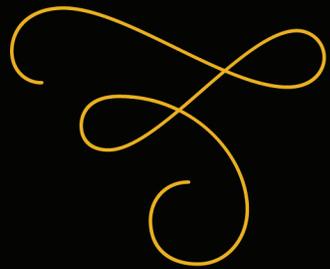


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**2017 Conference Committee**

Stacy Gray .....	Co-chair & Adult/Medical Program
Jamie Johnson.....	Co-chair & Adult/Medical Program
Colleen Gould.....	Pediatric/School Program
Kylie Murray .....	Pediatric/School Program
Krysta Green.....	Audiology Program
Lauren Buning.....	Exhibits
Peggy Waggoner .....	Registration
Susan Jackson.....	Moderators/ Room Monitors & Posters

**2017 Executive Board**

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Allison Gatewood .....	Legislative Liaison - SLP
Sam Bittel.....	Legislative Liaison - AUD
Evyann McGinn.....	Student Representative

**Location and Hotel**

Overland Park Sheraton Hotel  
6100 College Blvd. · Overland Park, KS 66211

KSHA asks that you support the conference by booking a room at the hotel. This helps keep conference expenses down.

Special room rate: \$129 plus tax. Reserve at <https://www.starwoodmeeting.com/Book/KSHA2017> OR, call the hotel directly at **(866) 837-4214** (mention KSHA to receive the group rate). RESERVE BY AUGUST 25, 2017 TO RECEIVE THIS RATE.

**Parking** is available to the north of the hotel.

**Conference Schedule at a Glance**

**Thursday, September 21, 2017**

9:00	Audiology Learning Lab begins ***ADDITIONAL \$95 FEE REQUIRED***
10:00	New Board Orientation
11:00	Executive Board Meeting (working lunch)
5:30	Exhibitor set-up begins
5:30	Audiology & Speech-Language Pathology Sessions Begin
8:00	Audiology Sessions End
9:00	Speech-Language Sessions End

**Friday, September 22, 2017**

7:30	Continental Breakfast & Exhibits Open - Prefunction Areas
8:30	Sessions Begin
10:00	Break - Prefunction Areas: Exhibits, Snacks, Door Prizes, Interact with colleagues!
10:30	Sessions
12:00	Luncheon (Pre-registration required) Cottonwood II · Colleague recognitions · Scholarships awarded · KSHA Annual Business Meeting · SLP19 with ASHA state liaison, Janet Deppe
1:30	Sessions
3:00	Break - Prefunction Areas: Exhibits, Snacks, Door Prizes, Interact with colleagues!
3:30	Sessions
5:00	Sessions End
5:00	Posters and Protein (Cottonwood II) Earn up to 2.0 hours (Ends at 7:00)
6:30	Social Event (snacks & cash bar)

**Saturday, September 23, 2017**

7:30	Continental Breakfast - Prefunction Areas
8:30	Sessions Begin
10:00	Break
10:30	Sessions
12:00	Sessions End

### Speaker Handouts

Handouts will not be available on-site. Handouts provided by speakers will be available on our website prior to the conference. The link will be provided to those who register by Sept.15.

### Registration Information

Register by **September 8** to be eligible for door prizes and reduced conference rate. For registration costs, please see the registration form at the back. 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 email receipt. If this documentation will not meet your reimbursement requirements, please contact the Central Office at 316-202-2288 or email [ksha@ksha.org](mailto:ksha@ksha.org).

Consider bringing a sweater as hotel meeting room temperatures may be cool. To pick up your nametag and registration packet or to register on-site, please go to the KSHA Registration Desk.

Thursday, Sept. 21 8:00 am – 8:00 pm

Friday, Sept. 22 7:30 am – 6:00 pm

Saturday, Sept. 23 7:30 am – 9:00 am

### Program Planner/Instructional Personnel Relationship Disclosure Form

In compliance with the American Speech-Language-Hearing Association's Continuing Education Board requirements, the Kansas Speech-Language-Hearing Association requires program planners and instructional personnel to disclose information regarding any relevant financial or non-financial relationships related to course content prior to and during course planning. This information is located at [www.ksha.org/Convention/Speakers](http://www.ksha.org/Convention/Speakers)

### Exhibits

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

### Hospitality

Conference committee members may 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 fee. Cancellations not received by the date required will not be eligible for 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 316-202-2288 or go to [www.ksha.org](http://www.ksha.org).

### Continuing Education

**ASHA** The program is offered for 2.05 ASHA CEUs (various levels; professional areas). To utilize the ASHA CE Registry (requires the payment of a fee to ASHA when ASHA dues are paid): 1) check X ASHA below your name; and 2) drop BOTH your ASHA Participant Form AND the yellow copy of your CE Record Form in the designated boxes at the registration table. If both forms are not submitted, KSHA assumes that the participant is using a self-documentation process to record ASHA CEUs that are required to maintain CCC.



**KDADS** Approved for a maximum of 20.5 Audiology and SLP continuing education clock hours for Kansas-licensed audiologists and speech-language pathologists by the Kansas Department of Aging and Disability Services.

Your CE Record will be provided on-site.

- No codes required. Mark an X by the title of each session attended and total your hours.
- Sign your CE Record form.
- Leave the yellow copy of your CE Record Form at the registration table. A copy is required by 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 counted toward the fitting and dispensing license annually.

**AAA** KSHA is approved by the American Academy of Audiology to offer Academy CEUs for this activity. The program is worth a maximum of 2.05 CEUs. Academy approval of this continuing education activity is based on course content only and does not imply endorsement of course content, specific products, or clinical procedure, or adherence of the event to the Academy's Code of Ethics. Any views that are presented are those of the presenter/CE provider and not necessarily of the American Academy of Audiology.



## 2017 INVITED SPEAKERS

**Osama F. Almadhoun, MD**, graduated from medical school at Jordan University of Science and Technology in Jordan in 2003. He finished his Pediatric residency at St. Joseph's Children's Hospital, Mount Sinai School of Medicine in Paterson, NJ in 2008. He completed his fellowship in pediatric gastroenterology at Golisano Children's Hospital at the University of Rochester Medical Center in 2011. Dr. Almadhoun is currently the Site Director/Associate Professor of Pediatric Gastroenterology at the University of Kansas Medical Center. He is board certified in Pediatrics and Pediatric Gastroenterology. Inflammatory bowel disease and functional disorders are of special interest to him.

**Jill Arganbright, MD**, is a pediatric otolaryngologist at Children's Mercy Hospital in Kansas City, MO. She earned her bachelor's degree in biology from the University of Northern Iowa and her medical degree from the Medical College of Wisconsin. She completed her otolaryngology residency at Kansas University Medical Center. Jill did a pediatric otolaryngology fellowship at Children's Hospital Colorado. Today, her clinical and research interest include the management of velopharyngeal insufficiency in children, and children with 22q11.2 deletion syndrome. She is a member of the American Cleft Palate-Craniofacial Association (ACPA) and was a presenter at the 2016 annual meeting. Jill has a passion for international medical missions and been involved in seven trips in the past 5 years to Uganda, India, and Peru.

**Blair Ballard** is a Licensed Professional Counselor for The Children's Place. She has certifications in Child and Adolescent Counseling, Trauma Focused, Cognitive Behavioral Therapy. Blair is a certified Play Therapist with additional trainings in Parent-Child Interaction Therapy and EMDR. She has worked at The Children's Place for the past several years with a focus on trauma informed care and helping the youngest survivors of abuse and neglect deal with their trauma. Blair's expertise in dealing with the foster care system and the courts extends beyond these systems and brings services into the home as well as helping the children reintegrate with their biological parent(s).

**Sara Barnes, AuD**, received her Bachelor of Science from Truman State University and her Doctorate of Audiology from the University of Texas at Dallas. Before joining Widex in 2015, she worked as a clinical audiologist at both the VA and a private practice in Boston, MA. Additionally, she has a passion for humanitarian audiology and has volunteered as a humanitarian audiologist in Tanzania in Africa. Sara is passionate about training clinicians to best help their patients and providing people with the highest quality amplification. Sara lives in Denver, Colorado and travels across the country to present to professionals and patients.

**Bailee Barrett, BS**, is a master's student and graduate research assistant in Communication Sciences & Disorders at Kansas State University. She is part of the

dysphagia research team examining clinical tools for visualizing beverage consistency and straw drinking as an alternative to thickened liquids.

**Mindy Sittner Bridges, PhD, CCC-SLP**, is an Assistant Professor in the Hearing and Speech Department at the University of Kansas Medical Center. Her research interests include the relationship between language and reading development and disorders as well as the use of Response to Intervention as a means to identify and prevent reading disabilities in young children.

**Sarah Brill, BS**, earned her BS from Kansas State University in 2016. She is pursuing her Master of Arts degree at the University of Kansas Intercampus Program in Communicative disorders. Her expected graduation date is May, 2018. Ms. Brill is interested in working with individuals with acquired disorders in the future.

**Jonathan Brumberg, PhD**, is an Assistant Professor in the Department of Speech-Language-Hearing with a courtesy appointment in Electrical Engineering and Computer Science, and affiliations with the Neuroscience Graduate Program and Bioengineering Graduate Program. He earned his PhD at Boston University in the area of computational neuroscience of speech motor control in 2009 and continued at Boston University as a research assistant professor before coming to the University of Kansas in 2012. His research interests are in the neurological mechanisms underlying speech and communication and their use in brain control interfaces (BCI).

**Debra Burnett, PhD, CCC-SLP** is a clinical assistant professor in the Program in Communication Sciences and Disorders at Kansas State University. Research and teaching interests are in the area of child language development & disorders with a focus in pragmatics and figurative language comprehension within both typically developing and disordered populations (e.g., ASD, SLI). She is the 2017 President of KSHA and serves on the scholarship committee and branding task force.

**Judith Carta, PhD**, is a Senior Scientist in the Institute for Life Span Studies, Professor of Special Education, and the Interim Director of the Juniper Gardens Children's Project at the University of Kansas. Her science focuses on developing strategies to minimize the effects of poverty on children's outcomes and developing practices that teachers and parents can use to promote children's early learning particularly in vulnerable populations. Her key research and policy interests include advancing the quality of children's caregiving environments, methods for monitoring the progress of young children, and strategies for promoting family engagement in early intervention programs. She has been the PI of several multi-site research projects and centers funded by the National Institutes of Health, the Institute of Educational Sciences, and the Administration on Children and Families. She currently co-directs the Bridging the Word Gap Research Network, a national collaborative of over 150 researchers, program implementers, civic leaders and policymakers

seeking to find better ways to enhance young children's language learning environments. She was a member of the Federal Advisory Panel on Head Start Research and Evaluation, Division of Early Childhood's Commission on Recommended Practices, and served as the Editor of Topics in Early Childhood Special Education as well as the boards of numerous scientific journals.

**Morgan Caulfield, BA**, earned her Bachelor of Arts degree from the University of Kansas in 2017. Ms. Caulfield has a particular interest in providing services to individuals with acquired disorders in the future. She hopes to pursue her Master of Arts after spending a year working as a support person for a speech language pathologist.

**Edgar Chambers IV, PhD**, is a University Distinguished Professor in the Department of Food, Nutrition, Dietetics, & Health and the Director of the internationally recognized Sensory Analysis Center at K-State. His research has resulted in the creation of numerous new products and modifications to national dietary studies conducted by the Centers for Disease Control and U.S. Department of Agriculture.

**Maribel Ciampitti M.S., CCC-SLP**, received her BS and MS in Speech-Language Pathology from the Indiana University of Pennsylvania. She has been a certified speech language pathologist for 20 years and has worked in a variety of settings with both pediatric and adult populations. Her expertise is in the evaluation and management of communication and swallowing disorders in medically complex adult and geriatric patients requiring tracheostomy and ventilator support. She has developed several CEU courses and presents regionally and nationally on this topic. Currently Maribel works as a speech pathologist at Specialty Hospital, a long-term acute care facility and at UF Health in Jacksonville, FL, a level one trauma center. She also serves a Clinical Consultant for Passy-Muir Inc.

**Bill Condon, PT**, graduated from Northwestern University in Chicago with a Master's Degree in Physical therapy in 1999. His areas of interests are treating patients who have sustained a concussion and vestibular dysfunctions. He has treated patients with vestibular dysfunctions since 2006. He completed his Vestibular Competency through the American Physical Therapy Association (APTA) in 2011. He is a member of the Vestibular Special Interest Group through the Neurology Section of the APTA. He currently practices in the Marc A. Asher Comprehensive Spine Center at the University of Kansas Health System.

**Jeanne Copeland, MS, CCC-SLP**, is a Speech-Language Pathologist and Regional Clinical Director for Genesis Rehabilitation Services. Jeanne earned her master's degree from Kansas State University, and has focused the past thirteen years of her career working with adults in the skilled nursing and long-term care settings. Jeanne is currently serving as co-chair for the Genesis Dysphagia Special Interest Group, and is recognized as a Genesis Master Clinician in Cognitive-Communication Disorders and Dementia.

**Maria Davenport, PT, MS, LSVT-BIG certified**, joined the Parkinson's Disease and Movement Disorder Center in 2012. Maria graduated from Pittsburg State University in 1994 with a BS in Biology, and pursued her Master's Degree in Physical Therapy from the University of Kansas in 1996. Maria currently practices in the Marc A. Asher Comprehensive Spine Center with clinical emphasis in neurological diseases, orthopedics, geriatrics and overall conditioning for the adult client.

**Janet Deppe, MS, CCC-SLP, FNAP**, is the Director of State Advocacy in the Government Relations and Public Policy division at ASHA. In that capacity, she coordinates the priorities of ASHA's state advocacy team, serves as the ASHA liaison to states in the Central/midwest region under ASHA's state outreach initiative and provides assistance and support to further state legislative and regulatory efforts, and administrative and management issues. She monitors credentialing, health, and education legislation and regulations in states, and represents the association at federal and state meetings. Janet works with states and government agencies to maintain quality standards for speech-language pathologists and audiologists and to assist state associations in developing resources and models for dealing with persistent vacancies in health and education settings. Janet is the ex officio for the School Finance Committee whose focus is to help members understand and access complex federal, state, and local funding mechanisms.

**Peter J. DiPasco, MD, FACS** is a Surgical Oncologist at the University of Kansas Medical Center with a clinical focus on Esophageal and Gastric Cancers, as well as Surgical Endocrine diseases of the Thyroid, Parathyroid, and Adrenal glands. Dr. DiPasco also serves as the Clerkship Director for third year Surgical Medical Students.

**Sarah Edwards, DO**, is a board certified pediatric gastroenterologist. She is the medical director of the Interdisciplinary Pediatric Feeding and Swallowing Program at Children's Mercy Kansas City. Her practice has an emphasis on optimizing and advancing treatment methods for children with feeding disorders and has published in this arena. She has served as site investigator on an NIH grant implementing a feeding related randomized controlled trial in young children.

**Peggy Fisher, MA**, is a speech-language pathologist recently retired after serving 40 years with USD 501 Topeka. For the last ten years, Peggy held the position of Coordinator of the TPS Speech/Language Department.

**Jeanette Fitzke, AuD, CCC-A**, is the field clinical audiologist for the Southwest region and is based out of Phoenix, Arizona. Jeanette has 17 years of clinical experience prior to joining Otometrics / Audiology Systems. Prior to joining the team, she was most recently working as a Clinical Audiologist at Cigna Medical Group, a multi-specialty clinic. Her work at this location allowed her to work with a variety of age populations and focused on diagnostics, hearing aid services, and vestibular care. Prior to her time with Cigna Medical Group, she worked in hospital and ENT settings where she provided extensive services for pediatrics to geriatrics in vestibular evaluation, pediatrics, electrophysiological testing, general

diagnostics, and hearing aid selection, fitting, and verification. She graduated with her Master of Science degree in Communication Disorders from Arizona State University in 1998 and completed her Doctorate of Audiology from A.T. Still University in March 2005. She is currently a member ASHA and holds her Clinical Certificate of Competency in Audiology.

**Mary Foxhoven, MS, CCC-SLP**, is a speech-language pathologist and assistive technology facilitator with USD 345 - Seaman in Topeka, KS. She also is a Kansas Infnitec Coalition Cadre member.

**Adrienne Fuller, MS, CCC-SLP**, is the clinical director and Owner of SpeechBuilders Speech and Language Therapy in Apopka, Florida. She earned her Master's Degree at the University of New Hampshire. She is passionate about make all children from all from all backgrounds ready for kindergarten. She is also the co-author of the book "Putting Your Dreams to Work" written with two of her colleagues.

**Jane Mertz Garcia, PhD, CCC-SLP**, is a Professor in Communication Sciences & Disorders at Kansas State University and ASHA Fellow. Her teaching and research relate to acquired communication and swallowing disorders. Dr. Garcia has published and presented nationally on diet modifications, including thickened beverages and aspects of their service delivery, for over 15 years.

**Allison Gatewood, MA, CCC-SLP**, is a speech-language pathologist with USD 501 Topeka. She has worked with all ages from preschool to high school. Allison is particularly involved with helping students with significant delays achieve effectively, meaningful communication. She is currently serving on KSHA's Executive Board as a legislative liaison.

**Julie Gatts, MA, CCC-SLP**, received her BGS and MA in Speech Language Pathology from the University of Kansas. She is a Clinical Assistant Professor at the Schiefelbusch Clinic at the University of Kansas. Julie is an adjunct faculty member at Fort Hays State University. Areas of interest include teaching and applied research with adults with acquired communication disorders (augmentative communication, cognitive communication, aphasia, dysarthria and head and neck cancer).

**Nikki Go, AuD**, is a PhD candidate at the University of Kansas working under the guidance of Dr. Tiffany Johnson. She received her M.A. in Audiology from the University of Santo Tomas in the Philippines in 2001 and completed the M.A. to Au.D. Program in 2013 at the University of Kansas Medical Center. Dr. Go's research experience includes the use of noninvasive techniques, such as OAEs and auditory evoked potentials. She received the 2015-2016 American Academy of Audiology Foundation Student Investigator Grant Award for her dissertation project that explores perceptual consequences associated with noise exposure in normal-hearing ears.

**Meredith P. Harold, PhD, CCC-SLP**, is a Speech-Language Pathologist and Assistant Professor of

Communication Sciences and Disorders. She instructs future clinicians at Rockhurst University in Kansas City, and serves current clinicians through The Informed SLP. Her clinical work and scholarship focus on pediatric speech-language development and disorders.

**Stacy Henn, MA, CCC-SLP**, is a clinical speech-language pathologist at Children's Mercy Hospital. She has worked at Children's Mercy for 13 years. She also has past experience in pediatric private practice and within the school setting. She earned her undergraduate degree from the University of Iowa and her graduate degree from the University of Kansas. Stacy received specific training in a multisensory phonics approach to teach reading and spelling. She conducts evaluations for dyslexia and has provided intervention to children who struggle with reading and spelling. She has received the Award for Continuing Education from ASHA.

**K. Todd Houston, PhD, CCC-SLP, LSLS Cert. AVT**, is a Professor in the School of Speech-Language Pathology and Audiology at The University of Akron, where he teaches courses on the topics of aural (re)habilitation, Auditory-Verbal Therapy, phonetics, diagnostics, connected health and learning, and professional practices. His areas of research include spoken language acquisition in children with hearing loss, auditory and visual perception of spoken language, parent engagement in the intervention process, the parenting role of fathers of children with hearing loss, the use of social media and social networking to support clinical practice, and telepractice as a service delivery model. Dr. Houston currently directs the Telepractice & eLearning Laboratory (TeLL), which is designed to evaluate the delivery of speech and language services to children and adults through telepractice service delivery models. The TeLL also functions as a preservice training experience for graduate students in Speech-Language Pathology. Dr. Houston writes extensively on these topics and has published numerous peer-reviewed articles, editorials, and book chapters. He also is the editor of *Telepractice In Speech-Language Pathology* (2014), co-editor of *Assessing Listening and Spoken Language in Children with Hearing Loss* (2015) with Tamala S. Bradham, PhD, and co-editor of *Telepractice In Audiology* with Emma Rushbrooke, MPhil(AUD) - all published by Plural Publishing (San Diego, CA).

**Ray H. Hull, PhD**, is a professor of communication sciences and disorders, audiology/neuroscience, College of Health Professions at Wichita State University. He has authored 18 books on the art of communication and communication disorders, over 600 presentations at conferences in the U.S. and other countries, and over 60 articles, with numerous awards for his professional service.

**Kathrin Husmann, MD**, is the Medical Director of Neuro-ENT ICU at University of Kansas Health System. She is Board-certified in Neurology, vascular neurology and neuro-critical care.

**Cheryl DeConde Johnson, EdD**, provides consulting services for educational audiology and deaf education specializing in program evaluation and development of statewide deaf education services and accountability systems through her practice, The ADEantage. Previously

she was the audiology and deaf education consultant with the Colorado Department of Education. She has also held positions as a school-based educational audiologist, an early intervention provider, and a coordinator of a public school program serving deaf and hard of hearing students. She currently holds adjunct faculty appointments at the University of Arizona and Salus University. Dr. Johnson is co-founder of Hands & Voices and serves on the Board of Directors. She has a grown daughter who describes herself as sometimes deaf, sometimes hard of hearing.

**Jamie L. Johnson, MA, L/CCC-SLP BCS-S**, has been a Speech Language Pathologist at the University of Kansas Health System for the past 10 years. She has also worked in Denver at the University of Colorado Hospital and Visiting Nurses Association. She enjoys working with patients on the Neurology, NeuroSurgery, ENT and Oncology services. She currently sees inpatients, but primarily covers outpatients at KU with diagnosis of Concussion/TBI, Aphasia, Dysarthria and Dysphagia. She also is involved in Intra-operative Cortical Language Mapping with NeuroSurgery. She is LSVT certified and currently holds Board Certified Specialist in Swallowing and Swallowing Disorders.

**Tiffany A. Johnson, PhD** received her PhD from the University of Iowa in 2003. Following a postdoctoral fellowship at Boys Town National Research Hospital, she assumed a faculty position at the University of Kansas. She is currently an associate professor at the University of Kansas Medical Center. Dr. Johnson's research interests include otoacoustic emission and evoked-potential measurements, early identification of hearing loss, and noise-induced auditory pathology. She has received funding for her research from the American Academy of Audiology Foundation, the American Speech-Language-Hearing Foundation, and the National Institutes of Health.

**Kathy Johnston, MS, CCC-L/SLP, MHEII**, is a Speech/Language Pathologist and clinical Instructor for the University of Kansas Medical Center and has worked for them, for the past 20 + years. Part of her responsibilities include fulfilling a contract to provide speech and language services and evaluation for children enrolled at The Children's Place located in Kansas City, Missouri. The Children's Place is a day treatment center formed over 35 years ago in Kansas City Missouri to work with the youngest survivors of abuse and neglect. In an effort to better serve this young population, she obtained her Infant/Toddler Mental Health Endorsement level 2 through the Kansas Association of Infant/Toddler Mental Health several years ago and has been interested and studying the impact of trauma on language development. Kathy currently works part time for the University of Kansas and runs a private practice as well.

**Russell Johnston, MA**, is a school-based speech-language pathologist and third year doctoral student at the University of Kansas, where he studies language acquisition in children with complex communication needs who use augmentative and alternative forms of communication. Russell's areas of research and clinical interest relate to communication skills development and meaningful participation for school aged users of AAC.

**Claude Lamoureux, PT, DPT, NCS**, graduated from McGill University with a bachelor's degree in Physical Therapy from McGill University, Montreal, Canada in 1998. She received her doctorate in Physical Therapy from The University of Kansas in 2011. Claude received her Board Certification in Neurology through the American Board of Physical Therapy Specialties in 2012. She currently practices in the Marc A. Asher Comprehensive spine center. Claude's area of expertise consists of adult neurological conditions with a strong emphasis on concussion and vestibular therapy. Claude's client centered interdisciplinary approach with personalized evaluation, interventions and education for those conditions are the key for successful goal achievement.

**Lindy H. Landzaat, DO, FAAHPM**, is an Assistant Professor, Palliative & Hospice Medicine at the University of Kansas Medical Center. She holds board certifications in Internal Medicine & Hospice and Palliative Medicine. She graduated from Kansas City University of Medicine and Biosciences in 2005. Dr. Landzaat completed Residency at St. Mary's Health Center in St. Louis, MO followed by a Harvard Palliative Medicine Fellowship in 2009. She currently serves as the Fellowship Program Director training physicians in Hospice & Palliative Medicine. She was named one of the "40 under 40 Inspirational Leaders" for the American Academy of Hospice and Palliative Medicine in 2014.

**Elizabeth Leatherman, BS**, is pursuing her Master of Arts degree at the University of Kansas. She earned her BS from New Mexico State University. She is currently a scholar on the Augmentative and Alternative Communication in the Schools: Access and Leadership Project through which she participates in specialized AAC coursework and field experience.

**Janet Lober, MS, CCC-SLP**, is a speech-language pathologist with USD 501 Topeka. In her work she has experienced diversity among her students and their disorders and educational needs. Currently, her work is focused primarily with preschoolers.

**Sarah Luby, PharmD**, is an Internal Medicine Clinical Pharmacist at The University of Kansas Health System. She earned her Doctorate of Pharmacy degree from the University of Kansas School of Pharmacy and completed her PGY1 Pharmacy Practice Residency at The University of Kansas Health System. After residency she stayed on at the hospital with a primary focus of Neurology and Internal Medicine. Dr. Luby is also a pharmacy student extern coordinator and acts as a liaison between the hospital's pharmacy department and local pharmacy schools.

**Nichole Kingham, AuD, ABA, AAA-F**, is the Chief Education Officer of The Kingham Collective. She was awarded a master's degree in Audiology at the University of Washington and obtained her clinical doctorate from A.T. Still University. She was awarded the Future Leaders in Audiology Award in 2012 and is the Past President of Washington State Audiology Academy. She is a current member of the AAA Audiology Assistant Subcommittee. Dr. Kingham has worked in private practice since 2003, where she hired the first Audiology Assistant in Washington State and has trained and promoted

Audiology Assistants since 2009. Dr. Kingham currently works with Practice Development Groups to help implement an Audiology Assistant or Technician into private practice Audiology and medical Ear, Nose and Throat clinics.

**Shannon M. Kraft, MD**, completed her undergraduate work in Biology at Northwestern University. After a successful tour as a Logistics Officer in the United States Marine Corps, she attended medical school at Indiana University. She subsequently completed her residency training in Otolaryngology at the University of Kansas in and her fellowship training in Laryngology and Professional Voice at Oregon Health & Science University. Dr. Kraft returned to the University of Kansas in 2013 to join the KU Voice and Swallow Center team. She is currently an Assistant Professor and the Residency Program Director for the Department of Otolaryngology. Dr. Kraft's clinical interests include voice disorders in both professional and non-professional voice uses, benign lesions of the vocal fold, surgical management of early vocal fold cancers and airway stenosis.

**Stephanie Meehan, MA, CCC-SLP**, is an Assistant Clinical Professor and PhD Candidate at the University of Kansas. 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.

**Elisabeth Mikesic, MA, CCC-SLP**, is a speech-language pathologist serving as Coordinator of the TPS Speech/Language Department for USD 501 Topeka.

**Jonathan Mikhail** is a third-year audiology resident from Wichita State University. With a background in behavioral communication, his knowledge in communicative approaches has transitioned into a better understanding of the communication difficulties hearing impaired individuals struggle with. Currently he is a resident at Area Hearing and Speech Clinic in Joplin, Missouri and enjoys working with both adults and children to help them hear and communicate better.

**Ana Paula G. Mummy, MS, CCC-SLP**, is a trilingual speech-language pathologist, a clinical assistant professor and director of the Language Acquisition Preschool in the Speech-Language-Hearing Department at the University of Kansas. She has extensive experience working with culturally and linguistically diverse populations. Other specialized interests include articulation disorders, stuttering, and language-literacy.

**Kristin Nichols, OTR/L, SCD, CDRS**, is a graduate from St. Ambrose University with degrees in Occupational Therapy and Psychology. She has been practicing in driving rehabilitation since 2001, as a Certified Driving Rehabilitation Specialist. She currently owns a private practice, Avenues Driving Rehabilitation Program, and works with patients across the lifespan, with a wide variety of diagnoses. She is on the Board of Directors for Americans for Older Driver Safety, a committee member on the Older Driver Emphasis

team with the Kansas Department of Transportation, on the expert panel of the Healthy Aging Coalition of Kansas City, and recipient of the People Saving People Award through the Kansas Department of Transportation in 2017. She is also Specialty Certified in Driving and Community Mobility through the American Occupational Therapy Association, making her 1 of 12 with this credential nationally.

**Goldie Pappan, BA**, is a lifelong Jayhawk and Kansas native. Her clinical and research interests include tinnitus and noise exposure. Currently, she is an audiology resident at the KCV Medical Center. She enjoys working with Veterans to help them hear their best and obtain relief from tinnitus.

**Angela D. Parco-Tucker, MA, CCC-SLP, LSVT**, has 15 years experience in acute care, practicing at Via Christi Hospitals, Inc., which is a Level I trauma center in Wichita, Kansas. Angela routinely works with all aspects of acute care, from premature infants to trauma, as well as radiation/oncology for head and neck cancer. Additionally, Angela practices outpatient care with those who have voice disorders and vocal cord dysfunction.

**Kevin Pitt, MA, CCC-SLP, MR, RT(R)**, is a graduate student at the University of Kansas working toward a PhD in Speech-Language Pathology. Kevin is interested in brain-computer interface assessment and training for individuals with cerebral palsy, amyotrophic lateral sclerosis, locked in syndrome, and traumatic brain injury, in addition to understanding the neural mechanisms underlying speech production.

**Frank Quijano, MD**, is the Section Chief of Pulmonary Procedures and Interventional Bronchology at the University of Kansas Health System.

**Ashleigh Redding, AuD, CCC-A**, is a Pediatric Audiologist with Children's Mercy Hospital and Clinics and has been serving in this role for the past 16 years. Children's Mercy Hearing and Speech clinic is a not-for-profit that offers audiologic services to children aged birth to 21 that include newborn hearing screening, inpatient and outpatient diagnostics, as well as intervention via counseling, hearing aids, bone-anchored devices, and cochlear implants. With Children's Mercy, she oversees and manages all student practicum and clinical experiences between Children's Mercy Hospital and local University AuD Programs. Ashleigh is a level IV audiologist and serves as discipline lead for the hospital's sub-specialty Down Syndrome Clinic. Ashleigh is also Board Certified in Pediatric Audiology by the American Academy of Audiology.

**Casey Redding, AuD, CCC-A**, is an Assistant Clinical Professor and Pediatric Audiologist at the University of Kansas Medical Center. He has a specialized interest in educational needs of students with hearing loss as well as training the next generation of young professionals with the skills needed to work collaboratively in the field of healthcare and service to the community. In addition to classroom and clinic instruction, Casey serves on the State of Kansas SoundBeginnings Early Hearing Detection and Intervention (EHDI) program Executive Advisory Committee. He is also a discipline supervisor for

LEND (Leadership Education in Neurodevelopment and Related Disabilities) at the University of Kansas' Center for Child Health and Development.

**Pamela Rowe, MA, CCC-SLP**, is the Clinical Director of Pamela Rowe, Speech and Music Therapy, an Adult and Pediatric Therapy Practice in North and Central Florida. Pamela is co-author of *Putting Your Dreams To Work: Keys To Setting Up Your Therapy Practice*. She is a presenting speaker with many State ASHA Conventions and is a published author in *Independent Clinician*, *ASHA Leader* and *ASHASphere*. Pamela enjoys partnering with various schools as a Business Community Partner and supervising graduate and CFY students in Central Florida.

**Elizabeth Schroeder, OTR/L**, is an Occupational Therapist. She achieved her master's degree from Rockhurst University in Occupational Science. She is SIPT certified, with 11 years of sensory integration training. She is certified in trauma informed care and provides therapy for children with PTSD-like symptoms. Elizabeth has been providing feeding therapy for 9 years to children falling into a variety of diagnoses. She has special interest in oral motor therapy, oral sensory therapy, oral aversion, and teaching positioning and motor strength in readiness for feeding. Elizabeth enjoys working on multidisciplinary teams and feels this is the best way for families to get the support they need when their child's health is a concern.

**Kristen Schwartz, MS, CCC-SLP**, is a speech-language pathologist with USD 232 DeSoto. She has Master's Degrees in both Communication Sciences and Disorders and Educational Leadership. She has served on several committees in the DeSoto School District focusing on writing IEPs that comply with legal requirements and aligning goals to academic standards.

**Brenda Sitzmann, MA, CCC-SLP, CLC**, is a graduate of the University of Iowa. As a part of the Children's Mercy Hearing & Speech Department, she is a member of the Cleft Lip and Palate Clinic, Super Q Express (22q) Clinic, VPI Clinic, GI Multidisciplinary Feeding Clinic, and the Videofluoroscopic Swallow Study Team. Brenda is a certified lactation counselor. She has over 15 years of experience treating pediatric patients with feeding and swallowing difficulties.

**Laura Slosky, PhD**, is currently the pediatric psychologist dedicated to the GI Multidisciplinary Feeding Team at Children's Mercy in Kansas City. She completed her graduate work at Virginia Commonwealth University where she trained in the Children's Hospital of Richmond Feeding Program. She completed her internship at the University of Miami's Mailman Center for Child Development before moving to Kansas City to complete her fellowship in Pediatric Psychology with a focus on pediatric functional GI disorders. In addition to her work on the Children's Mercy feeding team, she serves as the co-chair of the education committee for the newly established international pediatric feeding and swallowing consortium, the membership coordinator for the pediatric gastroenterology special interest group within the society for pediatric psychology and is the rising co-chair of this

special interest group.

**Holly L. Storkel, PhD, CCC-SLP**, is Professor and Chair of the Department of Speech-Language-Hearing: Sciences and Disorders at the University of Kansas in Lawrence. Her research focuses on understanding how children learn the sounds and words of the language and how this theoretical understanding can be translated into effective clinical treatment for children who are slow to learn sounds and/or words.

**Janise Stueve, MA, CCC-SLP**, is a clinical speech-language pathologist at Children's Mercy Hospital. She has worked at Children's Mercy for 19 years. She also has past experience in the public school setting. She earned her undergraduate degree from Kansas State University and her graduate degree from the University of Kansas. She conducts evaluations for dyslexia, in addition to evaluation and treatment of other pediatric speech and language disorders. She has received two Awards for Continuing Education from ASHA.

**Wendy Switalski, MBA, AuD**, is the Audiology Development Manager at Audiology Systems Inc. Prior to joining the company, Dr. Switalski owned a private audiology practice in metro-Detroit and served as a consultant to Otometrics, specializing in probe microphone measurement technology. In addition to her role with Audiology Systems, she also provides quarterly hearing care in the South Pacific territory of American Samoa. Dr. Switalski holds an M.B.A. from Saginaw Valley State University and a Doctor of Audiology degree from the Pennsylvania College of Optometry School of Audiology.

**Alyssa Thrush, DPT, GCS, CEEAA**, is a Physical Therapist and Regional Clinical Director for Genesis Rehabilitation Services. Alyssa earned her Doctorate of Physical Therapy from Wichita State University, and is recognized as a Geriatric Certified Specialist (GCS) and a Certified Exercise expert for Aging Adults (CEEAA) through the American Physical Therapy Association.

**Stephanie Tiernan, MS, CCC-SLP**, is a speech-language pathologist working as a program specialist in the Communication Sciences and Disorders Department at Fort Hays State University. At FHSU, Stephanie is a clinical supervisor and is responsible for guiding intervention through Telepractice.

**Navin Viswanathan, PhD**, is a cognitive scientist and Associate Professor at the University of Kansas who studies fundamental issues in speech perception and spoken language processing.

**Corinne Walker, MA**, is a speech language pathologist and second-year doctoral student at the University of Kansas in the department of Speech-Language-Hearing. She is interested in investigating effective treatments for individuals who use AAC, including eye gaze training programs and narrative interventions.

**Peggy Watson, MS, CCC-SLP**, is a practicing speech-language pathologist with 28 years of experience working with the geriatric population. Ms. Watson specializes in

non-pharmacological dementia behavior management using evidence-based interventions including the areas of Validation, Reminisce, Spaced Retrieval, Sensory and Montessori. Watson has co-authored two books, one for therapists providing step-by-step guidance to achieve successful outcomes, *Dementia Therapy & Program Development*; and one for caregivers, *Dementia Loving Care with a Therapeutic Benefit*. She is published in *Advance* and *The Communicologist*. Watson has presented on dementia programming nationally and internationally, and for state and national conventions since 2009. Ms. Watson is a member of the Colorado Speech-Language-Hearing Association, and ASHA. She is co-owner of Consultants in Dementia Therapy, a company founded to be a resource for therapists and medical staff helping people with dementia achieve or maintain their highest level of function.

**Jane R. Wegner, PhD, CCC-SLP**, is a Clinical Professor and Director of the Schiefelbusch Speech-Language-Hearing Clinic at the University of Kansas. She directs the Pardee Augmentative and Alternative Communication Resource and Research Laboratory and the Augmentative Communication in the Schools: Access and Leadership Project. She is a Fellow of the American Speech-Language-Hearing Association.

**Marti Weiner, MS, CCC-SLP, BCBA, LBA**, is the Behavior Specialist for the De Soto School District. In addition to being a licensed speech-language pathologist, she is a Board Certified Behavior Analyst. Marti has over 40 years of experience working with students with challenging behaviors.

**Jamie Wilkins, MS, RD, LD, CNSC**, If we are what we eat, Jamie would be a piece of chocolate. One of a parent's most fundamental purposes is to feed! Specializing in bridging the gap between a family's efforts and a child's inability to eat is where Jamie has called home for the past 2 years along with the Children's Mercy Hospital Multidisciplinary Feeding Team. With 15 years of experience in chemotherapy-induced gastrointestinal damage and behavioral feeding refusal, she focuses on meeting families where they are emotionally, and developing realistic feeding plans to support growth and development that allow for successful feeding and behavioral therapy interventions. Blenderized diets by GTube are a particular professional emphasis (and nerdy delight) of Jamie's, along with fulfilling the rotating role of comic relief integral to a successful pediatric medical team.

**Beth Zillinger, MS, CCC-SLP**, is a speech-language pathologist serving as the Kansas Infinitec Trainer and Project Liaison providing support to school districts implementing assistive and educational technology. She also serves as a Regional Autism Consultant with the Kansas Technical Assistance Network Autism and Tertiary Behavior Supports team.

# AUDIOLOGY SESSIONS

**PURSuing PROFESSIONAL EXCELLENCE:  
IMAGINE THE POSSIBILITIES**  
September 21 - 23, 2017 • Overland Park

**THURSDAY, SEPTEMBER 21**

**Thursday 9:00 am - 4:00 pm**

**AUD1 Audiology Learning Lab: Fitting Best Practices - Probe Mic Measures and More**  
• ADDITIONAL \$95.00 FEE REQUIRED •

**Wendy Switalski, MBA, AuD**, Audiology Development Manager at Otometrics/Audiology Systems

Studies have shown that including the use of Real Ear or Probe Microphone Measurements (PMM), Speech-In-Noise assessment, and other best practice measures are correlated with greater levels of patient satisfaction and reduced need for follow-up visits. As hearing instrument sophistication continues to increase, this need has become even more important. Various procedures will be discussed and demonstrated, including pre-fitting evaluation, speech mapping, prescriptive target fitting, and special feature assessment. (Intermediate)

The learner will be able to: 1) Describe the correlation between fitting protocol components and patient outcomes; 2) Describe how these tests and tools can be incorporated into their clinical routine.

**Thursday 5:30 pm - 6:30 pm**

**AUD2 Audiology Research in Kansas** (Sponsored by Associated Audiologists, Inc.)

Audiology students from KU and WSU will present their research. (Intermediate)

The learner will be able to: 1) Describe two research projects conducted by Audiology doctoral students in Kansas; 2) Identify clinical application of current research findings.

*Part 1: Electrophysiological Measures and Speech-in-Noise Testing as Means of Quantifying Noise Exposure in Normal Hearing Listeners*

**Goldie Pappan, BA**, AuD student, University of Kansas Medical Center

Noise exposure remains the most common cause of hearing loss. Clinicians primarily use subjective behavioral measures of auditory function to quantify noise damage. I used ECoChG, ABR, and QuickSIN scores to analyze the relationship between these results and annual noise exposure as reported by research participants with normal hearing.

*Part 2: Best Communication Practices For the Hearing Impaired and its Correlation With Student Communication Tactics*

**Jonathan Mikhail**, AuD student, Wichita State University

This session will give insight into verbal, nonverbal, and visual communication and how they are used in the audiological setting as well as what students in current AuD programs have come to understand regarding these communication approaches.

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

**Thursday 6:30 - 8:00 PM**

**AUD3 Integrating Tinnitus Into Your Clinic**

**Jeanette Fitzke, AuD**, Field Clinical Audiologist for the Southwest Region at Otometrics/Audiology Systems

On a daily basis, many hearing care professionals (HCP's) encounter patients who suffer from tinnitus. Historically, tinnitus was considered a sub-specialty with services provided by few providers. In recent years however, the increased understanding of tinnitus mechanisms and the expanded range of treatment options available for patients suffering from tinnitus has led to increased interest and need for efficient and effective tinnitus evaluation procedures.

A comprehensive tinnitus evaluation combines audiometric measures, surveys and questionnaires, psychoacoustic assessment, and loudness scaling (when indicated). Efficient integration of these procedures combined with various treatment options allows audiologists to enhance their tinnitus services in an efficient manner, thereby providing a proper foundation for their patients' treatment processes. (Intermediate)

The learner will be able to: 1) Describe the components of a tinnitus program; 2) List the benefits of integrated tinnitus assessment and loudness scaling procedures.

**AUD4 Practice Differentiation Through a Patient-Centered Approach**

**Nichole Kingham, AuD F-AAA, ABA**, Chief Education Officer at the Kingham Collective

In this course, participants learn why it is so important for us to change our way of thinking and consider a new way of consulting with and motivating our patients to improve their lives through better hearing. Changing our way of thinking starts with how we view ourselves and the partnership we establish with our patients. So, we'll discuss the role of the hearing healthcare provider in the counseling process. Then, we'll discuss how an educational approach is the best way to marry our business goals with the expectations our patients have for us. We'll discuss how this patient oriented approach can help us reach our goals while offering a better quality of life to our patients and ultimately a better quality of life for ourselves. (Advanced)

The learner will be able to: 1) Identify the old methods of counseling patients and why they might not work with today's educated, tech-savvy patient; 2)

Identify a new alternative to the outdated counseling approaches, bringing a re-energized approach to the conversation between hearing care providers and their patients.

## FRIDAY, SEPTEMBER 22

### 7:30 am – 8:30 am

- Continental Breakfast – Prefunction areas
- Exhibits Open

### Friday 8:30 am – 10:00 am

#### AUD5 Online Reputation Management

**Nichole Kingham, AuD F-AAA, ABA**, Chief Education Officer at the Kingham Collective

If you've ever bought anything online, you've encountered a typical online review. You have undoubtedly seen the "five star" ratings for a product or for a doctor you're considering a visit to. You've probably also seen a poorly-spelled review about one person's traumatic experience or about how bad a restaurant's food or service was. Customer reviews hold a powerful effect on the behavior of those searching the internet for the best products or services and scientists are showing that our patients are no different.

But having a presence online is just one element in the multifaceted process of building trust with our patients. In reality, it begins with unparalleled customer service, quality products, and knowledgeable staff. In this course, attendees will learn what Online Reputation Management is and how to build an online reputation by creating an exceptional experience in the clinic and then asking satisfied patients to become Raving Fans on the internet through Social Media. (Introductory)

The learner will be able to: 1) Demonstrate a working knowledge of what Online Reputation Management is and what Social Media sites are important to maintain in order to manage an online reputation successfully; 2) Describe how customer service in-clinic can build trust so that the clinic as a whole can grow and sustain an exceptional online reputation.

#### AUD6 Supporting Children and Teens as they Navigate their Access

**Cheryl DeConde Johnson, EdD**, The ADEvantage Consulting, University of Arizona

The typical adjustments children with hearing loss go through in childhood and youth are often further complicated by challenges related to managing hearing and communication. This presentation introduces the online Ida Transitions Management framework which takes a holistic approach to transitions management based on the principles of self-determination. The tool was designed to help children, teens, families and professionals plan for transitions, identify choices and options available, and consider opportunities for developing new skills. (Intermediate)

The learner will be able to: 1) Describe key challenges of children, teens and young adults as they navigate transitions during childhood and youth; 2) Apply the Ida Transitions Management framework to help

children and teenagers plan their next transitions.

**Break 10:00 – 10:30** Snacks & Exhibits, Door Prizes

### Friday 10:30 am – 12:00 pm

#### \*SLP17 Inadvertent Impairments in Young Children

This session will be of interest to both Audiologists and SLPs. See SLP17 in the Speech-Language Pathology program for details.

#### AUD7 Wireless Connectivity Options for Adults

**Sara Barnes, AuD**, Widex

This course will review forms of wireless technology used in digital hearing aids today as well as the unique process that Widex uses with TriLink, providing the most energy efficient, reliable and most accurate wireless streaming in the industry. (Intermediate)

The learner will be able to: 1) Explain the process of the A/D conversion of the audio signal; 2) Describe the different wireless technology used in hearing aids to share data; 3) Explain the benefits of TriLink.

#### AUD8 Audiology Management of Children with Complex Medical Needs

**Casey Redding, AuD, CCC-A**, Assistant Clinical Professor and Pediatric Audiologist at the University of Kansas Medical Center & **Ashleigh Redding, AuD, CCC-A**, Pediatric Audiologist with Children's Mercy Hospital and Clinics

When hearing loss is present along with other comorbidities or medical complexities, timely and consistent efforts to audiologic healthcare may oftentimes be overlooked. Though best, patient-centered care require that professionals be aware of the unique obstacles facing families of these children, it is necessary to also advocate for adequate diagnostic and intervention on behalf of the child. Local professionals should have the knowledge and resources readily available to help better serve this unique population of young listeners. (Intermediate)

The learner will be able to: 1) Identify when a child who has complex medical conditions is in need of further audiologic evaluation; 2) Identify social, socio-economic, emotional, and logistical barriers to families receiving adequate audiologic healthcare.

### Friday 12:00 pm – 1:30 pm LUNCH

SLP 19, KSHA Luncheon, KSHA Annual Meeting, Awards & Recognitions – Cottonwood II

\*KSHA Banquet Lunch must have been purchased at the time of registration

#### SLP19 The Changing Landscape: What Members Need to Know to Protect their Services in Healthcare and Education (12:45-1:30)

**Janet Deppe, MS, CCC-SLP, FNAP**, Director of State Advocacy at ASHA

Service delivery in the fields of Speech-Language Pathology and Audiology is constantly evolving. Professionals working in education settings, healthcare settings, and in universities are experiencing dramatic changes as government spending and healthcare

policies are changing at the national and state levels. Join us for a Town Hall-style conversation with our ASHA liaison over lunch. Changes in education and healthcare will be discussed, as well as their impact on members of KSHA and the consumers of our services. Attendees will have the opportunity to share their issues and concerns, as well as their expectations from ASHA in this changing landscape. (Intermediate)

The learner will be able to: 1) List several recent changes to education/healthcare policy that will affect their practice; 2) Describe the impact of these changes to their practice; 3) List strategies for adapting to change in order to improve outcomes for their clients.

### **Friday 1:30 pm - 3:00 pm**

#### **AUD9 Video Head Impulse Testing: New Directions for Vestibular Assessment**

**Jeanette Fitzke, AuD**, Field Clinical Audiologist for the Southwest Region at Otometrics/Audiology Systems

Video Head Impulse Testing (vHIT) is quickly moving into the mainstream of vestibular assessment, and has 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 and what constitutes normal and abnormal responses; 2) Describe clinical applications for vHIT assessment.

#### **AUD10 A.C.C.E.S.S.: Achieving Clear Communication in Education for Student Success**

**Cheryl DeConde Johnson, EdD**, The ADEvantage Consulting, University of Arizona

Ensuring full communication access for students who are deaf and hard of hearing in school is an ongoing challenge. We will address the importance of audibility, recent federal policy clarifications and case law regarding communication access requirements, and the role of students to self-advocate for their access needs. Strategies and tools to assess and advocate for communication access will also be discussed. (Intermediate)

The learner will be able to: 1) Describe communication access legal requirements and guidance as they related to students who are deaf and hard of hearing; 2) Describe three strategies for advocating for communication access of students.

### **Break 3:00 pm - 3:30 pm**

*Nourishment (Prefunction Area), Exhibits, Door Prizes*

### **Friday 3:30 pm - 5:00 pm**

#### **\*SLP29 ASHA and KSHA: Staying Informed and Engaged**

This session will be of interest to both Audiologists and SLPs. See SLP29 in the SLP program for details.

#### **AUD11 Recent Research in Subclinical Noise-Induced Hearing Loss**

**Tiffany Johnson, PhD**, Associate Professor at the University of Kansas & **Nikki Go, AuD**, PhD student at the University of Kansas

There is emerging evidence that exposure to noise may produce damage to the auditory system that is not evident in the pure-tone audiogram. This pathology has been called Hidden Hearing Loss. In this presentation, we will review evidence from both animal and human studies of Hidden Hearing Loss. We also will describe results of recent work from our lab where we are working to develop diagnostic tools for pathology not evident in the audiogram. (Advanced)

The learner will be able to: 1) Describe current evidence regarding the impact of noise exposure on the auditory system of normal-hearing human and animal models; 2) Describe a tool for quantifying the annual noise exposure experienced by an individual.

#### **AUD12 Telepractice: Using Distance Technology to Connect, Communicate, and Enhance Language Learning in Children with Hearing Loss**

**K. Todd Houston, PhD, CCC-SLP, LSLC Cert. AVT**, Professor at the University of Akron

Today, an array of distance technology is available to assist early interventionists, educators, speech-language pathologists, and audiologists to enhance communication development and learning in children with speech and language delays, especially those with hearing loss. Professionals are utilizing technology to enhance service delivery via models of telepractice. This presentation will discuss innovative uses of distance technology to increase child engagement, attention, and improved learning and communication outcomes. (Introductory)

The learner will be able to: 1) Identify current distance technology that is impacting early intervention and the education of children with hearing loss; 2) Define the use of telepractice as a service delivery model for children with hearing loss and their families.

### **Friday 5:00 pm - 7:00 pm Posters and Protein-Cottonwood II · Earn up to 2.0 CEUs!**

**Friday 6:30 pm - 8:00 pm Social Event** - Interact with colleagues and catch up on national happenings in our field with our ASHA state liaison, Janet Deppe. Snacks provided, cash bar available.

*Thanks to the University of Kansas Health System for sponsoring this event!*

## **SATURDAY, SEPTEMBER 23**

**7:30 am - 8:30 am** Continental Breakfast

**Saturday 8:30 am - 10:00 am**

#### **AUD13 The Future Disrupted: New Technologies That Will Shape Service Delivery in Speech-Language Pathology and Audiology**

**K. Todd Houston, PhD, CCC-SLP, LSLC Cert. AVT**, Professor at the University of Akron

As virtual and digital technologies continue to evolve, service delivery in Speech-Language Pathology and Audiology is bound to change. Virtual reality, 3-D printers, smart homes, faster internet connections, artificial intelligence, and gamification are just a few of the new trends that are being utilized in educational settings and healthcare. This presentation will explore the use of these technologies and suggest ways in which practitioners can incorporate these tools into their work settings with a range of patients and clinical populations. (Introductory)

The learner will be able to: 1) Discuss the disruptive role of technology in society; 2) Define ways in which technologies will impact diagnostic and treatment services in Speech-Language Pathology and Audiology.

#### **AUD14 Effective Collaboration with Speech-Language Pathologists**

**Ana Paula G. Mummy, MS, CCC-SLP**, Clinical Assistant Professor and Director of the Language Acquisition Preschool in the Speech-Language-Hearing Department at the University of Kansas

In this session, we will discuss potential barriers to the coordination of care of children with hearing loss, particularly upon entering school. Practical suggestions will be given in relation to increasing children's access to auditory input and classroom instruction, improving classroom acoustics, communicating the results and implications of hearing assessments as well as the educational impact of hearing loss, and providing training and support to SLPs and educational personnel in the maximal use of available technologies.

The learner will be able to: 1) Identify three ways to improve the coordination of care after children with hearing loss enter school in order to increase children's access to classroom instruction via current technologies and implementation of classroom modifications and accommodations; 2) Identify three ways to clearly communicate to SLPs basic audiological concepts typical for a school setting, relevant auditory skills assessment and hearing evaluation results and their implications, and the educational impact of identified hearing loss; 3) Identify three ways to assist SLPs and educational personnel in the maximal use of available technologies for children to access the auditory signal and maximize language and literacy development.

**Saturday 10:30 am - 12:00 pm**

#### **AUD15 Multimodal Perception of a Variable Speech Signal**

**Navin Viswanathan, PhD**, Cognitive Scientist at the Department of Speech-Language-Hearing at the University of Kansas

In this presentation, I will introduce the issue of lack of invariance in speech perception with examples and then proceed to review findings of how multimodal processes contribute to speech perception. (Introductory)

The learner will be able to: 1) Describe the lack of invariance problem in speech perception; 2) Evaluate empirical evidence for multimodal speech perception processes.

#### **AUD16 Auditory Processing Disorder From A to Z: Referrals to Treatment**

**Robert Garcia, AuD, CCC-A**, Clinical Associate Professor in Communication Sciences & Disorders at Kansas State University & **Debra Burnett, PhD, CCC-SLP**, Clinical Assistant Professor in the Program in Communication Sciences and Disorders at Kansas State University

Auditory processing disorder creates life-long challenges, emphasizing the importance of early identification and management from a multidisciplinary perspective. Both audiologists and speech-language pathologists are uniquely positioned to help address the multifaceted challenges of individuals with auditory processing disorder. Case history elements are emphasized, highlighting important signs and characteristics from the perspectives of parents and educators. Diagnostic testing findings are described in relation to differential diagnosis and implications for daily living. Discussion focuses on the importance of compensatory strategies and environmental modifications, as well as direct skills remediation with particular emphasis on the Enhancing Auditory Responses to Speech Stimuli (EARSS) Program at the K-State Speech & Hearing Center. This presentation is designed to address issues relevant to both audiologists and speech-language pathologists. (Introductory)

The learner will be able to: 1) List three to four prominent signs and characteristics of auditory processing disorder from case history information; 2) Describe the EARSS program and clinical implications to auditory processing; 3) Explain two ways of modifying an environment to promote auditory learning.

# SPEECH-LANGUAGE PATHOLOGY SESSIONS

**PURSuing PROFESSIONAL EXCELLENCE:  
IMAGINE THE POSSIBILITIES**  
**September 21 - 23, 2017 • Overland Park**

**THURSDAY, SEPTEMBER 21**

**Thursday 5:30 - 7:00 pm**

**SLP1 Surgical Perspectives on Dysphagia and Dysphonia**

**Shannon M. Kraft, MD**, Assistant Professor and the Residency Program Director for the Department of Otolaryngology at the University of Kansas

During the course of routine evaluation of voice and swallow complaints, speech language pathologists often encounter processes that can be corrected through surgery. This lecture examines several of these common disease processes, reviews pathophysiology and discusses treatment options in order to provide SLPs a greater understanding of their surgical colleagues' perspectives on voice and swallow disorders. (Introductory)

The learner will be able to: 1) Identify pharyngeal and esophageal pathology that can be addressed surgically; 2) Understand how surgery can be used, in conjunction with therapy, for the treatment of voice disorders.

**SLP2 An SLP's Guide to Medication Therapy and Management**

**Sarah Luby, PharmD**, Internal Medicine Clinical Pharmacist at The University of Kansas Health System

The purpose of this presentation is to help SLPs become familiar with medications that require specific routes of administration and identify medications that can cause dry mouth (or excessive secretions). Speech pathologists play a vital role in a patient's care by identifying barriers, such as swallowing difficulty. By recognizing these barriers, they can help decrease length of stay for patients and improve the patient's overall satisfaction. (Intermediate)

The learner will be able to: 1) Identify the appropriate route of administration for medications and proper formulations for use; 2) Identify appropriate referrals to the GI Multidisciplinary Feeding Clinic.

**SLP3 Feeding Clinic: A Multidisciplinary Approach to Pediatric Feeding Disorders**

**Brenda Sitzmann, MA, CCC-SLP, CLC; Sarah Edwards, DO; Laura Slosky, PhD; Jamie Wilkins, RD, LD, CNSC; Elizabeth Schroeder, OTR/L**; Staff at Children's Mercy Hospital

The GI Multidisciplinary Feeding Clinic at Children's Mercy provides outpatient feeding and swallow evaluations for children with pediatric feeding disorders. During today's presentation, each team member (GI, psychology, speech therapy, occupational therapy and nutrition) will outline their role in assessing and treating patients who have been referred to the team.

We will also discuss appropriate referrals to our clinic. (Intermediate)

The learner will be able to: 1) Identify the role of each team member in treating pediatric feeding disorders; 2) Understand how surgery can be used, in conjunction with therapy, for the treatment of voice disorders.

**SLP4 Keeping it Fresh: Revised Guidelines to Get You Through Your Day**

**Peggy Fisher, MA, SLP, USD 501; Mary Foxhoven, MS, CCC-SLP, USD 345; Allison Gatewood, MA, CCC-SLP, USD 501; Janet Lober, MS, CCC-SLP, USD 501; Elisabeth Mikesic, MA, CCC-SLP, USD 501; Ana Paula G. Mumy, MS, CCC-SLP, University of Kansas; Kristen Schwartz, MS, CCC-SLP, USD 232; Stephanie Tiernan, MS, CCC-SLP, Fort Hays State University; Beth Zillinger, MS, CCC-SLP, Kansas Infnitec**

Developed with KSHA members' input, the School Guidelines Task Force has revised this valuable resource. Come learn about this long awaited revision! This interactive session offers an overview of the revised Kansas Guidelines for School-Based Speech-Language Pathologists. Updates regarding best practice and contemporary issues will be discussed. School-based speech-language pathologists will find it engaging and empowering. Participants are encouraged to look over the guidelines at [www.ksha.org](http://www.ksha.org) and bring their electronic devices to this session. #keepingitfresh #kshaslp #kansasslpschoolguidelines #byod #doorprizes (Intermediate)

The learner will be able to: 1) Identify how the revised guidelines correspond with the Kansas Special Education Services Process Handbook; 2) Discuss key components of the revised guidelines to assist the SLP in the school setting.

**Thursday 7:30 - 9:00 pm**

**SLP5 Esophageal Cancer**

**Peter J. DiPasco, MD, FACS**, Surgical Oncologist at the University of Kansas Medical Center

Epidemiology, pathogenesis, diagnosis, and management of esophageal cancer will be discussed in detail. Specific attention will be given to the pathophysiology of postoperative dysphagia and the effective involvement of SLPs in caring for these patients. (Introductory)

The learner will be able to: 1) Feel knowledgeable of the epidemiology, pathogenesis, diagnosis, and management of esophageal cancer; 2) Describe the role of the SLP in evaluation and treatment of postoperative dysphagia in esophagectomy patients.

**SLP6 The Road to Independence, Driving Rehabilitation**

**Kristin Nichols, OTR/L, SCDPM, CDRS**, Certified Driving Rehabilitation Specialist at Avenues Driving Rehabilitation Program

This session will cover the components involved in a driving rehabilitation program, how different diagnoses may impact the IADL of driving, societal changes with aging which are impacting community mobility and resources available to address this challenging topic with patients. (Introductory)

The learner will be able to: 1) Gain an understanding of the components involved in a comprehensive driving evaluation; 2) Identify and access resources that may be of benefit to their patients.

### **SLP7 VPI Clinic: Using Nasopharyngeal Endoscopy to Evaluate Velopharyngeal Dysfunction**

**Brenda Sitzmann, MA, CCC-SLP, CLC**, Speech-Language Pathologist at Children's Mercy Hospital; **Jill Arganbright, MD**, Pediatric Otolaryngologist at Children's Mercy Hospital

The VPI (Velopharyngeal Insufficiency/Incompetency) Clinic at Children's Mercy Hospital consists of a pediatric otolaryngologist and a speech-language pathologist who specialize in the evaluation and treatment of patients with hypernasality and other resonance disorders. The presentation will describe a typical VPI clinic visit and review key elements of the perceptual speech evaluation for children with resonance concerns. The presenters will discuss basic techniques of nasopharyngoscopy and give some tips and tricks that allow for successful scope evaluation of young children. Demonstrations of endoscopic examinations from patients with different types of velopharyngeal dysfunction will be shared and discussed, and key anatomic findings influencing surgical decisions will be highlighted. Lastly, the rationale behind when to recommend surgery versus speech therapy to improve velopharyngeal closure will be explored. (Intermediate)

The learner will be able to: 1) Identify the types of velopharyngeal dysfunction; 2) Discuss two strategies for successfully completing nasopharyngoscopy with young children; 3) Discuss two factors that influence the recommendation of speech therapy vs. surgery.

### **SLP8 Language Processing Difficulties in School Aged Children and How the SLP can Support in the Mainstream Environment**

**Adrienne Fuller, MS, CCC-SLP**, Clinical Director and Owner of SpeechBuilders Speech and Language Therapy

Language Processing difficulties are nothing new but they seem to be on the rise. Many times traditional therapy has not been enough for children with language processing difficulties. In this presentation, we examine research in the area of Language Processing and its effects on school-aged children and minority school aged children. Intervention techniques will be given as well as ways to track for Response to Intervention requirements. (Introductory)

The learner will be able to: 1) Identify the difference between an Auditory Processing Disorder and a Language Processing Disorder; 2) Identify characteristics of Language Processing and classroom interventions/ RTI interventions applicable for their students.

## **FRIDAY, SEPTEMBER 22**

### **7:30 am - 8:30 am**

- Continental Breakfast – Prefunction areas
- Exhibits Open

### **Friday 8:30 am - 10:00 am**

#### **SLP9 Speech Pathologies: A Pulmonary Perspective**

**Frank Quijano, MD**, Section Chief of Pulmonary Procedures and Interventional Bronchology at the University of Kansas Health System

Appropriate therapy for VCD is crucial to improve patient outcomes and quality of life in the setting of Severe Persistent Asthma. Timely swallow evaluation in the ICU post extubation can identify Post-Extubation Dysphagia. (Intermediate)

The learner will be able to: 1) Recognize the interaction between VCD and Asthma; 2) Recognize the Prevalence of Post-Intubation Dysphagia.

#### **SLP10 Partnering for Excellence in the Care of the Seriously Ill**

**Lindy H. Landzaat, DO, FAAHPM**, Assistant Professor, Palliative & Hospice Medicine at the University of Kansas Medical Center

Caring for the seriously ill patient and their family requires interdisciplinary teamwork! A new field of medical care, Palliative Care, has emerged to better meet the comprehensive needs. This session will provide information related to the field of Hospice & Palliative care, discuss overlapping SLP concerns, and describe ways to successfully team-up to better help patients and families live as well as possible! (Introductory)

The learner will be able to: 1) Describe the similarities and differences between Hospice and Palliative Care; 2) Discuss strategies for partnership with palliative care providers to meet the needs of the seriously ill patient and family.

#### **SLP11 GE Reflux: Presentations, Complications, and Treatment Options**

**Osama F. Almadhoun, MD**, University of Kansas Medical Center

Most people experience acid reflux sometimes, and it's usually not a problem. Even infants who spit up frequently are usually perfectly healthy. However, in some people, GE reflux happens so frequently and is so severe that it develops into a condition called gastroesophageal reflux disease (GERD). GERD occurs when reflux causes troublesome symptoms or complications such as failure to gain weight, bleeding, respiratory problems or esophagitis. During this session we will cover the presentations, complications, and treatment options of GERD in pediatric patients. (Intermediate)

The learner will be able to: 1) Recognize the signs and symptoms related to GERD in pediatric patients; 2) Characterize the possible relationships between GERD and various extraesophageal diseases including the etiology, diagnosis, and management aspects.

**SLP12 *Getting the Most Bang for Your Therapy Minute: Singleton Consonant and Real Word Complexity in Treatment of Children with Phonological Disorders***

**Holly L. Storkel, PhD, CCC-SLP**, Professor and Chair of the Department of Speech-Language-Hearing Sciences and Disorders at the University of Kansas

Research shows that the complexity approach to phonological treatment has a stronger evidence-base than other treatment options yet implementation in clinical practice has been missing, most likely due to a lack of familiarity with this approach. This session provides a tutorial on the main singleton sound (accuracy, implicational universals, developmental norms) and real word characteristics (frequency, density, age-of-acquisition) that guide treatment planning in the complexity approach. (Introductory)

The learner will be able to: 1) Select treatment targets based on accuracy, implicational universals, developmental norms; 2) Select treatment words based on frequency, density, and age-of-acquisition.

**SLP13 *Stretch Your Knowledge of Telepractice: Service Delivery, Regulation and Reimbursement***

**Janet Deppe, MS, CCC-SLP FNAP**, Director of State Advocacy at ASHA

In this session, participants will learn about the practice considerations and reimbursement issues in providing services using telepractice. The benefits of telepractice service delivery, barriers to practice, licensing considerations, reimbursement and coverage issues including Medicaid will be highlighted. (Intermediate)

The learner will be able to: 1) Demonstrate an understanding of Medicaid reimbursement currently with telepractice in at least two states; 2) Identify two licensure requirements and two barriers to practice.

**Break 10:00 am - 10:30 am** Snacks & Exhibits, Door Prizes

**Friday 10:30 am - 12:00 pm**

**SLP14 *Respiratory Muscle Strength Training for Trach and Ventilator Dependent Patients***

**Maribel Ciampitti, MS, CCC-SLP**, Speech-Language Pathologist at Select Hospital

This presentation will discuss early intervention swallowing therapy in trach and ventilator dependent patients via participation in respiratory muscle strength training. The role of a no leak speaking valve to normalize the physiology of the aerodigestive system will be reviewed. The differences between RMST training devices and options for measuring functional outcomes will also be discussed. Case studies and patient videos will be reviewed to reinforce the concepts presented. (Intermediate)

The learner will be able to: 1) Explain the rationale and evidence base for the implementation of respiratory muscle strength training in trach and vent dependent patients; 2) Describe how to implement RMST therapy in trach and vent patients and how to measure functional outcomes.

**SLP15 *Complications of Acute Stroke***

**Kathrin Hussmann, MD**, Medical Director of Neuro-ENT at the University of Kansas Health System

This talk will cover the major medical and neurologic complications of acute stroke. Prevention protocols, identification of clinical syndromes which indicate neurologic complications as well as treatment options for those complications will be covered. (Intermediate)

The learner will be able to: 1) List the major medical complications of stroke; 2) Identify the major neurologic complications of stroke.

**SLP16 *Impacts of Language-Focused Instruction on Reading Comprehension***

**Mindy Sittner Bridges, PhD, CCC-SLP**, Assistant Professor in the Hearing and Speech Department at the University of Kansas Medical Center

Current research strongly suggests a close relationship between early language abilities and subsequent reading comprehension skills. One possible means for improving later reading abilities is to emphasize language-focused instruction in the early years. This session will first provide a brief overview of the connection between language and reading development and disorders. The majority of the session will review research related to two large studies with young children that incorporated language-focused instruction as a means to influence reading comprehension. (Intermediate)

The learner will be able to: 1) Identify three language skills that are correlated with later reading comprehension abilities; 2) Describe effective intervention techniques related to vocabulary and narrative language.

**SLP17 *Inadvertent Impairments in Young Children***

**Raymond (Ray) Hull, PhD**, Professor of Communication Sciences & Disorders at Wichita State University

The rationale for this presentation is that health services professionals, parents and teachers can almost inadvertently impede speech understanding in young children, and can lead to an informal misdiagnosis of central auditory impairment or even impaired hearing. Research will be presented on the developing auditory central nervous system and speed of processing of auditory/language information in normally developing children relative to what we can expect a child's normal CNS to process, interpret and comprehend over-time. (Intermediate)

The learner will be able to: 1) Describe the changes in the young maturing auditory central nervous system that occur during the first five years of life, and how it functions in the processing of new auditory/language information; 2) Compare the speed and clarity of utterances of a typical adult speaker, and the expected speed of accurate auditory/language comprehension by normally developing children at home and in the classroom.

**SLP18 *Scheduling Solutions: Teaching and Implementing the 3:1 Model***

**Jane R. Wegner, PhD, CCC-SLP**, Clinical Professor

and Director of the Schiefelbusch Speech-Language-Hearing Clinic at the University of Kansas & **Stephanie Meehan, MA, CCC-SLP**, Assistant Clinical Professor, PhD Candidate, University of Kansas

This presentation will explore the 3:1 service delivery model as a possible alternative to address increasing demands and caseloads in the schools. The presentation will include a review the literature and research relative to the model, describe the components and benefits of the model, the use of the model in graduate student training, the results of a survey of school speech-language pathologists currently using the 3:1 model, and suggestions to get started using the model. (Intermediate)

The learner will be able to: 1) Describe the 3:1 service delivery model; 2) Describe the benefits of the 3:1 model for speech-language pathologists, students, and families.

**Friday 12:00 pm – 1:30 pm LUNCH**

*SLP 19, KSHA Luncheon, KSHA Annual Meeting, Awards & Recognitions – Cottonwood II*

\*KSHA Banquet Lunch must have been purchased at the time of registration

**SLP19 The Changing Landscape: What Members Need to Know to Protect their Services in Healthcare and Education (12:45-1:30)**

**Janet Deppe, MS, CCC-SLP, FNAP**, Director of State Advocacy at ASHA

Service delivery in the fields of Speech-Language Pathology and Audiology is constantly evolving. Professionals working in education settings, healthcare settings, and in universities are experiencing dramatic changes as government spending and healthcare policies are changing at the national and state levels. Join us for a Town Hall-style conversation with our ASHA liaison over lunch. Changes in education and healthcare will be discussed, as well as their impact on members of KSHA and the consumers of our services. Attendees will have the opportunity to share their issues and concerns, as well as their expectations from ASHA in this changing landscape. (Intermediate)

The learner will be able to: 1) List several recent changes to education/healthcare policy that will affect their practice; 2) Describe the impact of these changes to their practice; 3) List strategies for adapting to change in order to improve outcomes for their clients.

**Friday 1:30 pm – 3:00 pm**

**SLP20 Visual Supports and Aphasia: An Approach to Improving Conversation Group Outcomes**

**Julie Gatts, MA, CCC-SLP**, Clinical Assistant Professor at the Schiefelbusch Clinic at the University of Kansas; **Elizabeth Leatherman, BS**, Graduate Student at KU; **Sarah Brill, BS**, Graduate Student at KU; and **Morgan Caulfield, BA**, Support Person for an SLP

This presentation will describe, demonstrate, and discuss the implementation of visual supports in a conversation group for individuals with aphasia. The presentation will outline the success of a university based conversation group infusing consistent visual supports and various levels of natural prompts into conversational

topics at the Schiefelbusch Speech-Language-Hearing Clinic while maintaining a relatively natural flow and feel of conversation among 5 group participants, resulting in improved group participation and satisfaction. (Intermediate)

The learner will be able to: 1) Describe and implement teaching strategies and visual supports used in group contexts that increase involvement and outcomes for individuals; 2) Explain the benefits of utilizing a high number and quality of visual supports in the context of a conversation group.

**SLP21 Dementia Therapy Essentials for the Speech Pathologist**

**Peggy Watson, MS, CCC-SLP**, Co-owner of Consultants in Dementia Therapy

The focus of the presentation is to provide an overview of therapy protocols for dementia. Video examples will be utilized to advance knowledge about the importance of standardized evaluations, staging, documenting effectively and how to implement five evidence-based interventions for person-centered engagement and successful outcomes. (Intermediate)

The learner will be able to: 1) Identify how to 'stage' a patient with dementia and use 'spared capabilities' to achieve goals; 2) Apply five evidence-based interventions for successful therapy outcomes.

**SLP22 Pediatric Videofluoroscopic Swallow Studies: Looking Beyond Aspiration**

**Brenda Sitzmann, MA, CCC-SLP, CLC**, Children's Mercy Hearing & Speech Department

Videofluoroscopic swallow studies (VFSS) provide a wealth of information beyond aspiration. This presentation is primarily aimed at the non-medically based SLP (but all are welcome to attend) and will discuss appropriate VFSS referrals, patient preparation for the procedure, general study protocols, analysis of the study and accompanying report, as well as the pros and cons of VFSS vs. Flexible Endoscopic Evaluation of Swallowing (FEES) in the pediatric population. (Intermediate)

The learner will be able to: 1) Identify pediatric patients who would benefit from a Videofluoroscopic Swallow Study (VFSS); 2) Identify three signs of oral dysphagia and three signs of pharyngeal dysphagia that may be evaluated via a VFSS.

**SLP23 Bridging the 30 Million Word Gap: How Researchers, Parents, Professionals, and Communities are Joining Together to Enrich the Language-learning Environments of Young Children from Low-income Backgrounds**

**Judith J. Carta, PhD**, Senior Scientist in the Institute for Life Span Studies & Interim Director of the Juniper Gardens Children's Project at the University of Kansas

A huge disparity exists in the number of words children from lower-income families hear in the early years compared to their peers from higher-income families. This gap often translates into differences in children's vocabulary. This presentation will describe the word gap and identify effective intervention strategies for reducing the gap. (Introductory)

The learner will be able to: 1) Define the word gap and explain why it is important; 2) List effective strategies for preventing the word gap.

#### **SLP24 Assessment and Treatment of Dysphagia in Patients with Tracheostomy and Mechanical Ventilation**

**Maribel Ciampitti, MS, CCC-SLP**, Speech-Language Pathologist at Select Hospital

This presentation will cover advanced topics in the assessment of patients with tracheostomy including those on mechanical ventilation. The discussion will include the effect of vent settings on swallow function, role of a no-leak speaking valve in assessment and treatment of dysphagia and treatment strategies broken down by phase of swallowing. Attendees will also learn troubleshooting strategies to maximize success. A take home handout will be provided with information on assessment and therapy methods including a references list. (Intermediate)

The learner will be able to: 1) Explain the effects of tracheostomy on swallow function and explain how different settings on mechanical ventilation can affect swallow function; 2) Describe evaluation, therapeutic and troubleshooting strategies in the assessment and treatment of dysphagia for patients with tracheostomy including mechanically vented patients.

**Break 3:00-3:30** Snacks & Exhibits, Door Prizes

**Friday 3:30 pm - 5:00 pm**

#### **SLP25 Post-Extubation Dysphagia: What is Best Practice?**

**Angela D. Parco-Tucker, MA, CCC-SLP, LSVT**, Via Christi Hospitals, Inc.

Prolonged intubation can result in some discomfort or deficits with the swallowing mechanism. This session will address the research, the data, and the patient population that is at risk for developing post-extubation dysphagia. Treatment options and outcomes as well as suggestions for additional research will be discussed. (Intermediate)

The learner will be able to: 1) Identify what constitutes "prolonged intubation;" 2) Identify high risk groups for developing post-extubation dysphagia.

#### **SLP26 Striving for Safe Liquid Consumption in Dysphagia Management**

**Jane Mertz Garcia, PhD, CCC-SLP**, Professor in Communication Sciences & Disorders at Kansas State University; **Bailee Barrett, BS**, Graduate student in Communication Sciences and Disorders at Kansas State University; **Edgar Chambers IV, PhD**, Professor in the Department of Food, Nutrition, Dietetics, & Health and the Director of the Sensory Analysis Center at Kansas State University

Safe consumption of liquids remains an ongoing challenge in dysphagia management. This presentation highlights contemporary themes, including the global initiative (IDDSI) to standardize levels of texture-modified liquids and updates about thickening products. Simple tools for visualizing beverage consistency are overviewed

with clinical implications for measuring prescribed levels of modification. Alternatives to texture modified boluses are explored with particular emphasis on straw drinking to modulate sip size, including research findings that relate to clinical practice. (Intermediate)

The learner will be able to: 1) Identify levels of texture-modified liquids as described by the International Dysphagia Diet Standardization Initiative; 2) Explain two possible ways of visualizing the consistency of thickened liquids to assure a consistent level of preparation.

#### **SLP27 Feeding & Swallowing for the Medically Complex Pediatric Patient**

**Brenda Sitzmann, MA, CCC-SLP, CLC**, Children's Mercy Hospital

Feeding difficulties are often the result of multiple factors including medical concerns, feeding skill deficits, and behavioral concerns. During this seminar we will explore the impact of medical concerns such as NG/g-tube/j-tube feedings, eosinophilic esophagitis, laryngomalacia, and laryngeal cleft on oral intake in the pediatric population. Clinical feeding evaluation and feeding therapy techniques to address these concerns will be discussed and demonstrated. (Intermediate)

The learner will be able to: 1) Identify three medical conditions that may impact oral feedings in the pediatric population; 2) Demonstrate knowledge of five evaluation and therapy techniques to improve feeding skills in medical complex pediatric patients.

#### **SLP28 Dyslexia: Making the Diagnosis and Providing Intervention Recommendations**

**Janise Stueve, MA, CCC-SLP**, Children's Mercy Hospital & **Stacy Henn, MA, CCC-SLP**, Children's Mercy Hospital

This presentation will review the process used at the Children's Mercy Hearing and Speech clinic to diagnose a child with dyslexia and demonstrate to other SLPs how they can incorporate dyslexia testing into their practice. Assessment in the areas of listening comprehension, oral expression, phonological processing, reading, and spelling will be discussed. In addition, appropriate treatment recommendations and accommodations for children who struggle with reading and spelling will be included. (Intermediate)

The learner will be able to: 1) Describe how dyslexia is diagnosed; 2) State treatment recommendations and accommodations for dyslexia.

#### **SLP29 ASHA and KSHA: Staying Informed and Engaged**

**Jane R. Wegner, PhD, CCC-SLP**, Clinical Professor and Director of the Schiefelbusch Speech-Language-Hearing Clinic at the University of Kansas & **Debra Burnett, PhD, CCC-SLP**, Clinical Assistant Professor in the Program in Communication Sciences and Disorders at Kansas State University

This presentation will highlight the benefits and services that ASHA and KSHA provide to their members and the relationship of the organizations to one another. The membership, structure, advocacy efforts, and benefits of the organizations will be presented as well as how speech-language pathologists and audiologists can get

involved. (Introductory)

The learner will be able to: 1) Describe the benefits of ASHA membership and involvement; 2) Describe the benefits of KSHA membership and involvement.

**Friday 5:00 pm- 7:00 pm Posters and Protein-Cottonwood II**

\*Earn up to 2.0 CEUs

**Friday 6:30 pm - 8:00 pm Social Event** - Interact with colleagues and catch up on national happenings in our field with our ASHA state liaison, Janet Deppe. Snacks provided, cash bar available

Thanks to the University of Kansas Health System for sponsoring this event!

## SATURDAY, SEPTEMBER 23

**7:30 am - 8:30 am**

· Continental Breakfast, Exhibits Open

**Saturday 8:30 am - 10:00 am**

**\*AUD13 The Future Disrupted: New Technologies That Will Shape Service Delivery In Speech-Language Pathology and Audiology**

This session will be of interest to both Audiologists and SLPs. See AUD13 in the Audiology program for details.

**SLP30 Concussion Management: A Team Approach - Part 1**

**Bill Condon, PT**, University of Kansas Medical Center; **Maria Davenport, PT, MS, LSVT-BIG certified**, **Jamie Johnson, MA L/CCC-SLP BCS-S**, University of Kansas Medical Center; **Claude Lamoureux, PT, DPT, NCS**, University of Kansas Medical Center

During this panel discussion, current trends and various aspects of concussion management will be discussed. This will include concussion management for children and adults returning to the classroom or the board room. Concussion will be discussed from Speech Therapy, Vestibular therapy, vision and balance perspectives. These interactive panel discussions will provide time for questions/answers at the end of each session. (Intermediate)

The learner will be able to: 1) Define goals of Speech Therapy following concussion; 2) Develop a better understanding of the need for vestibular rehabilitation, as well as vision and balance needs following concussion.

**SLP31 Implementing An Evidence-based Oral Pathology Screening in Your Oral Mech Exam**

**Pamela Rowe, MA, CCC-SLP**, Clinical Director of Pamela Rowe, Speech and Music Therapy

Oral pathologies and oral cancer are on the rise. Early detection can impact course of treatment and dictate treatment options. As Speech Language Pathologists, we have an opportunity to conduct a thorough oral mechanism exam and encourage self-examination methods that can contribute to the detection of oral pathologies. (Introductory)

The learner will be able to: 1) Describe the most common oral pathologies in pediatric and adult populations; 2) List specific ways to identify risk factors for oral pathologies; 3) Discuss three ways to implement oral pathological screening methods and education during an oral mechanism exam; 4) Advocate and educate medical professionals regarding the field of Speech Pathology.

**SLP32 Trauma - How Language is Impacted**

**Kathy Johnston, MS, CCC-L/SLP**, Clinical Instructor for the University of Kansas Medical Center & **Blair Ballard, LPC, CPT**, Licensed Professional Counselor for The Children's Place

When a child is suffering from ongoing trauma, he/she can present in many different ways. This session will help the participant understand the different forms of trauma and what happens to the brain when the child experiences the trauma. Through video and slide presentations, the participants will be able to understand the impact of trauma on the developing child and different strategies that can be used to help the child remediate. A Licensed Professional Counselor and a Speech/Language Pathologist team up to present the latest information to participants sharing over 20 years of experience through a combination of both research and specific case studies. (Intermediate)

The learner will be able to: 1) Name different types of trauma; 2) List several different treatments options for immediate use within their practices.

**SLP33 From Behavior to Communication: Empowering the SLP to Evaluate and Manage Challenging Behavior**

**Marti Weiner, MS, CCC-SLP, BCBA, LBA**, Behavior Specialist for the De Soto School District

Often SLPs approach challenging behavior by asking "How do I react to a student's behavior to make him/her behave?" This presentation will discuss how to reframe this question:

- 1) Why is the student engaging in these behaviors?
- 2) What consequence is the student seeking?
- 3) How do we link this to more desirable communication behaviors?
- 4) What existing triggers can be modified?
- 5) Which behavior strategies will work most effectively to establish new communication behaviors?

(Introductory)

The learner will be able to: 1) Describe the three basic functions of behavior and what they are trying to "communicate;" 2) Understand how to choose appropriate replacement communication strategies based on the function of behavior.

**SLP34 Current and Future AAC Considerations for Individuals with Severe Impairments**

**Russell Johnston, MA**, Doctoral Student at the University of Kansas; **Kevin Pitt, MA, CCC-SLP, MR, RT(R)**, Doctoral Student at the University of Kansas; **Corinne Walker, MA**, Doctoral Student at the University of Kansas; **Jonathan Brumberg, PhD**, Assistant Professor in the Department of Speech-Language-Hearing at the

University of Kansas

This presentation will cover considerations for successful AAC evaluation and intervention outcomes for traditional AAC techniques, in addition to outlining the latest brain-computer interface developments. The session will begin by operationally defining AAC and reviewing recommended assessment guidelines. We will then cover common myths around AAC and discuss current and future AAC considerations for individuals with significant and/or multiple disabilities such as: autism, intellectual disability, limited vision/hearing, and neuromotor disorders. (Introductory)

The learner will be able to: 1) Describe the AAC assessment process; 2) Describe AAC related considerations for a variety of individuals with severe impairments.

**Saturday 10:30 am - 12:00 pm**

**\*AUD16 Auditory Processing Disorder From A to Z: Referrals to Treatment**

This session will be of interest to both Audiologists and SLPs. See AUD16 in the Audiology program for details.

**SLP35 Concussion Management: A Team Approach - Part 2**

\*\*\*see SLP29 for course information

**SLP36 Influencing Population Health for Adults with Chronic Dysphagia Related to Postural Impairment: A Multidisciplinary Perspective**

**Jeanne Copeland, MS, CCC-SLP**, Regional Clinical Director for Genesis Rehabilitation Services & **Alyssa Thrush, DPT, GCS, CEEAA**, Regional Clinical Director for Genesis Rehabilitation Services

Conservative estimates indicate that 15% of the elderly population is affected by dysphagia, with the presence of age-related disease being the primary contributing factor (Sura, et.al, 2012). As residents in skilled nursing and long-term care facilities become more medically complex, speech-language pathologists must adopt an interdisciplinary dysphagia management approach to achieve optimal outcomes and provide value-based care. An interactive case study approach will be used to explore the influence of postural impairments on chronic dysphagia. (Intermediate)

The learner will be able to: 1) Describe the potential influence and impact of postural asymmetry and impairment on chronic dysphagia in the elderly adult population; 2) Explore best practices for evaluation and treatment of chronic dysphagia in adults with medical complexities and postural impairment in the skilled nursing and long-term care setting.

**SLP37 Stuttering - Treatment Options**

**Kathy Johnston, MS, CCC-L/SLP**, Clinical Instructor for the University of Kansas Medical Center

The participants will get an overview of how to quickly evaluate a person's dysfluencies and how to re-assess over time. Several different treatment methods will be discussed. This session will detail how to implement these options within the public school setting, private practice and/or a home environment

through parent training and primary coaching. (Intermediate)

The learner will be able to: 1) List several different treatment options for individuals who stutter; 2) Train a parent to implement a program to help their child within the home environment.

**SLP38 Learning through Play in Speech-Language Therapy**

**Meredith P. Harold, PhD, CCC-SLP**, Assistant Professor of Communication Sciences and Disorders

Many SLPs use games and toys in an attempt to increase pediatric clients' interest in participation in therapy. However, not all seemingly playful activities capitalize on the features of play known to contribute most to learning and generalization. This presentation reviews current research on how play impacts learning, and provides examples for how to use these strategies in speech-language therapy. (Advanced)

The learner will be able to: 1) Provide examples of how playful learning can be used in speech-language treatment for preschool through elementary-aged children; 2) Describe the difference between play and playful learning.

# POSTER SESSIONS

**Friday, September 22 5:00 pm – 7:00 pm**  
**Cottonwood II**

*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 grab a snack!*

## **PS1 Information Literacy Gap in Searching for High-Quality ASD Information**

**Brady Lund, BA**, Master of Library and Information Science student at Emporia State University; **Mirah Dow, PhD**, Emporia State University

Finding reputable information about a disorder can be a major challenge for families. With so much information widely available online, it is easy to fall victim to misinformation or “fake-news.” This presentation will introduce the concept of information literacy, wherein clients are taught to effectively discern between reliable and unreliable information. It will also serve as a primer on how to effectively deal with fake news that a client may believe. (Introductory)

The learner will be able to: 1) Understand the concept of information literacy and how to apply this to practice; 2) Understand how to briefly instruct clients on how to distinguish misinformation, or “fake-news.”

## **PS2 A Comparison of Undergraduates’ Perceptions about Evidence-Based Practices (EBP) in Malaysia and the United States**

**Grace E McConnell, PhD, CCC-SLP**, Assistant Professor at Rockhurst University; **Shin Ying Chu, PhD, CCC-SLP**, Professor at the National University of Malaysia

Equivalent in-class projects were conducted in undergraduate courses at the National University in Malaysia and Rockhurst University in the United States. This assignment required students to choose and explore a research article online and write a synopsis of the article and reflections about its findings for clinical application. Students presented this information orally in class. Students then completed a survey about their perceptions of EBP and the assignment. The survey results were compared. (Intermediate)

The learner will be able to: 1) Better understand the importance of teaching evidence-based practices to undergraduate students in speech language pathology; 2) Better understand students’ lack of knowledge in translating theory and knowledge about EBP to clinical settings.

## **PS3 Facilitator Instructional Methods in One-on-One Settings Facilitates Parents’ Carry-over of Strategy Use in Book Sharing with Toddlers**

**Samantha L. Dvorak, MS, CCC-SLP**, Clinical Doctorate student at the University of Kansas Medical Center; **Taylor Miller, BS**, Master’s student at the University of Kansas Medical Center; **Debora Daniels, PhD, CCC-SLP**, Clinical Associate Professor at the University of Kansas Medical Center; **Brenda Salley, PhD**,

Assistant Professor at the University of Kansas Medical Center

This project examines the influence of feedback on parent’s use of strategies to facilitate language and attention during book sharing with their toddlers. Parents participated in 8-weeks of group education targeting a variety of book sharing strategies followed by opportunities to use the strategies during 1:1 book sharing times with their toddler. The outcomes of two types of feedback were examined to determine which feedback type led to increased parent use of book-sharing strategies. (Introductory)

The learner will be able to: 1) Identify three book sharing strategies that facilitate language and attention in toddlers; 2) Recognize the value of using specific instructional strategies during book sharing.

## **PS4 Let’s Look at a Book: How Caregivers Choose Books for their Infants**

**Debora B. Daniels, PhD, CCC-SLP**, Clinical Associate Professor at the University of Kansas Medical Center; **Maureen Beery, MS, CCC-SLP**, Clinical Doctorate student at the University of Kansas Medical Center; **Brenda Salley, PhD**, Assistant Professor at the University of Kansas Medical Center

This project examines preliminary data from an 8-week parent training intervention that targets high quality book sharing with infants. In particular, investigators were interested in how parents select books to share with their infants, and whether that decision-making process changes as a result of the intervention. Findings have relevance for understanding how parents view book sharing with infants and have implications for parent training and early intervention strategies for very young children. (Introductory)

The learner will be able to: 1) Identify reasons why parents choose books for book sharing with infants; 2) Describe themes for book selection.

## **PS5 Supporting AAC in the Classroom**

**Elizabeth Leatherman, BA**, Master’s student at the University of Kansas; **Kyra Martiny, BA**, Master’s student at the University of Kansas; **Lauren Vaughan, BFA**, Master’s student at the University of Kansas; **Karleen Walters, BA**, Master’s student at the University of Kansas; **Jane Wegner, PhD**, Clinical Professor and Director of the Schiefelbusch Speech-Language-Hearing Clinic at the University of Kansas

This poster will describe, demonstrate, and, discuss adaptations, AAC applications, and school to home collaboration for a kindergartner and a 6th grader who use AAC and participate in general education. The AAC applications used by the students and the strategies to support collaboration and home AAC use will be described. (Introductory)

The learner will be able to: 1) Describe at least one support for a student who uses AAC in the general education classroom; 2) Describe at least one AAC application that supports curricular access.

**PS6 Peanut Butter Two of Us: How Speech to Text Technology Interprets Stuttering**

**Megan R. Griffith**, CSD student at Kansas State University; **Kristin M. Pelczarski, PhD, CCC-SLP**, Assistant Professor at Kansas State University

Speech-to-text technology is a useful tool available to everyone with a smartphone. People with disordered speech, like stuttering, report frustration when using this technology. This pilot study investigated the iPhone's responses to stuttering using the speech-to-text feature. Three different stutter types were simulated in three different positions (initial, medial, final), and the list of stimuli consisted of six different utterance lengths. The iPhone's responses were recorded, evaluated, and interpreted. (Introductory)

The learner will be able to: 1) Identify the type of stutter that results in the most inaccuracies while using speech-to-text technology; 2) Recognize the errors that speech-to-text technology may make when presented with stuttered speech.

**PS7 AAC: Facilitating Peer Interactions in School and Community**

**Erin Alexander, BA**, Master's student at the University of Kansas; **Jessica Collins, BA**, Master's student at the University of Kansas; **Kate DeJarnette, BA**, Master's student at the University of Kansas; **Katelyn Kumberg, BA**, Master's student at the University of Kansas; **Jane Wegner, PhD, CCC-SLP**, Clinical Professor and Director of the Schiefelbusch Speech-Language-Hearing Clinic at the University of Kansas

This poster will describe specific strategies that have been used to support the peer interactions of two 7 year olds who use AAC. Their interactions with peers were supported in general education classes and at church. One of the students uses an iPad with Proloquo2Go and the other use an iPad with Lamp Words for Life. The benefits and challenges of supporting peer interactions in these settings will be delineated. (Intermediate)

The learner will be able to: 1) Describe one strategy for facilitating peer interactions for students who use AAC; 2) Describe one challenge in facilitating peer interactions for students who use AAC.

**PS8 Practice of Voice Skills During a Massively Multiplayer Online Game: A Case Study**

**Linda Hoag, PhD, CCC-SLP**, Professor at Kansas State University; **Rachel Genrich, BS**, Master's student at Kansas State University

This study describes one individual's use of massively multiplayer online (MMO) game participation to master a feminine voice prior to full transition from male-to-female gender identity. During two interview sessions, the participant described initial opportunities and barriers to voice practice, as well as the use and benefits of MMO game participation for practice. Responses were audio-recorded, transcribed, reviewed by the participant, and analyzed to reveal major themes, from which a summary was developed. (Intermediate)

The learner will be able to: 1) Describe an opportunity created for voice skill practice in the context of playing a massively multiplayer online (MMO) game by an individual attempting to feminize her voice; 2)

Describe the reported benefits of practicing her new voice while participating in an MMO game.

**PS9 Talk Around Town: A Mobile App to Bridge the Word Gap**

**Hannah M. Robinson, BA**, Master's candidate at the University of Kansas; **Dwight W. Irvin, PhD**, Assistant Research Professor at the University of Kansas (Juniper Gardens Children's Project); **Kathryn Bigelow, PhD**, Assistant Research Professor at the University of Kansas (Juniper Gardens Children's Project)

The proposed poster will describe Talk Around Town, a mobile app that delivers location-specific, real-time tips supporting parents in increasing talk with their child during community outings. Parent and child talk and conversational turns as measured by the Language Environmental Analysis (LENA), as well as parent report data from an in-app survey will be examined. The feasibility of mobile apps being implemented as part of home-based services will be discussed. (Intermediate)

The learner will be able to: 1) Describe a mobile app, Talk Around Town. The app is aimed at increasing the quantity and quality of parent-child talk during community outings, such as stores, libraries, and park; 2) List ways providers can incorporate the app into ongoing intervention delivery to support the generalization and maintenance of parent use of language-promoting interventions.

**PS10 A Window into Stuttering Using Eye Tracking**

**Chelsea Turner**, Undergraduate student at Kansas State University; **Kristin M. Pelczarski, PhD, CCC-SLP**, Assistant Professor at Kansas State University

Adults who stutter (AWS) display difficulty when completing tasks when nonword stimuli is used, but not when the stimuli includes real words. If AWS have a disordered phonological system, then it should be disordered regardless of the lexical status of the stimuli. This study will investigate if AWS use different strategies when processing phonologically and semantically similar information. (Intermediate)

The learner will be able to: 1) Understand how eye tracking can be used to investigate underlying linguistic mechanisms in adults who stutter; 2) Describe how the Visual World Paradigm works.

**PS11 Long-Term Functional Outcomes of Prophylactic Swallowing Exercises After Head and Neck Cancer Treatment**

**Kailey Vitale, BA**, Master's student at The University of Kansas; **Jessica Sullivan, MA, CCC-SLP, BCS-S**, The University of Kansas Medical Center; **Kevin Sykes, PhD, MPH**, Director of Clinical Research in the Otolaryngology Department at The University of Kansas

It is hypothesized that the toxic effects of chemoradiation therapy (CRT) for head and neck cancer (HNC) that cause dysphagia-inducing muscle fibrosis can be reduced with prophylactic swallowing exercises. A non-randomized retrospective study compared the functional outcomes of patients who received CRT and participated in at least one prophylactic swallowing therapy session to a control group. MDADI scores at 1-3 years post-treatment were compared with MDADI scores

at baseline and during treatment. Preliminary results will be analyzed and presented. (Intermediate)

The learner will be able to: 1) Describe the strengths and weaknesses of the current body of literature in addition to directions for future research on prophylactic swallowing exercises for patients with head and neck cancer; 2) Discuss how different aspects of the head and neck cancer treatment process may affect long-term functional outcomes.

### **PS12 *Using the ModelTalker Software to Create a Personalized Synthetic Voice: A Hands-on Student Learning Experience***

**Susan T. Jackson, PhD**, Faculty member at the University of Kansas; **Alexandra Bode, BA**, Master's student at the University of Kansas; **Jessica Lyon, BS**, Master's student at the University of Kansas; **Katherine Beck, BA**, Master's student at the University of Kansas; **Karen Alexander, BGS**, Master's student at the University of Kansas; **Holly Lamb, BS**, Master's student at the University of Kansas

The ModelTalker System is a software program that can be used to create a synthetic voice. Five speech-language pathology graduate students strictly followed the recording guidelines on the ModelTalker website to create personal synthetic voices based on recording 200 sentences. They will share their experiences regarding the equipment used, ease of using the software, interaction with the ModelTalker support staff, and quality of the synthetic voices. (Intermediate)

The learner will be able to: 1) Describe the ModelTalker System software; 2) Describe the steps involved in creating a synthetic voice using the ModelTalker software.

### **PS13 *Success of Interdisciplinary Continuing Education Committee in a Hospital-Based Setting: Journey from Implementation to Current Practice***

**Hilary Wingate, PT, DPT**, University of Kansas Health System; **Sharon Lawrence, OTR/L**, University of Kansas Health System; **Stacy Gray, MS, L/CCC-SLP**, University of Kansas Health System; **Maria Davenport, MSPT**, University of Kansas Health System; **Jamie L. Johnson, MA, L/CCC-SLP BCS-S**, University of Kansas Health System

Current health care demands, such as shorter hospitalizations, fewer treatment visits, and therapy caps make an interdisciplinary approach to rehabilitation essential. Higher productivity expectations with reimbursement constraints have encouraged interdisciplinary collaboration across the continuum of care to more efficiently improve functional outcomes. Finding quality, all-inclusive education courses has proven to be difficult.

To enhance quality inter-professional education to provide comprehensive patient care, an interdisciplinary group of representatives from Physical Therapy, Occupational Therapy, and Speech Language Pathology was founded. Since its origination, this group has successfully conducted a wide array of inter-professional education symposia. These continuing education courses were inclusive for the needs of the entry level practitioner to the more experienced professional. Relevant and

trending topics across the continuum of care were addressed. Departmental surveys helped the group to select topics and provided feedback on staff satisfaction. Survey responses indicated that the chosen presentations were rewarding for patient care in the acute, inpatient rehabilitation and outpatient settings. (Intermediate)

The learner will be able to: 1) Discuss the value of interdisciplinary education; 2) Discuss benefits and challenges that were encountered since the formation of the interdisciplinary continuing education group at the University of Kansas Health System.

### **PS14 *Teachers' Perceptions of their Knowledge of Language Development***

**MacKenzie Wiley, BS**, Master's student at Fort Hays State University; **Taylor Safstrom, BS**, Master's student at Fort Hays State University; **Karmen Porter, PhD**, Assistant Professor at Fort Hays State University

Literature suggests teachers have limited training in the area of language development, typical and atypical. However, they are often tasked with making appropriate speech/language referrals. We surveyed elementary teachers in Kansas to determine how they perceived their understanding of language development. Results showed teachers had more confidence in their knowledge of typical language development over atypical, and felt more comfortable in their understanding of language form (syntax, phonology, morphology), than language content and use. (Introductory)

The learner will be able to: 1) Describe multiple challenges associated with appropriate teacher referrals of children with possible language impairments; 2) Describe teacher perceptions of their own strengths and weaknesses in understanding child language development.

### **PS15 *Associations between Parent Book Sharing and Baby Engagement***

**Elizabeth Porter, BA**, Master's student at the University of Kansas; **Adrienne Latta, MA**, Doctoral student at the University of Kansas; **Krista Voelmle, MA**, University of Kansas; **Brenda Salley, PhD**, Assistant Professor at the University of Kansas Medical Center; **Debora Daniels, PhD, CCC-SLP**, Clinical Associate Professor at the University of Kansas

This project examines parent use of high-quality book sharing strategies in relation to engagement for 14-22 month-olds. Results indicate associations between parent use of specific dialogic reading strategies (e.g., elaborating, pointing and naming, following baby's lead, asking questions, etc.) and baby engagement with books (e.g., interest, attention). Findings have relevance for early intervention and guidance related to pre-literacy for young children. (Introductory)

The learner will be able to: 1) Identify importance of book sharing strategies for developmental outcomes; 2) Identify dialogic book sharing techniques and possible implications for practice.

### **PS16 *American-English Phonology Exhibited on Spanish by Bilingual 5-year-olds***

**Cassidy Treweeke, BA**, Graduate student at Wichita State University; **Kathy Strattman, PhD**, Associate

Professor at Wichita State University

The Spanish articulation of two bilingual 5-year-olds was transcribed to determine most frequently occurring phonetic transfer elements from English. Elements of phonetic transfer were compared at five month intervals. Phonetic transfer elements occurred in four different contexts involving vowels and five different contexts involving consonants. (Intermediate)

The learner will be able to: 1) Identify the different types of phonetic transfer that occurs from English to Spanish; 2) Recognize which elements of phonetic transfer occurred most frequently in the speech of young Spanish-English bilingual speakers.

### **PS17 Word-finding in Aphasia: Confrontation Naming Versus Generative Naming**

**Susan T. Jackson, PhD**, Faculty member at the University of Kansas; **Alexandra Bode, BA**, Master's student at the University of Kansas; **Holly Lamb, BS**, Master's student at the University of Kansas

WAB-R naming scores were examined in 134 persons with aphasia from the AphasiaBank database. Subjects scored significantly higher on the Object Naming and Responsive Speech subtests than the Word Fluency subtest (all subjects combined and those with Broca's, Wernicke's, Conduction, and Anomic aphasia). Results are interpreted in the context of the task constraint hypothesis and the top-down/bottom-up lexical access framework. (Intermediate)

The learner will be able to: 1) Explain which WAB-R naming subtests are easier and more difficult for persons with aphasia; 2) Explain the differential performance on the WAB-R naming subtests in the context of the task constraint hypothesis and the top-down/bottom-up lexical access framework.

### **PS18 Effects of Educational Placement on IEP Goal Selection for AAC users**

**Russell Johnston, MA**, Doctoral student at the University of Kansas; **Jane Wegner, PhD, CCC-SLP**, Clinical Professor and Director of the Schiefelbusch Speech-Language-Hearing Clinic at the University of Kansas

This research investigates how educational placement affects selection of individual education plan (IEP) goals for students with significant disabilities who use AAC. Goal selection is hypothesized to vary based upon their educational placement of the student and potentially due to characteristics of the responders such as the amount of years participants have practiced as a speech language pathologist, and the amount/type of training they have received. (Introductory)

The learner will be able to: 1) Discuss impact IEP goal development has on the quality of educational programming of students who use AAC; 2) Discuss variables affecting educational placement for students with significant and/or multiple disabilities.

### **PS19 Comparing Classroom Frustrations for Students with Auditory Processing Disorder Versus their Typical Peers**

**Ellen E. Bodine, BS**, Master's student at Kansas State University; **Debra L. Burnett, PhD, CCC-SLP**, Clinical Assistant Professor at Kansas State University

Two students with APD and two typically developing students, matched for gender and age, viewed video scenarios and answered interview questions. Both groups responded with positive descriptors of their teachers, but differences were found in the areas of frustrations and potential solutions. Implications for educators and CSD professionals are discussed. (Introductory)

The learner will be able to: 1) Recognize potential frustrations students with auditory processing disorder (APD) may experience in the school setting; 2) Identify potential ways to help students with APD manage their school frustrations.

### **PS20 Vocabulary Learning in Kindergartners with SLI: What Predicts Success?**

**Mollie J. Pezold, MA, CF-SLP**, Master's student at the University of Kansas; **Holly L. Storkel, PhD, CCC-SLP**, Professor and Chair of the Speech-Language-Hearing Department at the University of Kansas

This study examined factors that influenced word learning outcomes in kindergarten children with specific language impairment (SLI). Results showed that certain child and word characteristics predicted children's word learning following an interactive book reading vocabulary treatment. Possible modifications to the treatment based on these findings are discussed. (Introductory)

The learner will be able to: 1) Describe child and word characteristics that may influence vocabulary learning outcomes in children with SLI; 2) Describe implications for future research on vocabulary learning in SLI.

### **PS21 Simple Measurement Tools for Visualizing the Consistency of Thickened Liquids**

**Krista Sudbeck, BS**, Master's student at Kansas State University; **Bailee Barrett, BS**, Master's student at Kansas State University; **Jane Garcia, PhD, CCC-SLP**, Professor at Kansas State University; **Edgar Chambers, PhD**, Professor in the Department of Food, Nutrition, Dietetics, & Health and the Director of the Sensory Analysis Center at Kansas State University

This study explored the use of simple measurement tools that provide visual feedback about the thickness of modified liquids. Measurements from the Line Spread Test, Target Test, Bostwick Consistometer, and IDDSI Flow Test were obtained for both starch and gum-thickened modifications. Results were compared to one another and in relation to the target level of modification. Discussion focuses on the pros and cons of simple measurement tools and their clinical application. (Intermediate)

The learner will be able to: 1) Explain four measurement systems for visualizing the consistency of thickened liquids; 2) Discuss the sensitivity of simple measurement tools for characterizing levels of texture modification.

### **PS22 Initial Assessment Tools Used by SLPs with Adult Clients**

**Chanel West**, Graduate student at Wichita State University; **Julie Scherz, PhD, CCC-SLP**, Associate Professor and Chair of the Communication Sciences and Disorders Department at Wichita State University

Many Speech Language Pathologists are faced with the challenge of being able to comply with the standardized assessment protocol when delivering initial assessments to adult client. The challenges of the condition of the client, time constraints and the selection of the proper assessment tool can cause them to deviate. However, this experiment takes a look into how SLPs utilize experience and critical thinking to administer initial assessments in a manner that would best deliver key information that is critical, leading into the therapy process. (Intermediate)

The learner will be able to: 1) Prepare and execute more research in the future with improved efficiency and accuracy, that would be beneficial to the speech and hearing community; 2) Present key information in a tangible and confident manner.

**PS23 The Importance of Aphasia Therapy: A Retrospective Study**

**Ashwini Kanade, MA**, Doctoral student at Wichita State University; **Douglas F. Parham, PhD, CCC-SLP**, Associate Professor at Wichita State University

This study explored the progress of subjects with aphasia in expressive, receptive, and functional communication skills after a year of skilled speech-language therapy at a university training clinic. The study findings could be used to spread awareness about aphasia and importance of therapy for individuals with aphasia. (Intermediate)

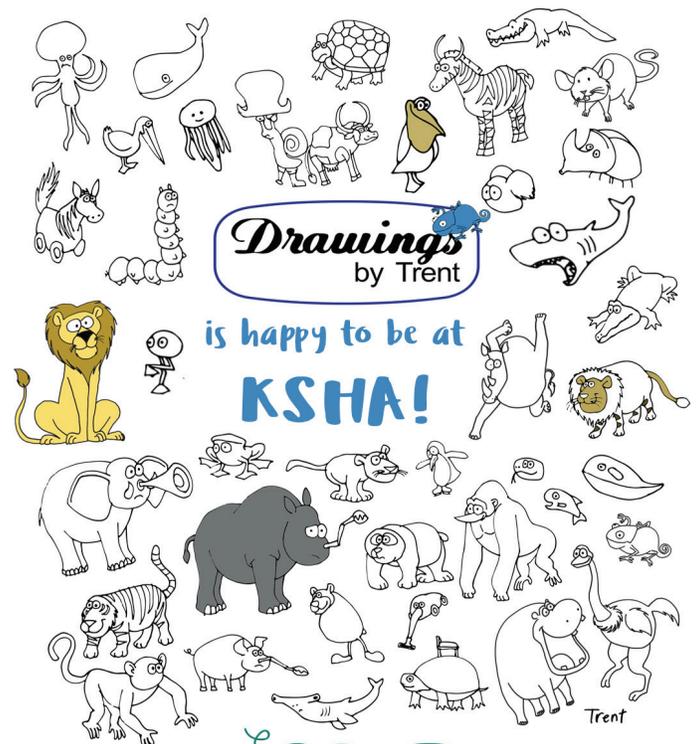
The learner will be able to: 1) Summarize the results of a retrospective study of aphasia outcomes; 2) Describe a method for collecting and analyzing retrospective data on clients with aphasia.

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**Would you be interested in attending a seminar in the KC area on the topic of motor speech and the Communicative Effectiveness Survey-Revised (a measure of motor speech and Parkinson's disease)?**  Yes  No  Maybe

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