has received the Honors of the Association. She has published and presented nationally and internationally on theory of mind, metacognition/executive function, language-literacy relationships, narrative/expository development and facilitation, assessment and facilitation of written language, and issues in assessment and intervention with culturally/linguistically diverse populations.

Joanna Wyckoff, MA, CCC, L-SLP, Clinical Educator, Wichita State University. Prior to being a clinical educator at Wichita State University, Joanna Wyckoff was employed by Wesley Medical Center for 31 years. During that time she held several manager positions including Supervisor of the Speech-Language Pathology Department. Her expertise is with adults with disorders of swallowing, voice and neurogenic related cognitive linguistic deficits.

Actual size.
Neckloop and
phone plug
not shown.



UNI-DEX.

MADE FOR ANY PHONE.



The UNI-DEX is compatible with mobile phones from a wide range of manufacturers.

- Simple and easy to use
- Connects to any mobile phone, computer, or tablet with a 3.5mm Jack output
- Use hearing aids as a headset/hands-free solution
- Wireless, high-quality audio streaming with WidexLink™
- Room Off function
- Automatic start of streaming
- Long battery life, 40 hours streaming/4 months standby
- Fully charges in only 1 hour



Lisa Battani, Au.D., CCC-A, FAAA
Regional Sales Manager
LIBT@widex.com • (913) 217-0775

DEX™
A WIRELESS WORLD

Audiology Sessions

New Beginnings: 2015 KSHA Conference
September 24 – 26 • Wichita Hyatt Regency

Thursday, September 24

Thursday, 9 a.m. to 4 p.m.

Six Hour Audiology Learning Lab

– ADDITIONAL \$95.00 FEE REQUIRED –

AUD1 ***Fitting and Verification of Modern Hearing Devices: Strategies for Improved Patient Outcomes and Competitive Differentiation***

David J. Smruga, M.A., Senior Audiology Consultant, Audioscan (a division of Etymonic Design, Inc.)

The purpose of this workshop is to offer dispensing professionals specific fitting and counseling tools and strategies that not only equip them to effectively measure and fit all of the capabilities modern hearing instrument devices offer, but also to reframe the interaction between professional and patient that puts greater emphasis on problem identification and resolution and less emphasis on product and brand as the focal point of care. This course will examine the issues of traditional social norms toward hearing care, cortical neuroplasticity, speech audibility, lifestyle needs and patient motivations for change from the hearing aid fitting perspective, and offer a method of defining and delivering long-term hearing aid benefit that takes all these issues into account. The focus of the course is on the importance of verifying that amplification delivers audible speech, including descriptions of methodologies that accomplish this. The course will also demonstrate clinical tools designed to test and verify modern hearing instrument functions including directional microphone, noise reduction, paired interaction, remote microphone, wireless streaming and other modern features effective in addressing specific communication and operational issues. (Intermediate)

The learner will be able to: 1) Update their case history taking techniques to better uncover lifestyle needs and the patient's motivation for change; 2) State a way to provide information to patients in a way that addresses societal preconditions about hearing care, and encourages the patient to embrace treatment; 3) Obtain a valid individual real-ear-coupler-difference (RECD) measure for use in converting HL audiometry into patient-specific SPL values; 4) Identify how to pre-program hearing instruments to patient-specific audibility requirements employing simulated real ear measurement; 5) Identify on the patient's ear the actual delivered audibility; and 6) Describe how gain, compression and output settings have been adjusted to maximize audibility.

Thursday, 5:30 to 6:30 p.m.

AUD2 ***Audiology Research in Kansas***

Moderator, Susie Ternes, AuD, Audiologist, Via Christi Hospital, Wichita, Kansas.

Two graduate students (one each from the University of Kansas and Wichita State University) will discuss their Audiology research projects. Discussion will include study design and implementation, as well as discussion of results, conclusions, and suggestions for further research.

The learner will be able to: 1) Discuss current Audiology research in the state of Kansas; and 2) Identify implications of current research on patient diagnosis and/or treatment.

Many thanks to Associated Audiologists, Inc. for sponsoring this session!!

Thursday, 6:30 to 8:30 p.m.

AUD3 ***Beyond the Audiogram: Evaluating and Treating the Whole Child***

Sara Neumann, AuD, Clinical Audiologist, Hearts for Hearing, Oklahoma City, OK

Parents want what's best for their child; so do their audiologists and speech-language pathologists. Sometimes, it may be overwhelming to make a decision about whether a cochlear implant is indicated for a younger or older child. In this presentation, we discuss Hearts for Hearing's experience with evaluating and treating the child objectively and subjectively. We will also discuss recent advances in technology including use of electro-acoustic stimulation (EAS) in pediatric patients and use of wireless technology to help children achieve best outcomes. (Intermediate)

The learner will be able to: 1) Identify three important components of pediatric cochlear implant candidacy; 2) List four appropriate assessment tools (subjective and objective) to guide decision making for young patients; and 3) Identify signs that it is time for a child to move from bimodal (hearing aid + cochlear implant) to bilateral cochlear implants.

Friday, September 25

Friday, 7:30 to 8:30 a.m.

- Continental Breakfast – Redbud C
- Exhibits Open

Friday, 8:30 to 10 a.m.

AUD4 ***Beyond the Audiogram: Helping Adults with Hearing Loss Move from Good to Great***

Sara Neumann, AuD, Clinical Audiologist, Hearts for Hearing, Oklahoma City, OK

Technology used to treat hearing loss has drastically improved in the last five to ten years, but none more than the cochlear implant. With the FDA approval of the Cochlear™ Hybrid cochlear implant (CI) system and improvements in external sound processors across all companies, there has never been a better time to improve the outcomes and quality of life for implant patients. This presentation will review guidelines for Hybrid candidacy, recent advances in technology that can benefit all patients, and ways to monitor and assess progress. (Intermediate)

The learner will be able to: 1) Identify basic criteria for Hybrid cochlear implants and know when to refer on to CI centers; 2) List three different options to promote better hearing with a cochlear implant; and 3) Identify important factors that may limit progress for adult patients and how to counsel the patient and their families appropriately.

August 24, 2015 is the last day to be eligible for the **special room rate** at the Hyatt Regency Wichita.

Visit <https://resweb.passkey.com/go/KSHA2015> or call 1-888-421-1442 to reserve your room.

AUD5 *Genetics and Etiology of Newborn Hearing Loss*

G. Bradley Schaefer, MD, FAAP, FACMG, Professor of Genetics and Pediatrics, Founding Director, Division of Medical Genetics, University of Arkansas for Medical Sciences

Advances in genetic technology have greatly increased the ‘diagnostic yield’ (the ability to identify an etiology) in hearing loss. Currently, the underlying cause can be determined in over 80% of cases. Knowledge of the cause of a hearing loss can help the family and the health care professionals working with them. For many, simply knowing “Why” is important. Still, such information can also help provide insight into prognosis, recurrence risk and other family implications, and associated medical problems. Most importantly, defining the etiology oftentimes provides insight into the pathogenesis of the condition. This information is central for prevention, habilitation and designing targeted therapies and interventions. (Intermediate)

The learner will be able to: 1) State the common causes of newborn hearing loss; 2) Describe and Understand the genetics of newborn hearing loss (dominant, recessive, X-linked, mitochondrial); 3) Identify 3 genetic syndromes associated with hearing loss; and 4) Identify the major components of the etiologic evaluation of newborn hearing loss.

Friday, 10 to 10:30 a.m.

- *Nourishment - Redbud C*
- *Exhibits - Redbud C*
- *Door Prizes*

Friday, 10:30 to Noon

AUD6 *Ear Infections in Children*

Matthew Stumpe, MD, University of Kansas Medical Center, Wichita Department of Surgery Clinical Instructor, ENT physician with Mid-KS ENT Associates.

Ear infections in children are common and can cause many different symptoms. Identifying the cause and location is critical to appropriate management. Understanding the etiology allows us to better treat our patients and understand when referral is appropriate. Understanding the pathophysiology also allows us to better understand hearing outcomes and the various treatments employed. (Advanced)

The learner will be able to: 1) Identify locations of various ear infections in children; 2) State etiology and pathophysiology of various ear infections in children; and 3) Recognize appropriate referral for treatment of various ear infections in children.

AUD7 *Tinnitus Management and Treatment*

Douglas Beck, AuD, Board Certified Audiologist, San Antonio, TX

There are more people with tinnitus than there are people with hearing loss. However, it is far less common for audiologists to test, evaluate, and manage tinnitus patients. In this presentation, we will examine the latest peer-reviewed literature with regard to protocols and practices which are proven to be beneficial. Specifically, many of the practices and protocols associated with tinnitus management have not panned-out as particularly useful (or correct) and the time has come to supplant resumptious and theories with scientifically-proven protocols and practices. A question and answer period will be provided. (Intermediate)

The learner will be able to: 1) Name the most widely used tinnitus evaluation/measurement tool; 2) List the two factors most often needed in tinnitus management; and 3) Name the most successful tinnitus management protocol.

Friday, Noon to 1:30 p.m.

Lunch – Eagle Ballroom

- *KSHA Annual Meeting*
- *Awards and Recognition*

**KSHA Banquet Lunch must be pre-purchased.*

Friday, 1:30 to 3 p.m.

AUD8 *Part 1 - Video Head Impulse Testing: A Revolution in Vestibular Assessment*

Don D. Kim, AuD, Regional Field Audiologist, Midwest to Northwest for GN Otometrics (18 States)

ICS Impulse: Revolutionizing Vestibular Assessment: Video Head Impulse Testing (vHIT) is quickly moving into the mainstream of vestibular assessment, and has significantly increased the sensitivity and specificity of diagnosis of the dizzy patient. The purpose of this seminar is to provide an overview of the how, what, when, and why of vHIT testing. Clinical implications and future direction of vHIT findings will also be addressed. (Intermediate)

The learner will be able to: 1) Describe what the video head impulse test assesses; 2) Define the difference between overt and covert saccades; 3) Define what constitutes normal and abnormal responses for head impulse testing; and 4) Describe clinical applications for vHIT assessment.

AUD9 *Issues in Amplification*

Douglas Beck, AuD, Board Certified Audiologist, San Antonio, TX

Hearing aids available in 2015 are unlike previous generations of hearing aids. Indeed, modern hearing aids may be thought of as possessing “intelligent automatics.” Specifically, intelligent automatics engage IF AND ONLY IF they improve the signal-to-noise ratio. As such, these technologies have benefits and outcomes which are proven to be beneficial in the peer-reviewed literature. Many of these technologies will be addressed along with extended bandwidths, frequency lowering, cochlear dead zones, remote microphones and more. A brief discussion of cognitive issues and the measurement of cognitive function will be addressed. (Intermediate)

The learner will be able to: 1) Name three ADAPTIVE CIRCUITS; 2) Identify the intelligent automatic circuit which helps people recall conversations; and 3) Name one cognitive screening tool.

Friday, 3 to 3:30 p.m.

- *Nourishment - Redbud C*
- *Exhibits - Redbud C*
- *Interact with Colleagues*
- *Last Opportunity to Visit Exhibits*

Friday, 3:30 to 5 p.m.

AUD10 *Part 2 - Video Head Impulse Testing: A Revolution in Vestibular Assessment*

Don D. Kim, AuD, Regional Field Audiologist, Midwest to Northwest for GN Otometrics (18 States)

** See AUD 8 for session description and outcomes*

AUD11 ***Re-Storying Hearing: An Approach to Counseling in Audiology***

Anthony DiLollo, PhD, CCC-SLP, Associate Professor, Doctoral Coordinator, Department of Communication Sciences & Disorders at Wichita State University

The problem for most audiologists with regard to engaging clients in counseling is that they lack a systematic approach and don't know how to facilitate the types of conversations that will help their clients generate solutions to their problems. In order for clinicians to actually engage in counseling, they need a basic theoretical framework to organize and guide the way they conceptualize their clients' problems as well as specific ways to engage clients in counseling conversations. The goal of this presentation is to provide participants with an introduction to one such framework, using practical examples and interactive discussions. (Introductory)

The learner will be able to: 1) Describe why counseling is an important aspect of their clinical role; 2) Describe how to conceptualize therapy interactions as an act of leadership rather than an act of service, and how this relates to counseling; and 3) Describe a framework around which they can organize their understanding of clients and their attempts at counseling to demonstrate basic skills in applying the constructivist framework to clinical problems.

Friday, 5 to 7 p.m.

Talk with Kansas Researchers

Posters and Pretzels – Cedar

- See Page 18 for complete descriptions.

Saturday, September 25

Saturday, 7:30 to 8:30 a.m.

Continental Breakfast – Redbud C

Saturday, 8:30 to 10 a.m.

AUD12 ***Phonak: Evidence Supporting Auditory Outcomes in the Classroom***

Dawn Ruley, AuD, CCC-A, National Pediatric Clinical Territory Sales Manager, Phonak, LLC

Good auditory access is required for all students to succeed in the classroom. Research reports children need a +15 signal-to-noise ratio to support a comfortable learning environment. Learn about how to provide a good auditory learning environment and evidence supporting use of technology to improve auditory outcomes in the classroom. (Intermediate)

The learner will be able to: 1) Identify three assistive listening technology options to improve auditory access in the classroom; and 2) Describe how Phonak's Roger technology can support good auditory outcomes in the classroom.

AUD13 ***Amplify Your Apps!***

Tina Childress, MA, CCC-A, Educational Audiologist, Campaign, IL

Apps are not only prevalent in our personal lives, but also are used in education as ther-app-y and communication tools. This relatively new medium can provide accessibility such as captioning and video conferencing, measuring loudness levels in different environments, activities for speech, language and auditory training and also learning sign language. You will know what features are needed when working with individuals with hearing loss, see some apps in action and know where to find free and discounted apps. Be sure to bring your device to this training! (Intermediate)

The learner will be able to: 1) Identify how to find reduced price or free apps; 2) State some of the features of mobile technology that can help clients with speech or hearing difficulties; and 3) Describe resources to access for app reviews and updates on new products.

Saturday, 10:30 to Noon

AUD14 ***Advanced Bionics Unique Innovations for Today's Cochlear Implant Candidates and Recipients***

Sharon Smith, AuD, Principal Clinical Specialist with Advanced Bionics

Advanced Bionics (AB) and Phonak continue to revolutionize the hearing industry one groundbreaking innovation after another. The collaboration between these two companies has created the Naida CI Q70 sound processor and exciting wireless technologies. With this advanced sound processor, the Bionic Ear System meets the hearing needs for people of all ages, including hearing bilaterally, in noise, on the phone and in water. This presentation will review Advanced Bionics unique technology innovations including ClearVoice and UltraZoom, new wireless accessories, Binaural VoiceStream and hearing in water. Resources for candidates and recipients will be reviewed. (Intermediate)

The learner will be able to: 1) Name today's AB sound processors and how they may be used in water; 2) List two Naida CI Q70 features which allow for improved speech recognition in noise; and 3) State two wireless technologies that allow for streaming during telephone use.

AUD15 ***Over-The-Counter (OTC) Tinnitus Relief Products – Helpful or Harmful?***

Robert M. DiSogra, AuD, FAAA, Audiology Associates of Freehold, PC

Audiologists encounter patients every day that have tinnitus. In most cases it is cochlear in origin, however, persons with tinnitus – in the absence of hearing loss – need to be further evaluated. With a thorough drug history, it is critical to establish a timeline from when the drug was first introduced and the tinnitus was first noticed. A comprehensive list of pharmaceuticals with auditory/perceptual side effects can be referenced online at www.earserv.com/drugs. Newspaper, television, radio, or online ads may influence patients about tinnitus relief or cure. These products are supplements, not prescriptions. Over 60 products are commercially available that allege tinnitus relief. Claims about safety and efficacy do not have to be proven because the FDA classifies herbals/nutritional supplements as food. Manufacturers do not have the scientific scrutiny that the pharmaceutical must go through for FDA approval. Some products contain ingredients to be avoided by patients (i.e. cardiac disease, pregnancy, etc.). This program reviews the Federal Guidelines for OTC supplements, identifies ingredients that could be harmful to your patient and discusses the published research on supplements for tinnitus relief. A comparison is made between two of the most popular tinnitus products on the market. This session highlights several ingredients potentially hazardous to your patient's health and pose the question: "Why is this ingredient here?" and has recommendations for improved patient tinnitus management. (Intermediate)

The learner will be able to: 1) Differentiate between the federal agencies and private associations that provide tinnitus relief product information; 2) Identify ingredients found potentially-harmful, while (allegedly) providing tinnitus relief; 3) Describe which herbals have efficacy and safety data published in peer-reviewed journals; 4) Identify improved communication between the patient and referring physician regarding OTC tinnitus relief products; and 5) State how to report an adverse herbal/supplement reaction to the FDA.

Assistive Technology for Kansans (ATK - www.atk.ku.edu)

ATK is the statewide assistive technology program, coordinated by the Kansas University Center on Disabilities at Parsons. The program is guided by a statewide Advisory Council composed of individuals with disabilities, family members and representatives from Kansas agencies.

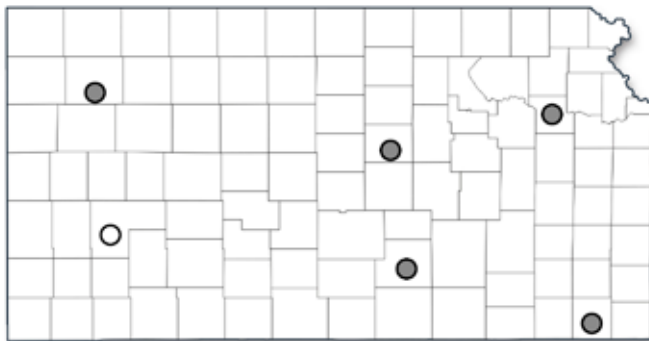
ATK provides a range of services to help Kansans with disabilities and health conditions achieve their goals in education, employment and community living. Our services include device demonstration, short-term device loan, device reuse, assessment, training and assistance in identifying public and private funds for devices.

Our five AT Access Sites are located in Parsons, Wichita, Salina, Topeka and Oakley, with an affiliate reuse site in Garden City and a statewide ATK Device Loan System in Salina. Call **800-526-3648** or **800-KAN DO IT** to reach your regional AT Access Site.

Other ATK activities include:

Infant Toddler Services

Tiny K, the Kansas Infant Toddler Services program, and ATK collaborate to provide on-site assessment, device demonstration and loan, and training to families and infants and toddlers with disabilities. Services can be accessed by calling the regional AT Access Site.



- Western Access Site / Oakley
- North Central Access Site / Salina
- South Central Access Site / Wichita
- Northeast Access Site / Topeka
- Southeast Access Site / Parsons
- Southeast KEE Affiliate Office/ Garden City

Employment Services

Kansas Rehabilitation Services and ATK collaborate to assist Kansans with disabilities in meeting their employment goals. The range of services available to individuals depends on their needs, but commonly includes on-site assessment, training and technical assistance. Services are also available to transition age students.

Kansas AgrAbility Project

A partnership of Kansas State University Extension Services, Southeast Kansas Independent Living and ATK, the project helps farmers and other agricultural workers with disabilities or health conditions and their families continue their role in production agriculture. AgrAbility services include on-site farm assessments, demonstration and recommendation of AT devices, funding assistance and training of use and maintenance of devices.

Kansas Equipment Exchange (KEE)

Kansas Finance Authority (Medicaid) and ATK operate a reuse program (KEE). Equipment such as manual and power wheelchairs, home care beds, lifts and other devices are donated, refurbished, and given to Kansans at no cost. To donate or request equipment, call your AT Access Site.

Kansas Fire Safety Solutions

Assistive Technology for Kansans (ATK) has a new program, Kansas Fire Safety Solutions, funded by FEMA, that provides a free smoke alarm that meets the unique needs of persons who are deaf or hard of hearing. Persons of all ages with a documented hearing loss, individuals, family members of service providers interested in the Kansas Fire Safety Solutions project can contact your regional AT Access site.

iKan Connect

ATK is the Kansas Deaf Blind Equipment Distribution Program. The Kansas program, iKan Connect, distributes accessible telecommunications devices and software free to Kansans with a hearing and vision loss. Participation in this program may be the perfect opportunity for a person who is deaf-blind and wants to use the internet to search for a job, a young girl with a hearing and vision loss who wants to use Skype to talk to her grandmother using ASL, or perhaps a man with vision and hearing loss due to aging who wants to email and Facebook to stay in touch with friends and family. Devices and software may include Braille Noe, iPod Touch, iPad, magnification software, computer, phone signalers or other items that make internet access, email, text messaging, Facebook, FaceTime and other communication services accessible. If you or someone you know is interested, AT Specialists will help complete an application and decide what devices and software are needed. Contact your regional AT Access site.

Speech-Language Pathology Sessions

New Beginnings: 2015 KSHA Conference
September 24 – 26 • Wichita Hyatt Regency

Thursday, September 24

Thursday, 10 a.m. to 4 p.m.

**Five-Hour Assistive Technology of Kansas Learning Lab
– ADDITIONAL \$70.00 FEE REQUIRED –**

ATK1 ***Using QR Codes in Home, Preschool, and Classroom Settings***

** This day-long Learning Lab is provided by ATK (Assistive Technology for Kansans).*

Karin Rasmussen, MS, AT Specialist II. Northwest Kansas Educational Service Center, Oakley, Kansas

QR Codes can be found in the newspaper, billboards, clothing tags, and even food containers to provide information about the product or advertisement. The “Quick Response Code” is a 2 dimensional bar code that can be scanned with a mobile device that has a camera and a QR reader installed. QR codes can be used in education settings as a fun way to engage students, get the learner to the correct information or provide immediate feedback. Participants will learn how to create QR codes, incorporate them into the preschool and classroom settings, and identify resources for support and ideas. Activities will address literacy, speech, language and reading skills as well as other areas of the curriculum. (Intermediate)

• **Participants should come with an iPad, tablet, or smart phone with a built-in camera and be prepared to download a QR reader. A limited number of laptops will be available on-site to generate QR codes for home and classroom settings. Participants may bring their own laptop to generate their own QR codes if they wish. Be prepared to have FUN!**

The learner will be able to: 1) Describe what QR codes are and state two or more benefits and uses of QR codes; 2) Identify sources for QR code readers and generators; 3) Describe how to create codes with audio, text, images and links to web sources; and 4) Identify two online sources to support original QR codes.

Thursday, 5:30 to 7 p.m.

SLP1 ***HELP! Is it Aphasia, Apraxia, Dysarthria or ALL of the Above??!!***

Jamie L Johnson, MA, L/CCC-SLP, Speech Language Pathologist, University of Kansas Hospital

During this session, participants will actively participate in discussing different types of aphasia and dysarthria. Evaluation and treatment in the acute and outpatient settings will be identified. We will further define dysarthria and apraxia. The role of the SLP in education with family/friends for carryover into the home and community will be discussed. (Intermediate)

The learner will be able to: 1) Define different types of aphasia; 2) List an evaluation for dysarthria and apraxia; and 3) Describe evaluation and treatment in the inpatient vs. outpatient settings.

SLP2 ***Practical Techniques for Treatment of the Professional Voice***

Renee Berggren, MA, CCC-SLP, Speech-Language Pathologist for Via Christi Health Systems – Wichita, at the St. Francis and St. Joseph Campus and **Renee’ L. Ediger, MA, CCC-SLP,** Speech-Language Pathologist at Mid Kansas Ear, Nose, & Throat Associates in Wichita

The typical SLP finds treating voice to be a very small portion of their practice. Treating the “Professional Voice User” can seem even more daunting as their particular training may or may not exceed the typical SLP’s experience. This course will cover practical treatment strategies to help maximize voice production of your “Professional Voice User” patients. Attendees will actually participate in exercises and creative educational sharing so that they can feel confident that they are not only instructing well, but also are being a great example for their special organic pathologies and clientele. (Intermediate)

The learner will be able to: 1) Identify a “Professional Voice User” 2) Describe an Assessment “Interview”; 3) List essential patient education information that encourages best participation in the program; and 4) Name strategies targeting muscle relaxation and breath support, and exercises for maximizing healthy voice production.

SLP3 ***Part 1: Correlations in the Brain***

Patrick J. Pirotte, OD, FCOVD, Diplomate American Board of Optometry, Residency Director, Child and Family Eye Care, Wichita, Kansas

This course will focus on the latest research in the emerging areas of brain injury, and the cross talk between different sensory systems. As clinicians involved in the care of injured patients, and clients of school age, we face a splintering of our knowledge in how we are trained and how we approach our patients. We will address dyslexia. The brain is a unit, and we study it in sections for our convenience, not because it works like a big “tinker toy”. This course will improve your knowledge of how speech/language integrates with vision; how understanding vision helps you to be a better clinician, and how we can mutually move forward to get past prejudices and preconception. (Intermediate)

The learner will be able to: 1) Identify brain structures and connections that relate to actions/functions to what we do; 2) Describe techniques to facilitate progress upon returning to their various settings with clients / patients by addressing their needs for remediation; and 3) Describe intervention techniques to enhance existing speech/language therapy programs.

SLP29 ***Treatment for Word Learning Deficits in School-Aged Children***

Holly Storkel, PhD, L/CCC-SLP, Professor and Chair, Department of Speech-Language-Hearing: Sciences and Disorders, University of Kansas, Lawrence, Kansas; **Veronica Fierro, MA, CCC-SLP,** Doctoral Student, Intercampus Program, Communicative Disorders, University of Kansas; **Rouzana Komesidou,** Doctoral Student, Intercampus Program, Communicative Disorders, University of Kansas; and **Krista Voelmle,** Combined Master’s and Doctoral Program, Intercampus Program, Communicative Disorders, University of Kansas

This session illustrates an interactive book reading treatment to teach new words to Kindergarten children with Specific Language Impairment (SLI). Moreover, individual learning profiles and outcomes are described along with possible modifications to the standard treatment to promote better learning when less desirable profiles or outcomes are observed. (Intermediate)

The learner will be able to: 1) Describe an interactive book reading treatment for children with SLI; 2) Identify strong versus weak word learning profiles in children with SLI and adjust treatment in cases of weak learning; and 3) List a way to score definitions using a multi-dimensional rubric to capture breadth and depth of semantic knowledge.

Thursday, 7:30 to 9 p.m.

SLP4 *SLP Role in Breathing & Communication Changes following Total Laryngectomy*

Renee' L. Ediger, MA, CCC-SLP, Speech-Language Pathologist at Mid Kansas Ear, Nose, & Throat Associates in Wichita and **Renee Berggren**, MA, CCC-SLP, Via Christi Health Systems, Wichita, Kansas at St. Francis and St. Joseph Campuses

Participants will receive education regarding Heat Moisture Exchange (HME) options to improve pulmonary hygiene following a total laryngectomy. The differences between a total laryngectomy patient and a tracheostomy patient will be described briefly. Participants will receive education regarding types of artificial larynx devices as well as therapy techniques to train patients in effective use of these devices. Tracheoesophageal Voice Prosthesis (TEP) devices will be presented including different types, troubleshooting, and cleaning of the devices. Esophageal speech as a communication option will also be discussed briefly. (Intermediate)

The learner will be able to: 1) Describe HME devices and proper use with the laryngectomy patient; 2) Identify different types of artificial larynx devices and therapy techniques to facilitate proper use of these devices; 3) Identify tracheoesophageal voice prostheses (TEP's) including different types, how they work, cleaning, and basic troubleshooting; and 4) Describe esophageal speech and basic methods to produce esophageal speech.

SLP5 *Part 2: Correlations in the Brain*

Patrick J. Pirotte, OD, FCOVD, Diplomate American Board of Optometry, Residency Director, Child and Family Eye Care, Wichita, Kansas

* See SLP3 for session description and outcomes.

Friday, September 25

Friday, 7:30 to 8:30 a.m.

- *Continental Breakfast – Redbud C*
- *Exhibits Open*

Friday, 8:30 to 10 a.m.

SLP6 *The Ethics of Managing Dysphagia in Patients in Palliative Care and Hospice*

Nancy Swigert, M.A., CCC-SLP, BCS-S, Director of Speech-Language Pathology and Respiratory Care, Baptist Health Lexington, KY

The management of dysphagia in patients who have experienced an acute event with recovery expected is distinctly different than managing dysphagia in a patient receiving palliative or hospice care. The course reviews ethical principles used to guide the SLP's treatment as well as case law regarding the use of alternative nutrition and hydration. The history and economics of PEG use will be described. An alternative to PEG use, careful hand feeding, will be explained. The course includes small group problem-solving to discuss case studies. (Intermediate)

The learner will be able to: 1) Explain ethical principles related to dysphagia and palliative and hospice care; 2) State evidence of complications of PEG; and 3) Describe principles of comfort measures.

SLP7 *The Basics of Esophageal Dysphagia*

Joanna Wyckoff, M.A., CCC, L-SLP, Clinical Educator, Wichita State University

This course will describe the structure and function of the esophagus, how it relates to the pharyngeal stage of swallow, the treatment plan and the role of the speech language pathologist. Common disorders of the esophagus and treatment considerations will be discussed. Identification of signs and symptoms of acid reflux and its effect on the esophagus and swallow will also be described. (Introductory)

The learner will be able to: 1) Explain the role of the speech-language pathologist regarding esophageal dysphagia; 2) Describe why knowledge of the esophagus is essential for correct management of the patient with dysphagia; 3) Name two parts of the anatomy and physiology of the esophagus and how it may affect the pharyngeal stage of swallow and our treatment plan; 4) List common disorders of the esophagus, their symptoms, and any treatment that can be applied; and 5) Describe the role of acid reflux and esophageal dysphagia.

SLP8 *Part 1: Social Neuroscience, Theory of Mind Development and Assessment*

Carol Westby, PhD, CCC-SLP, Consultant for Bilingual Multicultural Services in Albuquerque, New Mexico; Affiliated Professor, Brigham Young University, Provo, Utah

This session will present a multi-dimensional framework for theory of mind based on current social neuroscience research. Participants will be introduced to the concepts of cognitive and affective inter- and intra-personal theory of mind and the manifestation of theory of mind deficits in persons with a variety of diagnoses affecting communication. Using this framework, the development of theory of mind from infancy through adolescence will be described and strategies for assessing theory of mind demonstrated. (Intermediate)

The learner will be able to: 1) Describe a multi-dimensional framework for theory of mind based on current social neuroscience research; and 2) Assess theory of mind in children from infancy through adolescence.

SLP9 *Working With Stuttering in the Schools*

Kristin M. Pelczarski, PhD, CCC-SLP, Assistant Professor in Speech-Language Pathology at Kansas State University

Speech-Language Pathologists frequently report discomfort and even dread when a child who stutters is assigned to their caseload. This session will address some of the basic information and skills required for evaluating and treating a child who stutters. Much of the content discussed can be applied to working with preschool children and adults who stutter as well, although school-age children who stutter will be highlighted in this presentation. (Introductory)

The learner will be able to: 1) Identify factors that influence stuttering; and 2) Develop and write IEP goals that address more than just speech fluency.

Friday, 10 to 10:30 a.m.

- *Nourishment - Redbud C*
- *Exhibits - Redbud C*
- *Door Prizes*

Friday, 10:30 a.m. to Noon

SLP10 *Physiology of the Pharyngeal Swallow*

Nancy Swigert, MA, CCC-SLP, BCS-S, Director of Speech-Language Pathology and Respiratory Care, Baptist Health Lexington, Kentucky

Planning treatment for impaired pharyngeal swallow without a clear understanding of the cranial nerve innervations and muscular movements can result in choosing inappropriate treatment techniques. Symptoms observed on an instrumental exam must be matched to corresponding physiologic deficits. This course correlates physiology to symptom and treatment technique, citing evidence for the technique when it is available. (Advanced)

The learner will be able to: 1) Match cranial nerve to specific pharyngeal movements; 2) Describe relationship between specific muscles and pharyngeal movements; 3) Perform specific exercises for improving pharyngeal movements; 4) Choose appropriate techniques to treat pharyngeal disorders; and 5) Discuss evidence for specific techniques.

SLP11 *Getting a Shot at Life: An Update*

Jane Wegner, PhD, CCC-SLP, Clinical Professor and Director of Schiefelbusch Speech-Language Hearing Clinic, University of Kansas; **Stephanie Meehan**, M.A., CCC-SLP, Assistant Clinical Professor, PhD Candidate, University of Kansas; and **Sarah Schaffer** a 20 year-old college sophomore attending Washburn University in Topeka, Kansas

Sarah Schaffer, a 20 year old with Down syndrome, presented her story at KSHA in 2013. She described her life, how she is included, and the opportunities inclusion has provided her. She described her future plans that included attending college. In this session, she will describe what her life is like now, how college is going, and her current Communication Coaching program. Sarah's fellow presenters will describe her current support network and the current communication support. (Intermediate)

The learner will be able to: 1) Describe the components of successful inclusion; and 2) Describe the speech-language pathologist's role in a model of successful inclusion.

SLP12 *ABC to XYZ: What Does Research Say About Alphabet Instruction and How Young Children Learn Letters*

Lucy Hart Paulson, EdD, CCC-SLP, Associate Professor in Communicative Sciences & Disorders, University of Montana

Letter knowledge at the end of prekindergarten into early kindergarten is a valuable predictive indicator of later literacy learning. Evidence-based applications detailing effective instructional approaches and also major skills children should be learning will be explained. In addition, information about children's learning strategies that help intervention be engaging, intentional, and powerful will be included. (Intermediate)

The learner will be able to: 1) Describe the research on alphabet instruction to support effective approaches; 2) Describe the developmental sequences of alphabet learning and age/grade expectations; and 3) Name an evidence-based alphabet intervention for young children.

SLP13 *Feeding and Swallowing Services for NICU Graduates*

Kylie Bullock, M.A., L/CCC-SLP, University of Kansas Hospital; University of Kansas Department of Hearing and Speech; **Colleen Gould**, M.S., L/CCC-SLP, University of Kansas Hospital; University of Kansas Department of Hearing and Speech; and **Stephanie Knollhoff**, M.A., CCC-SLP Doctoral Student, University of Kansas

It is well known that infants in the Neonatal Intensive Care

Unit (NICU) are at risk for feeding and swallowing difficulties. Speech-Language Pathologists can and do provide evaluation and treatment within this environment. However, once the infant is discharged home, these services may still be needed but are less commonly provided. Potential barriers in this gap in services have been identified. In this presentation, common etiologies of feeding issues in the NICU will be reviewed, as well as evaluation and treatment strategies. The issues of lack of services upon discharge, barriers, and potential solutions will then be discussed. (Intermediate)

The learner will be able to: 1) Identify common feeding/swallowing issues in the Neonatal Intensive Care Unit, as well as common interventions; and 2) Identify common barriers to providing feeding/swallowing interventions to post-NICU graduates once discharged from the hospital.

Friday, Noon to 1:30 p.m.

Lunch – Eagle Ballroom

- *KSHA Annual Meeting*
- *Awards and Recognition*

**KSHA Banquet Lunch must be pre-purchased.*

Friday, 1:30 to 3 p.m.

SLP14 *Part 1: Medical Conditions and Their Relationship to Dysphagia*

Nancy Swigert, MA, CCC-SLP, BCS-S, Director of Speech-Language Pathology and Respiratory Care, Baptist Health Lexington, Kentucky

Many medical conditions may be the cause of, or have an impact on, a patient's swallowing ability. The SLP should understand common diseases of the cardiopulmonary, endocrine, neurological and digestive systems and their relationship to dysphagia. The interaction of the cardiopulmonary system and the function of the upper aerodigestive tract will be highlighted. Any changes in evaluation or treatment indicated based on specific disorders will be addressed (e.g. impact of COPD on treatments for swallowing). The importance of data obtained from monitoring devices and data found in the medical record (e.g. laboratory reports, pharmacological information) will be reviewed. Basics of life-saving and life support treatments (e.g. mechanical ventilation, dialysis, chemoradiation therapy) will be briefly summarized. (Advanced)

The learner will be able to: 1) Describe medical conditions frequently encountered in patients with dysphagia and their relationship to dysphagia; 2) State relationship of cardiopulmonary function to upper aerodigestive tract; 3) State how data from a medical record relates to dysphagia management; and 4) List two adaptations for dysphagia management made based on medical condition.

August 24, 2015 is the last day to be eligible for the **special room rate** at the Hyatt Regency Wichita.

Visit <https://resweb.passkey.com/go/KSHA2015> or call 1-888-421-1442 to reserve your room.

SLP15 ***Conversational Interaction for Adults with Acquired Communication Difficulties in a Group Setting***

Lynn Murphy, MA, CCC-SLP, Assistant Clinical Professor, University of Kansas

Addressing communication needs in a group setting is consistent with the World Health Organization (WHO) International Classification of Functioning (ICF) framework as described within the ASHA Scope of Practice in Speech-Language Pathology in addition to numerous studies and reports of the social benefits of group participation. This presentation will focus on the importance of providing group opportunities for adults with acquired communication difficulties, strategies for facilitating group interaction and possibilities for expanding opportunities for group treatment into communities – providing it to the people who need it most. (Intermediate)

The learner will be able to: 1) List two social and communication benefits of participation in group interactions; 2) Identify strategies and methods for facilitating conversational interaction among adults with communication difficulties; and 3) Describe possible opportunities and challenges to developing community groups targeted toward adults with communication needs.

SLP16 ***What's in a scribble? Writing Assessment and Instruction for Young Children***

Lucy Hart Paulson, EdD, CCC-SLP, Associate Professor in Communicative Sciences & Disorders, University of Montana

Including a writing component in early literacy instruction helps young children develop valuable letter knowledge and phonemic awareness skills. Research-based assessment strategies with developmental learning expectations for message and story writing and also name writing for preschool and kindergarten children will be explained to enhance understanding of expected learning outcomes, assessment strategies, and ways to teach writing in developmentally appropriate ways. (Intermediate)

The learner will be able to: 1) Describe the development of young children's writing of messages, stories, and their names; 2) Name two assessment strategies for determining a young child's level of writing development; and 3) Describe a writing component in early literacy instruction.

SLP17 ***Naturalistic Interventions for Children with Autism***

G. Robert Buckendorf, PhD, CCC-SLP, Practice Manager at Buckendorf Associates

Naturalistic interventions, which combine behavioral and developmental interventions, are being implemented in a number of educational and clinical settings. We have found in our practice that we are being referred and treating younger and younger children, some as young as 18 months. As part of our intervention, we are targeting early prelinguistic and engagement skills, and focusing on natural, playful exchanges between children and others. This 90 minute course will describe several empirically validated naturalistic interventions, describe some of their features, and discuss how they are currently being used in our clinical setting. (Intermediate)

The learner will be able to: 1) Describe characteristics of naturalistic interventions; 2) List strategies designed to help children develop early communicative skills; 3) Describe joint attention (JA) and methods of eliciting JA; 4) Describe parent mediated responsive strategies caregivers can use to build pivotal behaviors in their children; and 5) List at least three characteristics of the Early Start Denver Model, one example of an empirically validated naturalistic intervention.

Friday, 3 to 3:30 p.m.

- *Nourishment - Redbud C*
- *Exhibits - Redbud C*
- *Door Prizes*
- *Last Opportunity to Visit Exhibits*

Friday, 3:30 to 5 p.m.

SLP18 ***Part 2: Medical Conditions and their Relationship to Dysphagia***

Nancy Swigert, MA, CCC-SLP, BCS-S, Director of Speech-Language Pathology and Respiratory Care, Baptist Health Lexington, Kentucky

* See SLP14 for session description and outcomes.

SLP19 ***How Low Can We Go? The SLP and Esophageal Dysphagia***

Stacy Gray, MS, L/CCC-SLP, Supervisor, Speech-Language Services, University of Kansas Hospital and **Anne Millard-Harsche**, MA, L/CCC-SLP, Speech-Language Pathologist

Esophageal dysphagia can be debilitating and can impact a patient's ability to consume oral intake. Speech-language pathologists may be the first individuals to identify these symptoms. Knowledge of the esophageal stage of swallow, esophageal dysphagia and its potential impact on a patient's quality of life is essential to adequate referrals and treatment of these individuals. (Intermediate)

The learner will be able to: 1) Identify two sources of esophageal dysphagia; and 2) Discuss two treatments to minimize symptoms of esophageal dysphagia.

SLP20 ***Part 2: Promoting Theory of Mind Development***

Carol Westby, PhD, CCC-SLP, Consultant for Bilingual Multicultural Services in Albuquerque, New Mexico; Affiliated Professor, Brigham Young University, Provo, Utah

* See SLP8 for session description and outcomes.

SLP21 ***An Exploration of Personal Constructs of Adolescents with ASD***

Sean Hess, MS, Doctoral Candidate, Graduate Teaching and Research Assistant, Communication Sciences & Disorders, Wichita State University, Wichita, Kansas

Many protocols used for assessing social skills of individuals with Autism Spectrum Disorder (ASD) are based on behavioral observations. It has been suggested, however, that social cognition encompasses processes underlying observable behaviors. Such processes include personal constructs and cognitive complexity, which are associated with successful interpersonal communication skills used in social interactions. Personal constructs can be assessed using repertory grids (Kelly, 1955), and cognitive complexity can be assessed using the Role Category Questionnaire (Crockett, 1965). This presentation provides an overview of a pilot study in which personal constructs and cognitive complexities of high-functioning teenagers with ASD were explored using repertory grids and the Role Category Questionnaire. (Intermediate)

The learner will be able to: 1) State the personal constructs and interpersonal cognitive complexity; and 2) Describe one process that can be used to elicit and explore personal constructs and cognitive complexities of high-functioning adolescents with ASD.

Friday, 5 to 7 p.m.

Talk with Kansas Researchers

Posters and Pretzels – Cedar

- *Study and interact with six poster presenters to earn two hours of continuing education.*
- *See Page 18 for complete descriptions.*

Saturday, September 25

Saturday, 7:30 to 8:30 a.m.

Continental Breakfast – Prefunction Areas

Saturday, 8:30 to 10 a.m.

SLP22 *Part 1: Supporting Conversation for Persons with Aphasia: Practical Applications*

Julie Scherz, PhD, CCC-SLP, Associate Professor and Chair of the Department of Communication Sciences and Disorders at Wichita State University

Conversational breakdowns affect quality of life issues for persons with aphasia and their communication partners (family, friends, etc.) on a daily basis. These sessions will focus on conversational interactions and the variety of supports that can be made available to support those interactions. Various strategies for supporting conversation will be explored, including the evidence behind them, their suggested uses, and resources required to implement them. Participants will have the opportunity to observe videotaped interactions using some of these supports. (Intermediate)

The learner will be able to: 1) Describe a variety of quality of life assessment measures; 2) Describe a variety of conversational interactions designed to support conversation for persons with aphasia; and 3) Develop a variety of communication supports for their own use.

SLP23 *Beyond Technical Intervention: A Big Picture Approach to Adult Stuttering Therapy*

Anthony DiLollo, PhD, CCC-SLP, Associate Professor, Doctoral Coordinator, Department of Communication Sciences & Disorders at Wichita State University, and **Brian G. Ray**, MA, CCC-SLP, BCS-F, Clinical Supervisor, Department of Communicative Disorders and Sciences, Wichita State University

For speech-language pathologists, successfully engaging in adult stuttering therapy is about more than just learning basic techniques or getting clients to use techniques outside the therapy setting. Plexico, Manning, and DiLollo (2005) identified six factors that contribute to successful stuttering therapy. These included: (1) support from others, (2) successful therapy, (3) self therapy and behavioral change, (4) cognitive change, (5) utilization of personal experiences, and (6) high levels of motivation/determination. In this presentation, these factors will be explored using specific clinical examples. Participants will learn how to integrate these factors within the context of their existing knowledge of stuttering intervention. (Intermediate)

The learner will be able to: 1) List two basic approaches to adult stuttering intervention; 2) Describe the factors related to successful adult stuttering therapy; 3) Describe the importance of such an expanded view of stuttering therapy; and 4) Describe how to integrate these factors into intervention to facilitate successful outcomes.

SLP24 *Feeding 101: Babies with Clefts*

Lesley Magnus, PhD, CCC-SLP, Associate Professor, Department of Communication Sciences and Disorders, Minot State University, North Dakota, Certified Speech-Language Pathologist in both Canada and the United States

Difficulties with feeding is one of the most frequently mentioned problems cited by parents of babies with cleft palate. Because clefting anomalies are low incidence disorders, many SLPs do not have the experiences or confidence in working with babies born with a cleft. This workshop will identify basic information for the front line therapist and give introductory materials for techniques, equipment, and resources in regards to feeding a baby with a cleft. (Introductory)

The learner will be able to: 1) Discuss why babies with clefts have feeding difficulties; 2) State at least three feeding tips for bottle, breast and solid feeds; and 3) Identify contact information for resources.

SLP25 *STOP, LOOK, and LISTEN: Music as an Executive Function Facilitator for Language and Literacy Development*

Elaine Bernstorff, PhD, CCC-SLP, Professor of Music Education at Wichita State University

This session describes the role of music as an executive function facilitator in developing learning domains (cognitive, affective and psychomotor). Suggestions will be included for ways that SLP's may choose to integrate music with other learning activities using the natural structures of music to support language and literacy. Ideas to support carryover for parents and classroom teachers also will be included. (Introductory)

The learner will be able to: 1) Describe executive functions that may be supported and regulated through participation in arts integration with an emphasis on music using the (STOP) model; and 2) Name authentic music activities that foster development of expressive language, early literacy, and social play.

Saturday, 10:30 to Noon

SLP26 *Part 2: Supporting Conversation for Persons with Aphasia: Practical Applications*

Julie Scherz, PhD, CCC-SLP, Associate Professor and Chair of the Department of Communication Sciences and Disorders at Wichita State University

**See SLP22 for session description and outcomes.*

SLP27 *Strategies for Developing Joint Attention in Children with ASD*

Stephanie D. Becker, PhD, Lecturer at University of Kansas
Joint attentional skills serve as an early form of communication in typically developing children. Children with ASD lack many of these skills from an early age, and this deficit can be an early indicator of the disorder. This presentation will provide background information on the role of joint attention in communication development, describe types of joint attentional skills, and present strategies for developing joint attention in children with ASD. (Intermediate)

The learner will be able to: 1) Describe the role that joint attention plays in early communication; 2) Describe at least four different joint attentional skills; and 3) Identify at least two strategies that can be used to teach joint attentional skills.

SLP28 ***Learning to Read: Increasing Preschoolers' Phonological Awareness Skills through Explicit Instruction***

Karissa Marble, MEd, CCC-SLP, Doctoral Candidate in Speech-Language Pathology and Graduate Teaching Assistant at Wichita State University

Research has shown a relationship between phonological awareness, early reading instruction, and later reading skills. Phonological awareness (PA) skills are taught through explicit instruction. When this instruction occurs before learning to read, advances appear in reading development, advances greater than those from other types of pre-reading intervention.

The presenter has conducted research regarding the effects of short duration PA treatment in typically developing preschoolers and preschoolers with language impairments. Pre- and post-test scores of children involved in the short duration PA treatment were compared. Results indicated scores for children with speech and language impairments and typically developing children improved. During this presentation, example PA activities suitable for preschoolers will be shared. (Introductory)

The learner will be able to: 1) Identify phonological awareness skills that improve in a short duration treatment approach; and 2) Identify phonological awareness treatment activities suitable for preschoolers with speech and language disorders.

SLP29 ***Treatment for Word Learning Deficits in School-Aged Children***

Holly Storkel, et.al. is on Thursday from 5:30 to 7 p.m.

See Page 12 for a complete speaker list, session description and outcomes.

EXHIBITORS - More to Come!

NCS Pearson
KU/Life Span Institute
Phonak
Super Duper Publications
Widex USA, Inc.
Gordon N. Stowe
Silver Lining Sterling Jewelry
Audiology Systems, Inc.
Cookie Lee Jewelry
Saltillo
Cochlear Americas
Oticon



**Make Plans to Attend
KSHA's 2016 Legislative Day
January 26, 2016**

Come experience the legislative process!

Find out the power of ONE!!

Earn Free ASHA CEUs

Poster Sessions

Friday, September 25, 5 to 7 p.m.

Earn two hours of continuing education. Study and record six posters on your CE Record. A maximum of two hours of posters per licensure period are allowed. Come study, learn, interact, and eat pretzels!

PS1 **Improving Language and Listening Skills in Pre-K Children during a Summer Literacy Program**

Emily Bengtson, BA, Graduate Student in the Intercampus Program in Communicative Disorders at the University of Kansas; **Mindy Bridges**, PhD, Assistant Research Professor in the Life Span Institute at the University of Kansas; **Debra Daniels**, PhD, Clinical Associate Professor in the Hearing and Speech Department at the University of Kansas Medical Center; **Jayne Brandel**, PhD, Associate Professor and Department Chair in the Communication Sciences and Disorders Program at Fort Hays State University; and **Celina Fisher**, MS, Clinical Instructor in the Communication Sciences and Disorders Department at Fort Hays State University

Investigators delivered a four-week summer literacy program to prekindergarten children using Let's Know, a curricular supplement developed by LARRC (Language and Reading Research Consortium). Speech-language pathology graduate students from two universities, under the direct supervision of licensed SLPs, conducted twelve sessions in four small groups of children, focusing on language skills that are related to later reading comprehension. Participant outcomes will be discussed with implications for future work. (Intermediate)

The learner will be able to: 1) Identify key components of small group language/literacy instruction for prekindergarten children; and 2) State the usefulness of small group instruction using the Let's Know! Curriculum as a Tier 2 intervention.

PS2 **Characteristics of Child Utterances During Teacher-led Music Experiences in a Speech-Language Preschool**

Lauren Berry, BA, Graduate student at Wichita State University; **Elaine Bernstorf**, PhD, Professor of Music Education at Wichita State University; and **Douglas Parham**, PhD, Associate Professor in the Department of Communication Sciences and Disorders at Wichita State University

The purpose of this research was to discover the primary types of utterances made by children during teacher-lead songs, the percent of the song-time segments that include child utterances, and if there is a difference between segments recorded early and late in the semester by type (utterances and no utterances). Two of the children demonstrated changes in their behavior from early to late, and three of the children did not demonstrate change. (Intermediate)

The learner will be able to: 1) Describe the potential effect of music in a language-literacy based preschool; 2) Define three types of utterances used by children in a preschool music setting; and 3) Describe the use of LENA as a tool for measuring change in child language overtime.

PS3 **Narrative Skills of Second Graders Three Months Following Instruction Narrative Skills of Second Graders Three Months Following Instruction**

Mollie Dolan, BA, Graduate student at Fort Hays State University; **Blake Roth**, BS, Graduate student at Fort Hays State University; and **Jayne Brandel**, PhD, Associate Professor at Fort Hays State University

First grade students in a rural private school participated in classroom-based narrative instruction provided twice a week for an hour over 16 weeks. Progress was monitored through elicited oral stories, and generalization of the instruction to written stories was examined. Results in regards to current service delivery in the

schools will be discussed. (Intermediate)

The learner will be able to: 1) Describe the ability of students to retain narrative skills after instruction; and 2) List the benefits of narrative instruction for students.

PS4 **Spontaneous Gestural Communication as a Predictor of Autism Spectrum Diagnosis in Children with Fragile X Syndrome**

Amy Esplund, MA in Speech-Language Pathology currently completing her clinical fellowship year; and **Nancy Brady**, PhD, Associate Professor at the Intercampus Program in Communicative Disorders at the University of Kansas

This retrospective study aimed to determine if early spontaneous gestural communication is a predictor of later co-occurring Autism Spectrum Disorder (ASD) diagnosis in children who have already been diagnosed with Fragile X Syndrome (FXS). The communication samples of 49 children (CA between x and x) were obtained across multiple contexts as part of a larger longitudinal study examining maternal responsivity. Videos were coded for communication form and function, and initiations of gestural communication were analyzed. There were significant differences between children who were later diagnosed as having autism and those who were not. Children who were diagnosed with autism had more give gestures but fewer pointing gestures and communicated less joint attention. Therefore, early gesture use appears to be predictive of later ASD diagnoses. (Intermediate)

The learner will be able to: 1) Describe the methods used to compare early communication in children with FXS and children with FXS and comorbid ASD; 2) Name two results of the research study; and 3) Identify possible early gestural indicators that can differentiate between children at high-risk for ASD.

PS5 **Speech Breathing and Autism Spectrum Disorder: What Do We Know?**

Camille Fanner, Graduate student at Wichita State University; **Kelsi Schuckman**, Graduate student at Wichita State University; **Douglas Parham**, PhD, Associate Professor in the Department of Communication Sciences and Disorders at Wichita State University; and **Trisha Self**, PhD, Associate Professor in the Department of Communication Sciences and Disorders at Wichita State University

Research to date has not focused on the speech breathing patterns of children with autism spectrum disorder (ASD). We recorded speech breathing behaviors in a set of children with ASD and compared them with those of a typically developing, age-matched cohort. Similarities and differences between the two groups of children have relevance to the diagnostic process and speech-language strategies for children with ASD. (Intermediate)

The learner will be able to: 1) Describe the role that the respiratory system plays in speech production; and 2) List speech breathing similarities and differences between children with ASD and typically developing children.

PS6 **Classroom Instruction's Effect on Students' Oral and Written Narrative Skills**

Michelle Gorton, BS, Graduate student at Fort Hays State University; **Rachel Grieves**, BS, Graduate student at Fort Hays State University; and **Jayne Brandel**, PhD, Associate Professor at Fort Hays State University

First grade students in a rural private school participated in classroom-based narrative instruction provided twice a week for an hour over 16 weeks. Progress was monitored through elicited oral stories, and generalization of the instruction to written stories was examined. Results in regards to current service delivery in the schools will be discussed. (Intermediate)

The learner will be able to: 1) Describe classroom-based narrative instruction; 2) Identify methods for monitoring progress regarding oral and written narratives; and 3) Name the implications for clinical practice in the schools.

PS7 ***Developing a “language neutral” Nonword Repetition Task for use with Bilingual Students***

Simone Huls, MA, Doctoral student at the University of Kansas; and **Nichole Schuh**, Undergraduate student at the University of Kansas

Nonword Repetition (NWR) tasks are an established component of assessments for monolingual speakers of English. These tasks have also been proposed for use with bilingual children; however, research on their use with bilingual children shows mixed results. NWR tasks based in a certain language may confound language exposure/experience with phonological memory/processing in bilingual children. This presentation will include the conceptual background, development, and results of pilot testing of a “language neutral” nonword repetition task. (Introductory)

The learner will be able to: 1) List the limitations of using standardized nonword repetition tasks with bilingual students; and 2) Describe how to develop a “language neutral” nonword repetition task for use with bilingual speakers.

PS8 ***Beyond Using Study Design as the Metric of Study Quality: PEDro-P and SCED Scales***

Susan Jackson, PhD, Faculty member at the University of Kansas; **Kelly Zarifa**, MA, Doctoral student in the Intercampus Program in Communicative Disorders (IPCD) at the University of Kansas; **Lily Steil**, Graduate student in the IPCD at the University of Kansas; **Emily Foutch**, Graduate student in the IPCD at the University of Kansas; **Justine Unruh**, Graduate student in the IPCD at the University of Kansas; and **Ashley Mohnssen**, Graduate student in the IPCD at the University of Kansas

To increase their EBP skills, graduate students in speech-language pathology underwent training via the speechBITE website in the use of the PEDro-P rating scale and they also learned about the quality of research methodology for group (PEDro-P) and single-subject experimental designs (SCED). (Intermediate)

The learner will be able to: 1) Describe the PEDro-P scale; and 2) Describe the SCED scale.

PS9 ***Cinderella Narratives by Persons with Aphasia: The Production of Nouns, Verbs, and Main Ideas***

Susan Jackson, PhD, Faculty member at the University of Kansas; **Melanie Somogie**, Graduate student in the Intercampus Program in Communicative Disorders (IPCD) at the University of Kansas; **Justine Unruh**, Graduate student in the IPCD at the University of Kansas; **Emily Foutch**, Graduate student in the IPCD at the University of Kansas; **Ashley Mohnssen**, Graduate student in the IPCD at the University of Kansas; and **Lily Steil**, Graduate student in the IPCD at the University of Kansas.

Transcripts of the Cinderella narrative from persons with aphasia who participated in the AphasiaBank project were analyzed for the production of 20 core nouns, 20 core verbs, and 25 main ideas. The number of nouns and verbs produced were both strongly positively correlated with the number of main ideas produced. (Intermediate)

The learner will be able to: 1) Describe major elements of the study design; 2) State the authors’ conclusions; and 3) List possible implications for patients.

PS10 ***Preschoolers’ Perception of Words Containing Common and Rare Misarticulation Types***

Breanna Krueger, MA, Doctoral student in Speech-Language-Hearing: Sciences & Disorders at the University of Kansas; and **Holly Storkel**, PhD, Professor and Chair of the Department of Speech-Language-Hearing at the University of Kansas

Studies of perception of phonetic variation (e.g. accents) show that young children are capable of accommodating variability in the speech stream. The present study investigates children’s perception of variability in the form of speech sound substitutions that are common (e.g. “weaf”) or uncommon (e.g. “yeaf”) in phonological development. (Intermediate)

The learner will be able to: 1) Describe the study design; 2) Describe the influence of exposure to sounds in word learning; and 3) State how the findings can be used in their own practice in language development.

PS11 ***Survey of Clinical Audiological Practices***

Emily McCulley, Graduate student in Audiology at Wichita State University; and **Mark Shaver**, PhD, Associate Professor at Wichita State University

The purpose of this study was to investigate the real-world implementation of the audiometric test battery. An online, 33-item questionnaire inquiring about current audiological practices was distributed electronically to 500 audiologists listed in the AAA member’s directory. The survey response rate was 20% (n=100). Responses were analyzed using descriptive analyses and were compared to previous audiology practice survey results as well as evidence-based practices. (Introductory)

The learner will be able to: 1) Describe professional practice patterns within the field of audiology; and 2) Identify discrepancies between current audiology practice patterns and what is supported by the best available evidence.

PS12 ***Augmentative and Alternative Communication Professional Development for School-Based Personnel***

Allison Meder, MA, CCC-SLP, Doctoral student and Chancellor’s Fellow at the University of Kansas

This study described the trends among AAC professional development opportunities for school-based personnel. Twenty-three studies were coded based on quantitative and qualitative parameters. The results revealed limited collaboration opportunities, a narrow understanding of professional identity, and incomplete report of staff outcomes. Recommendations for research and professional development design are discussed. (Introductory)

The learner will be able to: 1) Describe major elements of the literature review study design; 2) List the authors’ conclusions; and 3) State possible implications for future research and practice.

PS13 ***Mothers’ Perspectives on Challenging Behaviors in Their Children with Fragile X Syndrome***

Kristen Muller, MA, Doctoral student at the University of Kansas

The purpose of this study is to provide descriptive and qualitative information about problem behaviors in children with fragile X syndrome (FXS) and about how families respond to these behaviors. Researchers examined interview responses from 55 mothers of 9-year-old children with FXS. Interviews elicited information about the mother’s perception of the child’s temperament, situations that make the child angry or upset, and how they react when their child engages in problem behaviors. (Intermediate)

The learner will be able to: 1) Identify common behavioral problems in children with Fragile X syndrome; and 2) Identify common antecedents and consequences of problem behaviors in children with Fragile X syndrome.

PS14 ***Improving Intelligibility of Non-native Speakers Through Vowels Following Accent Training***

Garrett Nathan, BS, Graduate student at Fort Hays State University; and **Carol Ellis**, PhD, Assistant Professor in the Communication Sciences and Disorders Department at Fort Hays State University

This study investigated intelligibility improvement of nonnative adult speakers' speech following accent modification training. Specifically, vowel production training was implemented to determine if vowel changes had an effect on intelligibility. Perceived improvement of intelligibility was assessed through a survey. The impact of results will be presented in the conclusions. (Introductory)

The learner will be able to: 1) Describe the need for accent modification services within the U.S.; 2) Describe the potential impact that accent reduction training may have on overall intelligibility of non-native speakers; and 3) Describe the role of speech-language pathologists in Communication Sciences and Disorders as it relates to accent reduction training.

PS15 ***Caregiver Perceptions of Wichita State University's Autism Interdisciplinary Diagnostic Team Process***

Chelsea Nemeth, Graduate student at Wichita State University; **Mogie Curmode**, Graduate student at Wichita State University; **Sean Hess**, Doctoral student at Wichita State University; **Megan Trent**, Graduate student at Wichita State University; **Trisha Self**, PhD, Associate Professor in the Department of Communication Sciences and Disorders at Wichita State University; and **Anthony DiLollo**, PhD, Associate Professor in the Department of Communication Sciences and Disorders at Wichita State University

Perceptions of caregivers' experiences after participating in an autism interdisciplinary diagnostic team process were obtained. Semi-structured interviews were conducted in participants' homes. A grounded theory analysis identified common themes across participants. Results suggest a model for conceptualizing families' experience of the diagnostic process, with implications for improving the process. (Introductory)

The learner will be able to: 1) Describe major elements of the study design; 2) State the authors' conclusions, and 3) List possible implications for practice.

PS16 ***Texting: Effects on Grammar and Spelling***

Kelsey Piper, Graduate student at Wichita State University; **Nicole Oliphant**, Graduate student at Wichita State University; and **Kathy Stratman**, PhD, Associate Professor in the Department of Communication Sciences and Disorders at Wichita State University

In today's society text messaging is a primary form of communication for most; however, questions have arisen related to any potential impact on grammar and spelling because of the use of 'textisms' which often lack vowels, substitute consonants, and reduce grammatical sentences. In this prospective study, grammar and spelling scores of 40 university undergraduate students will be compared with students' frequency of texting and use of textisms. (Intermediate)

The learner will be able to: 1) Compare use of textisms with spelling scores; and 2) Compare the amount of texting with the results of spelling and grammar tests.

PS17 ***Students' Perceptions of an Interprofessional Autism Spectrum Disorder Team Experience***

Melissa Sustar, BS, Undergraduate Student in Communication Disorders and Sciences at Wichita State University; **Douglas Parham**, PhD, Associate Professor in the Department of Communication Sciences and Disorders at Wichita State University; **Trisha Self**, PhD, Associate Professor in the Department of Communication Sciences and Disorders at Wichita State University; and **Amy Drassen Ham**, PhD, MPH, Academic Instructor in the Department of Public Health Sciences at Wichita State University

This study explored students' perceptions of an interprofessional Autism Spectrum Disorder (ASD) team experience. Students were asked to describe how participating

on the ASD team contributed to their clinical education.

Analysis of primary themes revealed that students viewed the team participation as a positive experience that resulted in self-realization, role acceptance, and professional development. The findings can provide insight into the ASD team experience for future student participants. (Intermediate)

The learner will be able to: 1) Describe the roles that students play on an interprofessional Autism Spectrum Disorder (ASD) team; 2) List two primary themes expressed by students regarding their learning experiences on an ASD team; and 3) List strategies to improve CSD students' experiences when participating on ASD teams.

PS18 ***Evaluating Reading Supports for Users of AAC Devices***

Corissa Wright, Undergraduate Student in Communication Disorders and Sciences at Wichita State University; and **Julie Scherz**, PhD, Associate Professor and Graduate Coordinator in CSD at Wichita State University

This study assessed three adult users of AAC to determine levels of reading supports to assist their reading comprehension: a familiar person reading the text aloud or using a software program, "Read and Write Gold", that could be customized for factors such as reading rate. Reading comprehension levels improved from pre- to post-test conditions, although no significant differences were noted for the two support methods. The adults, however, reported a preference for the software program. (Intermediate)

The learner will be able to: 1) Describe a method to assess silent reading comprehension skills in AAC users who are non-verbal; and 2) List two methods of providing reading supports to assist reading comprehension for AAC users.

KSHA Conference Registration - September 24 - 26

New Beginnings: 2015 Annual Conference

Easy Ways to Register

ONLINE
FAX
PHONE
TTY
MAIL

www.ksha.org

Send registration form with charge information to 785-271-0166
Call now with charge information by voice to 913-362-0015
Call Kansas Relay Center 800-766-3777
Mail completed form and fees to: KSHA, 800 SW Jackson, St. 1500, Topeka, KS 66612
Questions? 913-362-0015

HANDOUTS: Download PDF files

Please retain a copy of this form as a receipt along with your cancelled check. If this will not meet your reimbursement requirements, please call. Thank you.

Name: _____ Please choose one: SLP AUD Student

Assistant/Paraprofessional Other

Street Address: _____ Employer: _____

City: _____ State: _____ Zip: _____

Phone: _____ E-mail Address: _____

Please specify if you require special assistance: _____

	Postmarked: Before 9-10-15	After 9-10-15
ATK Learning Lab - Karin Rasmussen, MS - Additional Fee	\$ 70.00	\$ 90.00
Audiology Learning Lab - David J. Smirja, MA - Additional Fee	\$ 95.00	\$115.00
KSHA, Other state-SHA Member / KSHA Life Members	\$155.00	\$175.00
Non-KSHA Member / SLP or Audiologist	\$275.00	\$295.00
KSHA Student Member / Paraprofessional	\$ 45.00	\$ 55.00
Non-Member Student	\$ 55.00	\$ 65.00
KSHA Member - Saturday Only	\$ 75.00	\$ 95.00
Non-Member Professional - Saturday Only	\$195.00	\$215.00
Friday Lunch - Three Options: Circle One 1) Herb seared chicken with lemon caper sauce 2) Spring greens with grilled chicken OR 3) Vegetarian - chef's choice	\$ 20.00	NA

TOTAL

Please be sure to register for the luncheon!

Check enclosed made payable to KSHA

Purchase order enclosed / PO Number _____

Charge to **Mastercard or VISA ONLY** Please include street address and zip code for card, if different from above.

Account # _____

Expiration Date _____ Secutiry Code _____ Street Address _____

(Mastercard should have 16 digits; VISA 13 or 16 digits. Sorry, AMEX, Discover, debit not accepted.) Zip Code _____

Signature _____

Date _____

Cancellation policy: If received in writing at least one day before the program begins, KSHA will refund your registration fee after a \$30.00 administrative charge. Cancellations not received by the date required will not be eligible for a refund. No-shows will be billed. Retain a photocopy of this form and your cancelled check for tax purposes .

Session Choices - Registration does not guarantee a seat; first come, first seated.

Audiology Sessions

- AUD1 AUD9
- AUD2 AUD10
- AUD3 AUD11
- AUD4 AUD12
- AUD5 AUD13
- AUD6 AUD14
- AUD7 AUD15
- AUD8

Speech-Language Pathology Sessions

- SLP1 SLP9 SLP17 SLP25
- SLP2 SLP10 SLP18 SLP26
- SLP3 SLP11 SLP19 SLP27
- SLP4 SLP12 SLP20 SLP28
- SLP5 SLP13 SLP21 SLP29
- SLP6 SLP14 SLP22
- SLP7 SLP15 SLP23
- SLP8 SLP16 SLP24

Assistive Technology Learning Lab

- ATK1

Cut along this line



PRESORTED STANDARD
U.S. POSTAGE PAID
TOPEKA, KS
PERMIT NO. 545

New Beginnings: 2015 Annual Conference Kansas Speech-Language-Hearing Association (KSHA)

15 Amazing Audiology Sessions
Six-Hour Audiology Learning Lab with David J. Smriga, M.A. (additional fee)

29 Outstanding SLP Sessions

18 Diverse Posters • Take Advantage of This Two-Hour Opportunity
To Learn From and Talk To Kansas Researchers

Professional Recognitions • Annual Business Meeting
Exhibitors • Door Prizes

Exceptional and Affordable Continuing Education Opportunity!
20 hours available!

Pending Approval by AAA, ASHA, KBHAE, and KDADS.
Come to Wichita for the weekend!