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Location & Hotel

Capitol Plaza Hotel
1717 SW Topeka Blvd · Topeka, KS 66612

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

To receive the reduced room rate of \$96 plus taxes and fees, please reserve your room by **August 26, 2019**. <https://reservations.travelclick.com/13576?groupID=2417995&hotelID=13576#/guestsandrooms> or by calling (800) 579-7937 and mentioning KSHA.

Conference Schedule at a Glance

Wednesday, September 25

10:00	New Board Orientation
11:00	Executive Board Meeting
5:30	Exhibitor set-up begins

Thursday, September 26

7:30	Continental Breakfast & Exhibits Open, Poster Set-Up Begins (7:30-9:30)
8:30	Sessions Begin (*PROF1 begins at 8:00)
10:00	Break – Exhibits, Snacks, Poster Session
10:30	Sessions
12:00	Luncheon (Pre-registration required)
	• Colleague recognitions
	• Scholarships awarded
	• KSHA Annual Business Meeting
1:30	Sessions
3:00	Break – Exhibits, Snacks, Poster Session
3:30	Sessions
5:00	Sessions End
5:00	Poster Session (Ends at 6:00)
	*Earn up to 2.0 hours
6:30	Prairie Cup Praxis Bowl (snacks & cash bar; ends at 8:00)

Friday, September 27

7:30	Continental Breakfast
8:30	Sessions Begin
10:00	Break
10:15	Sessions
11:45	Networking Lunch
1:00	Sessions
2:30	Break
2:45	Sessions
4:15	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. 6.

Registration Information

Register by **September 6** 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.

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.

Wednesday, September 25 5:30 – 8:00 pm
Thursday, September 26 7:30 am – 5:00 pm
Friday, September 27 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

Exhibits

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

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.

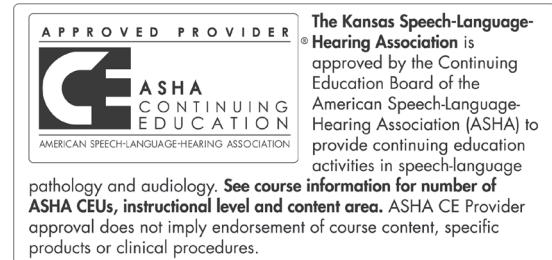
Information

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.

Continuing Education

ASHA The program is offered for up to 1.60 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.



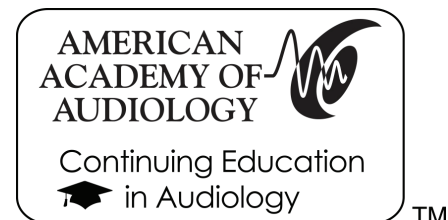
KDADS Approved for a maximum of 16 continuing education clock hours for Kansas-licensed audiologists and speech-language pathologists by the Kansas Department of Aging and Disability Services.

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 KBHAE has approved this conference for 16 regular hearing aid hours, which includes all AUD sessions, as well as PROF1. Attendees who wish to have their hearing aid hours reported to KBHAE must indicate this on their CE attendance form.

AAA KSHA is approved by the American Academy of Audiology to offer Academy CEUs for this activity. The program is worth a maximum of 1.5 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.



Poster Session

Posters will be available for viewing during the morning and afternoon breaks on Thursday, as well as at the end of the day (5:00-6:00 pm). Some of the poster presenters will be available during the morning break, and some will be available during the afternoon break. All posters will have a presenter during the evening Poster Session from 5:00 – 6:00. Earn up to 2 hours of continuing education by recording the title of each poster you studied on your Attendance Record. (Study two posters in each 30-minute period to receive full credit).



Praxis Bowl

Make plans to attend the second annual Prairie Cup Praxis Bowl! Graduate students from the four SLP programs in Kansas will compete in a knowledge bowl sponsored by EBS. One team will win the Prairie Cup and will get to take it back to their university until next year!

Join us Thursday evening for this fun, energetic, and interactive event. Professionals are invited to attend and to participate in the discussion. Attendance at the Praxis Bowl earns you 1.5 hours of continuing education!

Tailgating begins at 6:00 pm. The Bowl begins at 6:30. Cheer on your favorite university! Snacks and cash bar available.

NEW THIS YEAR:

- **Networking Luncheon** on Friday from 11:45 am – 1:00 pm. Bring your lunch or pre-purchase a sandwich when you register for the conference. Tables will be labeled with different work settings (i.e. early intervention, school-based, hospital, educational audiology, etc.). Find the table that matches your primary work setting and meet others who share your challenges and successes. The annual conference is the BEST place to network with your Kansas colleagues! Don't miss this chance to make connections, learn from one another, and encourage someone else (or find encouragement!).
- **Professional Issues** sessions are labeled with the prefix PROF. These sessions are relevant to both SLPs and AUDs and cover topics such as service delivery, inclusive practices, telepractice, caseload management, counseling techniques, interprofessional collaboration, multi-cultural issues, ethical/legal issues, leadership and management, supervision, and clinical education.
- **Supervision Courses.** Effective January 1, 2020, all clinical supervisors and CF mentors who provide supervision/clinical instruction for purposes of ASHA certification must complete a minimum of TWO hours of professional development in the area of supervision/clinical instruction. This is a one-time requirement. Meet this requirement by attending **PROF1: Effective Coaching Strategies with Students and Colleagues** (Thursday at 8:00 am).

THURSDAY SESSION DESCRIPTIONS

... Pediatric Audiology Track ...

AUD2 Auditory Processing Disorder: Current Trends in Diagnosis, Therapy and Assistive Devices

8:30 – 10:00 AM

Sarah Zlomke, AuD, CCC-A

Saint Luke's Hospital's Midwest Ear Institute

Auditory Processing Disorder (APD) can be reliably tested for and treatment is very effective. This presentation will describe APD and the evidence supporting it. Current testing and therapy tools will be described. Online therapy tools will be demonstrated. Finally, a review of FM systems and hearing aids will be completed with case presentations. (Introductory)

The learner will be able to: 1) describe 3 risk factors for APD; 2) identify 2 online therapy tools for persons with APD; and 3) recommend a hearing aid for a person with auditory processing difficulties.

AUD4 Precepting the Early Clinician

10:30 – 12:00 PM

Krysta Green, AuD, CCC-A, FAAA, CH-AP

University of Kansas

Precepting audiology students can be a challenge, particularly in the student's earliest practicum experiences. This presentation aims to address the nuances of precepting the early clinician, including a review of clinical learning research, methods for scaffolding technological and professional skills in the early clinician, and practical supports and approaches for precepting the early clinician. (Introductory)

The learner will be able to: 1) summarize fundamental concepts in clinical education research as it applies to audiology preceptorship; 2) identify evidence-based methods of scaffolding skills in the early clinician; and 3) identify practical methods for precepting early clinicians that they can apply immediately.

AUD6 What's New with OAEs

1:30 – 3:00 PM

Tiffany Johnson, PhD, CCC-A

University of Kansas

Distortion product otoacoustic emissions (DPOAEs) are an important piece of the clinical test battery. There are numerous approaches to interpreting the DPOAE response. Some clinicians look for a 6-dB signal-to-noise ratio (SNR). Others look at a combination of DPOAE and noise level. There are also interpretative templates that can be used to guide interpretation. Which should you use? What's the evidence for one approach over another? Have there been any advances beyond simply looking at the SNRs or levels? This lecture will review these questions and help you to make an informed decision regarding the best, evidence-based method for interpreting DPOAEs in your clinic. (Intermediate)

The learner will be able to: 1) explain the role of DPOAE level, noise level and signal-to-noise ratio (SNR) in the interpretation of DPOAEs; 2) describe the Boys Town National Research Hospital interpretive template as it relates to clinical interpretation of DPOAEs; and 3) describe alternate approaches to interpreting DPOAEs.

AUD8 Cued Speech and Language: An Introduction

3:30 – 5:00 PM

Nicole Frye, MA & Kate Van Valey, MEd
Illinois School for the Deaf

This session will provide information on the history of cued speech, the system, and the language acquisition and accessibility benefits of implementation. Attendees will gain empowering information to use in their professional roles when explaining communication and language development options for individuals who are deaf or hard of hearing. (Introductory)

The learner will be able to: 1) explain the history and the reasoning behind cued speech; 2) articulate the basic rules of how cued speech works; and 3) explain at least three benefits of the implementation of cued speech.

... Adult Audiology Track ...

AUD1 Vestibular Testing and Management in the 21st Century

8:30 – 10:00 AM

Samuel N. Bittel, AuD
Hearing and Balance Specialists of Kansas City

Audiology and the vestibular world are changing. Recent advances in vestibular science have allowed greater access to understanding and evaluating inner ear physiology. With improved techniques and measures, audiologists can accurately identify site of lesion in ways that were not possible even a few years ago. This lecture will discuss advances in vestibular testing, including subjective visual vertical (SVV), ocular and cervical VEMPs (oVEMP/cVEMP), rotary chair, and video head impulse testing (vHIT). How these advanced test measures fit into your clinics will be discussed in detail. (Introductory)

The learner will be able to: 1) compare and contrast the cVEMP and oVEMP; 2) describe the clinical utility of SVV testing; and 3) differentiate between covert and overt saccades, and describe why these are clinically pertinent.

AUD3 Hearing Aid Roundtable: What's New & Exciting

10:30 – 12:00 PM

Diana Ackerman, AuD, CCC-A (*Signia*), Lisa Berkeley (*Widex*), Lisa Koch, AuD (*Oticon*), Aaron Jones, AuD (*Unitron*); Stacy Michels, MA (*Phonak*)

This course will provide a discussion of the evidence base for key hearing aid features, presented by representatives from leading hearing aid manufacturers. (Intermediate)

The learner will be able to: 1) describe advances in directional microphone technology and key features of various systems available from leading manufacturers; 2) discuss the connectivity solutions from leading manufacturers and what makes each unique; and 3) identify differences in feedback management systems among several different manufacturers' products.

AUD5 Implementing TeleHearing Care into Your Practice

1:30 – 3:00 PM

Suzanne Younker, AuD, CCC-A, FAA & Lydia Gladwin, AuD, CCC-A
Your Hearing Network

TeleHealth is gaining traction as fast as technology and legislation will allow. Expansion into hearing healthcare is no exception. This presentation discusses the status of TeleHealth laws and rules, TeleHearing as an effective solution to today's audiology practice challenges, applications of

TeleHearing in the hearing healthcare industry, patient satisfaction outcomes from a pilot study, and equipment and service options. (Introductory)

The learner will be able to: 1) explain the current demand for increased access to hearing care; 2) describe how TeleHearing fills a void in patient hearing care; and 3) identify practice scenarios where this modern method of hearing care is beneficial.

AUD7 ASHA Audiology Update & Open Mic

3:30 – 5:00 PM

Cole Campbell, AuD, CCC-A
University of Kansas Medical Center

Dr. Campbell is the Kansas representative and vice-chair of the ASHA Audiology Advisory Council. Council members are charged with identifying and discussing issues of concern to members and advising the BOD on issues for consideration as they engage in strategic or forward thinking. This session will provide a brief update on ASHA's Legislative Day, but also a chance for ASHA audiology members to voice questions or concerns for our representative to take back to ASHA. (Introductory)

The learner will be able to: 1) identify federal legislative topics ASHA has recently lobbied for on Capitol Hill and potential future public policy efforts; 2) explain concerns of his/her practice and/or the profession that the representative can relay to the ASHA board of directors; and 3) summarize primary issues of discussion from this session from KSHA audiologists.

AUD9 Audiology Research in Kansas

(Sponsored by Associated Audiologists, Inc.)

5:00 – 6:00 PM

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; and 2) identify clinical application of current research findings.

... School Speech-Language-Pathology Track ...

SLP1 SLP's Guide to Vocabulary Intervention and Activities

8:30 – 10:00 AM

Cathy Alexander, MA, CCC-SLP
Kids Vocabulary

As a result of this presentation, the speech-language pathologist will be able to define and describe evidence-based strategies to effectively teach vocabulary words. Participants will be able to define and describe two research-based studies on how to select target vocabulary words for instruction. The SLP will learn nine evidence-based strategies for teaching vocabulary. In addition, the SLP will learn 4 evidence-based strategies to teach morphological awareness and intervention strategies for prefixes, suffixes, and root words. (Intermediate)

The learner will be able to: 1) identify ways to select vocabulary word targets using two research methods; 2) design evidence-based treatment sessions using nine ways to explicitly teach vocabulary in a variety of contexts; and 3) define and discuss a variety of vocabulary intervention techniques within the context of reading.

SLP3 75 Magical Morphological Interventions Equals Word Power

10:30 – 12:00 PM

Cathy Alexander, MA, CCC-SLP
Kids Vocabulary

This presentation will explore a 'Morphological Activity Toolkit' for the school-age child. Morphology is a key component of vocabulary intervention. Morphological awareness instruction techniques will be provided for the young child, the elementary child, and the adolescent child. The focus will be on evidence-based prefix, suffix, and root word activities. Content area affixes and root words used in math, science, and social studies will be reviewed and demonstrated. (Intermediate)

The learner will be able to: 1) identify, define and describe four morphological interventions to facilitate vocabulary development; 2) design evidence-based treatment sessions using prefixes, suffixes, and root words; and 3) list and identify ways to utilize common grade-level root words to facilitate vocabulary knowledge.

SLP4 Stuttering Assessment and Treatment for Preschool-age Children who Stutter

10:30 – 12:00 PM

Hayley S. Arnold, PhD, CCC-SLP
Kent State University

Developmental stuttering typically begins during the preschool years, but has been shown to resolve in approximately 80% of children initially presenting with stuttering symptoms. This session focuses on evidence-based assessment techniques to assess risk for stuttering persistence and to inform therapy, if appropriate. Additionally, this session focuses on indirect and direct treatment techniques for preschool-aged children. (Intermediate)

The learner will be able to: 1) identify evidence-based predictors of stuttering persistence in preschool-aged children; 2) implement a stuttering assessment battery for preschool-aged children; and 3) employ direct and indirect treatment strategies for preschool-aged children who stutter.

SLP5 AAC Evaluation: This is Not a Test

10:30 – 12:00 PM

Susan M. Todd, MS, CCC-SLP & Lauren Vaughan, MA, CCC-SLP
University of Kansas/Heartspring

The presentation will discuss a method for completing a dynamic, feature-matched augmentative and alternative communication (AAC) evaluation over a period of several sessions. Currently, speech-language pathologists report barriers for AAC including: 1) preparation, 2) experience, and 3) time constraints for engaging in AAC evaluation and intervention. As there is no standardized procedure for an AAC evaluation, this process is not consistent across different facilities and among speech language pathologists. Presenters will additionally explore why it is necessary to include low tech and high tech options for each child receiving an AAC evaluation. (Introductory)

The learner will be able to: 1) compare one or more differences between conducting AAC evaluations in a single session versus over a period of several sessions; 2) demonstrate understanding of completing assessment including a minimum of one low-tech and two speech generating systems; and 3) demonstrate understanding of appropriate documentation for one complete AAC assessment.

SLP8 Exploring Vocabulary and Morphological Intervention and Activities! (Young Child through Adolescents)

1:30 – 3:00 PM

Cathy Alexander, MA, CCC-SLP
Kids Vocabulary

This presentation will review two evidence-based methods for selecting target vocabulary words and nine evidence-based methods to teach vocabulary. Numerous practical, 'Ready-to-Use' and 'Research-Tested' activities for the school-age child will be reviewed and demonstrated. Explore the strong and reciprocal relationship between reading and vocabulary. Intervention activities for grade-level books (preschool through high-school) and their corresponding vocabulary will be provided. (Intermediate)

The learner will be able to: 1) identify ways to select vocabulary word targets and to explicitly teach vocabulary in a variety of contexts; 2) design evidence-based treatment sessions to teach vocabulary while reading grade-level books; and 3) identify, define, and describe morphological interventions to facilitate vocabulary development.

SLP9 Beyond Disfluencies: Collaborative Goal Setting with Individuals who Stutter

1:30 – 3:00 PM

Hayley S. Arnold, PhD, CCC-SLP
Kent State University

This session challenges attendees to think beyond typical speech fluency goals in stuttering treatment. Treatment goals and techniques will be presented that are aimed at increasing quality of life through increasing autonomy and participation in all aspects of life. (Intermediate)

The learner will be able to: 1) explain the speech-language pathologist's role related to quality of life in clients who stutter; 2) describe ways to engage in collaborative goal setting with clients who stutter; and 3) generate measureable goals to address the needs of clients who stutter.

SLP12 Compelling Case Studies & Research: PROMPT in Action

3:30 – 5:00 PM

Amy Clark, MS, CCC-SLP, PI
The PROMPT Institute

Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT) is a philosophy, approach, system and technique that helps clients reach their full potential. This presentation will describe the multi-dimensional philosophy and application principles. Interactive case studies will highlight how PROMPT is applied in assessment and treatment. In addition, current and past PROMPT evidence-based research will be reviewed. Case studies and research will emphasize how PROMPT helps SLPs meet the individual needs of each client. (Intermediate)

The learner will be able to: 1) identify movement patterns and treatment priorities as they apply to the System Analysis Observation (SAO) and Motor Speech Hierarchy (MSH); 2) describe what PROMPT assessment and treatment look like; and 3) understand how evidence-based PROMPT research is linked to clinical practice.

SLP13 It's Never Too Late: Working on Phonological and Word Structure Skills with Adolescents

3:30 – 5:00 PM

Nikola Wolf Nelson, PhD, CCC-SLP; Karissa Marble-Flint, PhD, CCC-SLP; & Michele Anderson, PhD

Wichita State University

"It's never too late" to target phonemic awareness with adolescents with language/literacy disorders, including dyslexia. We present evidence on oral-written language relationships from the Test of Integrated Language and Literacy Skills (TILLS), multi-linguistic spelling approaches, and a 17-year-old boy with dyslexia. But not in isolation—we also demonstrate how to combine explicit focus on phonological, orthographic, and morphological skills at the sound/word-level with immediate application at the sentence/discourse-level to achieve an authentic communicative purpose. (Intermediate)

The learner will be able to: 1) describe application of the quadrant model and the simple view of reading to understand the relationships between oral and written language disorders, including dyslexia; 2) discuss positive examples and limitations in using formal and informal assessment data to guide intervention planning; and 3) outline a clinical session for adolescents with dyslexia to illustrate how to combine explicit intervention focused on sound/word-level skills with context-based intervention focused on sentence/discourse-level skills for an authentic communicative purpose.

... Medical Speech-Language Pathology Track ...

SLP2 Dysphagia Mythbusters – 10 Years

8:30 – 10:00 AM

Jamie L. Johnson, MA, L/CCC-SLP, BCS-S

The University of Kansas Health System

All SLPs want to be at the top of their game. Dysphagia research is constantly growing and changing. It's our responsibility to keep up! Education is also a large part of the SLP's role, and our patients and families depend on us to practice using the latest evidence. During this session, we will review myths in our field of dysphagia, as well as current research to ensure when practicing, treating and educating our patients, that our knowledge is based on current research, not old or inaccurate information. (Intermediate)

The learner will be able to: 1) list common myths regarding dysphagia and 2) identify current research to improve evidence-based practice methods.

SLP6 How to Survive...and THRIVE! Strategies for Success in Medical Speech-Language Pathology

10:30 – 12:00 PM

Jeanne Copeland, MS, CCC-SLP

Genesis Rehab Services

The evolution of health care in the US has provided SLPs with opportunities to evolve our clinical practice as well. Past successful strategies for medical speech-language pathologists have changed, and we have a responsibility both to our patients and our profession to demonstrate similar growth and progression. This seminar will utilize practical examples to describe, discuss and apply key concepts important for current and future success in medical speech-language pathology. (Introductory)

The learner will be able to: 1) describe 5 concepts important for current and future success

in medical speech-language pathology; 2) understand introductory information about Medicare and the Patient-Driven Payment Model (PDP) for reimbursement, and discuss considerations for medical Speech-Language Pathologists (SLPs); 3) examine examples of ICD-10 coding related to SLP clinical practice and PDP, and 4) discuss the relationship between documentation, denials and patient advocacy.

SLP7 Developing Patient-Friendly ALS Resources

10:30 – 12:00 PM

Lindsey Heidrick, SLPD, CCC-SLP & Mallory Moore, SLPD
University of Kansas Medical Center

Amyotrophic lateral sclerosis (ALS) is a complex neurodegenerative disease. To treat this disease, it takes recommendations from a large group of providers. Speech-language pathologists are among this group of health professionals providing multidisciplinary (interprofessional) care. Often, complex medical information and instructions are provided to patients and families, leading to confusion of these parties. Considering the need to address healthcare literacy, SLPs can do a better job of educating patients. (Intermediate)

The learner will be able to: 1) list two ways to improve written content for patients; and 2) contrast reading ease from reading grade level statistics.

SLP10 Treatment Approaches to Support Improved Outcomes for Chronic Aphasia

1:30 – 3:00 PM

Jeanne Copeland, MS, CCC-SLP
Genesis Rehab Services

Given the recent evolution of healthcare in the United States, it is more important than ever that speech-language pathologists in the post-acute care setting embrace our full scope of practice by providing comprehensive assessment and treatment for individuals with a variety of cognitive-communication impairments. This seminar will explore current best practices and evidence-based interventions for individuals with chronic aphasia, including the functional impact of remediation and/or compensation for reading and writing skills during treatment. (Introductory)

The learner will be able to: 1) identify evidence-based treatment approaches to support improved outcomes for individuals with chronic aphasia; 2) explore the functional impact of including intervention for reading and writing for individuals with chronic aphasia; and 3) discuss the importance of comprehensive assessment and treatment of cognitive-communication disorders including chronic aphasia with regard to the evolving role of the speech-language pathologist in post-acute care settings.

SLP11 Parkinson's Disease: Key Components and Future Growth for Multidisciplinary Clinics

1:30 – 3:00 PM

Lindsey Heidrick, SLPD, CCC-SLP & Mallory Moore, SLPD
University of Kansas Medical Center

Multidisciplinary clinics for individuals with Parkinson's disease can provide a wealth of information and support for the patient and their caregivers. However, are speech-language pathologists addressing the safety and judgement deficits that can accompany a diagnosis of Parkinson's disease? This presentation will address the assessment and treatment considerations of safety and judgement in individuals with Parkinson's disease. (Intermediate)

The learner will be able to: 1) identify commonly utilized assessments for safety and judgment in individuals with Parkinson's disease; 2) describe clinical considerations in the evaluation of safety and judgment for individuals with Parkinson's disease; and 3) discuss clinical considerations for therapeutic intervention for safety and judgement post evaluation for individuals with Parkinson's disease.

SLP14 A Day in the Life of the Medical SLP: A Panel Discussion of Different Settings Across the State!

3:30 – 5:00 PM

Jamie L. Johnson, MA, L/CCC-SLP, BCS-S; Megan Gfeller, MS, CCC-SLP; Kate Krug, MA, CCC-SLP; & Angela Parcaro-Tucker, MA, CCC-SLP, LSVT

We will discuss the various settings-acute, inpatient rehab, outpatient, and skilled nursing facilities. Adult and Pediatric coverage will be discussed, as well as evaluation, treatment and education in various settings. Open discussion with the audience will be encouraged. Participants will share challenges and successes in these settings, as well as referral processes and communication among SLPs in these various settings.

The learner will be able to: 1) identify standardized evaluations used in various settings and 2) network to meet other SLPs in various settings for continuity and consistency of care of patients and families.

SLP15 Impact of Huntington's Disease on Speech and Language Outcomes

3:30 – 5:00 PM

Ashwini Kanade, MA, BDS; Douglas Parham, PhD, CCC-SLP; & Julie Scherz, PhD, CCC-SLP
Wichita State University

Huntington's disease (HD) is a neurodegenerative disease of the basal ganglia. This presentation will describe the impact of HD on speech and language outcomes. Information related to hyperkinetic dysarthria and its impact on respiration, phonation, articulation, and resonance will be discussed, as well as specific treatment strategies for persons with the disease. The presenters also will provide consideration to help improve quality of life for persons with HD and their families and caregivers. (Intermediate)

The learner will be able to: 1) identify the changes in speech production in persons with Huntington's disease; 2) understand speech-language therapy options for persons with Huntington's disease; and 3) discuss quality of life considerations for persons with Huntington's disease and their families and caregivers.

... Professional Issues Track ...

PROF1 Effective Coaching Strategies with Students and Colleagues

8:00-10:00 AM

Hayley S. Arnold, PhD, CCC-SLP
Kent State University

Coaching has been defined as a relationship in which one person is focused on facilitating the long-term development of effectiveness in the other (Silsbee, 2010). This seminar will introduce coaching techniques supported by evidence from a variety of fields. These strategies will prepare participants for difficult conversations, enhance professional relationship building, and assist clinical instructors, academic faculty, and students in being more effective in their work. (Introductory)

The learner will be able to: 1) demonstrate understanding of key coaching skills that will prompt problem solving and growth in students and colleagues; 2) demonstrate understanding of the supporting evidence behind the coaching methods presented in this session; and 3) demonstrate coaching techniques within various scenarios.

PROF2 Seeking Evidence-Based Research: Finding Scholarly Articles Without Frustration

8:30 – 10:00 AM

Cindy Logan, MS, MLS
Kansas State University

Have you struggled finding relevant articles in your evidence-based decisions research? Are you frustrated searching in non-ASHA publications? In this session, a librarian working with the Communication Sciences and Disorders curriculum at Kansas State University will demonstrate efficient search techniques using a professional database freely available from the State Library of Kansas. In addition, session attendees will learn how to effectively use specific database tools such as Medical Subject Headings (MeSH) in PubMed. (Introductory)

The learner will be able to: 1) construct and implement a search strategy in order to find evidence-based research using the database ProQuest Nursing & Allied Health from the State Library of Kansas; and 2) use Medical Subject Headings (MeSH) to find relevant professional literature and articles in the PubMed database.

PROF3 The Influence of Non-Verbal Communication in Patient Care

1:30 – 3:00 PM

Raymond Hull, PhD, CCC-A/SP, FASHA, FAAA
Wichita State University

Nonverbal communication can be more powerful than what we say, and can have a tremendous impact on the success of our services. Nonverbal communication constitutes approximately 70% of what is involved in communication. The verbal content comprises only about 30%. Our body language, our facial expressions, our voice, and the way in which we present what we say are all extremely powerful and can impact positively or negatively on our services to our patients. (Intermediate)

The learner will be able to: 1) understand the influence that non-verbal aspects of communication can have on patient care and 2) be able to modify the non-verbal components of their communication patterns when working with their patients.

PROF4 Enhancing Telepractice Service Delivery: Collaboration Between SLPs and OTs

3:30 – 5:00 PM

Kristin Martinez & Rachel Morris
PresenceLearning

This session will focus on collaboration between school-based SLPs and OTs when one or both clinicians are providing services via telepractice. Topics discussed will include barriers to interdisciplinary collaboration; collaboration best practices in a remote setting; co-treatment via telepractice; and resources available to facilitate this interdisciplinary collaboration. (Intermediate)

The learner will be able to: 1) identify and address potential barriers to providing interdisciplinary services via the telepractice model; 2) discuss best practices related to interdisciplinary collaboration and co-treatment as telepractitioners; and 3) apply solutions to case examples involving interdisciplinary telepractice-based services.

PROF5 Prairie Cup Praxis Bowl

Dawn Callahan Dennis, EdD, CCC-SLP
EBS Healthcare

Graduate students will be given the opportunity to prepare for the Praxis examination in speech-language pathology by using clickers (ARS). Test construction, format, and test taking strategies will be highlighted. Teams from each university will be asked sample Praxis questions from various resources including previous Praxis exams, SIGs, as well as study resources in a game show format. Subject matter experts will provide clarification and examples for questions requiring greater focus. Audience members will be encouraged to provide their perspectives. This session is open to both students and clinicians. CEUs are available for this session. (Introductory)

The learner will be able to: 1) relate questions to actual clinical and professional practice of Speech/Language pathology; 2) gain knowledge and insights from subject matter experts from speech science, audiology, private practice, medicine, public schools, universities and ASHA as they elaborate on the answers to questions; 3) gain knowledge and insights regarding key issues facing the professions from Professional Association Board Members (state and national); and 4) acquire the most up-to-date information regarding evaluation, assessment, norms, and standards of practice while refreshing their knowledge in speech science, anatomy/physiology, dysphagia and audiology.

FRIDAY SESSION DESCRIPTIONS

... Pediatric Audiology Track ...

AUD11 Audiology Support for Children who are Deaf and Hard of Hearing and Their Families

8:30 – 10:00 AM

Natalie Lenzen, AuD, CCC-A
Boys Town Research Hospital

This talk will discuss communication between audiologists and families and children who are deaf and hard of hearing throughout their audiology experience. From birth through school age we will review the evidence for how to support children and families, current counseling approaches and resources that can be utilized by both audiologists and families that are in development. (Advanced)

The learner will be able to: 1) identify resources that can assist families in communicating their questions and concerns about hearing loss to their audiologist and other professionals; 2) compare counseling methods typically utilized in the audiology clinic; and 3) combine evidence and experience to encourage families in hearing aid use and retention.

AUD13 Sound Advice: Supporting Families with Children who have Hearing Loss

10:15-11:45 AM

Twila Latini, MA; Greta McFarland, MD; Kris Pedersen, SLPD, CCC-SLP; Casey Redding, AuD, CCC-A; Liz Schardine, MA; Erin Schuweiler, MS, Ed.; Gail Sprecher, AuD, CCC-A, FAAA; Tina Stuchlik, MA, CCC-SLP

Early enrollment in early intervention and high levels of family involvement are correlated with significantly better language scores in children with hearing loss (Moeller, 2000). How can we, as professionals, best support the family as they support language development in their child with hearing loss? From diagnosis to intervention, the family will encounter at least a dozen professionals who have a role in their child's care. The journey can be confusing, overwhelming, and seem disjointed at times. Our state has an interconnected network of support for children and their families. Do you know all of the resources available to families, and are you making referrals in a timely manner? This session will be presented by a panel of individuals who are knowledgeable about the various aspects of holistic care of the child with hearing loss. Panel will include a pediatric audiologist, an educational audiologist, a pediatrician, an early intervention provider, an SLP, a parent support leader, a Deaf Mentor, and our state's EDHI Director. (Intermediate)

The learner will be able to: 1) list the various professionals involved in the care of a child with hearing loss and understand the role of each; 2) create their own list of referrals for a child diagnosed with hearing loss in their geographical area; and 3) make a plan to discuss these resources with families at several visits, realizing that families are all on different journeys and require information at different (and multiple) points in their journey.

AUD15 Current Pediatric Cochlear Implant Practices

1:00-2:30 PM

Sandy Keener, AuD, CCC-A; Ashley Armitage, MS, CCC-SLP, LSLs Cert AVT; Katie Kincaid, AuD; Samantha LaForte, AuD, CCC-A, CH-AP
Children's Mercy Hospital

The presenters will discuss current cochlear implant candidacy criteria, device options, the evaluation and team process, as well as case studies. (Intermediate)

The learner will be able to: 1) explain the difference in cochlear implant candidacy between a child age 12-24 months and a child 2 years to 17 years of age; 2) explain the candidacy evaluation process; and 3) make appropriate referrals to cochlear implant centers.

AUD17 D/HH Family Engagement: the Importance, the Opportunities, and the Outcomes

2:45-4:15 PM

Liz Schardine, MA

KDHE/Kansas Early Hearing Detection and Intervention

The Kansas Early Hearing Detection and Intervention program has worked with state stakeholders to develop and increase family involvement for families with children who are deaf or hard of hearing. Within the last several years, the Deaf Mentor, Family Liaison, and Supporting You programs were developed to increase family engagement and involvement. This session will give you the resources and knowledge of family engagement opportunities throughout the state and provide you the tools to be able to share with the families you serve. It will also provide state data, how we compare with the national average, and the progress made over the past several years. (Advanced)

The learner will be able to: 1) identify the state D/HH family engagement programs, how to refer families and the audiologist's role in this process; 2) describe the Kansas Deaf Mentor Program to the families served and how to enroll; and 3) provide the families served with different opportunities to connect with other families in Kansas.

... Adult Audiology Track ...

AUD10 Sound Therapy for Tinnitus: Doing More Harm than Good?

8:30 – 10:00 AM

Lauren Mann, AuD, CCC-A

University of Kansas Health System

This session will explore the current evidence supporting the use of sound therapy for tinnitus management. There is new literature supporting the idea that inappropriately assigned sound therapy may cause the same changes in the brain as tinnitus itself. We will discuss safe applications of sound therapy and when they could potentially help a patient. Ear-level and overnight sound therapy devices will be compared and data from the KU Hearing & Speech clinic will be shared. (Advanced)

The learner will be able to: 1) discuss the pros and cons of sound therapy for tinnitus management with potential patients; 2) apply a few basic rules of sound therapy application in patients with tinnitus and hyperacusis; and 3) monitor the efficacy of sound therapy treatment plans in their patients.

AUD12 Team-Based Management of Concussion: A Case Study

10:15-11:45 AM

Lauren Mann, AuD, CCC-A; Joshua Allison-Burbank, MA, CCC-SLP; Susan Jackson, PhD, CCC-SLP; Jamie L. Johnson, MA, L/CCC-SLP, BCS-S

University of Kansas Health System

This session will walk participants through an SLP's personal experience with concussion and the associated speech and audiology assessments. The case tracks recovery over a year's time with an emphasis on how SLPs and AuDs can support each other during team-based concussion

care. The session will highlight KU's Center for Concussion Management model and give ideas of how SLPs and AuDs can add value to management teams. (Intermediate)

The learner will be able to: 1) select appropriate AUD & SLP diagnostic tools for the assessment of concussion and support their application with current literature and clinical trends; 2) recommend evidence-based management strategies for concussion symptoms; and 3) describe and model the team-based care approaches used at the KU CCM.

AUD14 Modern Hearing Aid Validation for the Modern Consumer

1:00-2:30 PM

Aaron Jones, AuD
Unitron

Patients are transforming into consumers with expectations anchored by experiences in other industries. Modern consumers provide feedback about products and services via online ratings. Using apps, we report what went right or wrong in order to validate experiences and drive improvements. As audiologists, we still validate hearing aids using legacy tools like APHAB and COSI. These questionnaires work, but are misaligned with expectations of consumers. New technologies exist for ecological momentary assessment to improve outcomes. (Advanced)

The learner will be able to: 1) describe the concept of ecological momentary assessment; 2) discuss data supporting clinical implementation of ecological momentary assessment; and 3) implement ecological momentary assessment in practice to improve patient outcomes.

AUD16 Treating Severe to Profound Hearing Loss in Adults: A Continuum of Care

2:45-4:15 PM

Leigh Ann Monthey, AuD
Cochlear Americas and University of Kansas

In your current clinical practice, you may see a wide variety of patients with hearing loss. One of the most difficult types of patients to satisfy is the severe to profoundly hearing impaired adult. Cochlear implants provide greater hearing in noise, quality of life, and patient satisfaction when compared to hearing aids for individuals who are candidates for a CI. In this session, we will discuss how you can identify potential CI candidates, how you can determine if you should refer them for a CI evaluation based upon your standard clinical protocols, how you can advise them on CI technology and debunk myths about implantation, and, finally, how you can support these patients on an ongoing basis. Please join us in learning how you can enhance your practice and your patient's satisfaction with their hearing. (Intermediate)

The learner will be able to: 1) identify potential cochlear implant candidates using standard clinical testing measures; 2) counsel patients on the basics of cochlear implant technology; and 3) support the ongoing care of a bimodal cochlear implant recipient.

... School Speech-Language-Pathology Track ...

SLP17 ARRRtication Therapy - Strategies to Improve Production of the /r/ Phoneme

8:30 – 10:00 AM

Angie Neal, MS, CCC-SLP

This session will provide strategies for improving production of the /r/ phoneme that will make an impact on the quality of productions and the length of time spent in therapy. (Intermediate)

The learner will be able to: 1) describe three effective strategies for improving production of /r/; and 2) list creative and fun ways to target /r/.

SLP18 Agency as a Change-Driver in Stuttering Treatment

8:30 – 10:00 AM

Ana Paula Mumy, MS, CCC-SLP
University of Kansas

Session presents personal agency as a crucial guiding principle underlying goals in stuttering treatment. Because persons who stutter consistently experience anxiety-producing loss of control, feelings of helplessness, and coping responses in the form of avoidance and escape behaviors, agency becomes the 'why' of stuttering treatment. We'll examine what agency means in the context of the stuttering experience and how it translates into meaningful goals for achieving effective communication and adaptive ways for addressing stuttering. (Intermediate)

The learner will be able to: 1) promote personal agency and adaptive ways for addressing stuttering; 2) reduce the impact of stuttering on the ability of persons who stutter to achieve educational, vocational, and/or professional objectives as well as on their perceived quality of life; and 3) identify indicators of successful therapeutic change for persons who stutter.

SLP21 SLP Support for Students of Poverty

10:15-11:45 AM

Angie Neal, MS, CCC-SLP

This session will focus on how students from low socio-economic status and/or those coming from low language level environments struggle with language, specifically phonological awareness, morphology, and vocabulary. Children of poverty need specific, explicit, and direct instruction in the area of word knowledge in order to improve not only academic success, but gains in becoming college and career ready in order to break the cycle of poverty. This session will discuss instructional and collaboration strategies for this population. (Intermediate)

The learner will be able to: 1) explain the impact of poverty on academic performance; and 2) work towards interprofessional practice in our schools by sharing our knowledge about language acquisition and development.

SLP22 Cultural Responsiveness in Promoting Early Literacy in Native American Communities

10:15-11:45 AM

Matthew Gillispie, PhD, CCC-SLP
University of Kansas

The presenter will provide a framework of culturally responsive instruction and apply the framework to an ongoing project in two Native American communities in northeast Kansas. The presenter will highlight historical influences on contemporary Native American health and education and describe the role of culturally responsive instruction within the context of early language-literacy services and community outreach. (Advanced)

The learner will be able to: 1) explain health and educational disparities in AI/AN communities; 2) identify and describe components of culturally responsive instruction; and 3) apply framework of culturally responsive instruction to AI/AN communities.

SLP24 Social Communication, Part 1

1:00-2:30 PM

Angie Neal, MS, CCC-SLP

The session will focus on identifying social skill/pragmatic weaknesses and highlighting the skills that will make the biggest difference in the student's ability to function well in an academic setting. Effective support for social communication challenges begins with a thorough assessment. In the school setting, this includes addressing the impact on academic and functional performance. It will include simple strategies that are designed to be used by all members of the IEP team, not just the SLP, since social communication happens throughout the day. Get ready to have some fun while learning easy strategies you can implement immediately. (Intermediate)

The learner will be able to: 1) outline how social skill deficits can have an adverse academic impact; 2) describe effective ways to identify social language deficits; and 3) discuss five primary strategies to improve social interactions.

SLP26 CHAMPION Feeding & Swallow Therapy in Birth-3

1:00-2:30 PM

Alisha Delgado, MA, CCC-SLP

TARC tinyK

Birth-3 feeding can be one of the scariest, but most rewarding, therapies we can provide in pediatrics. Eating is a foundation for life, but for many families it is a struggle. Being a CHAMPION for safe healthy eating for preemies, infants and toddlers is every therapist's goal. The CHAMPION approach guides the critical thinking needed to tease out where the individual child is starting, how to support him/her, and what the next steps are. (Intermediate)

The learner will be able to: 1) identify at least three common stress cues with infant feeding and at least two techniques to support the infant; 2) list at least two signs that indicate a toddler is not grinding food for safe swallows and two techniques to support emerging chew; and 3) list three steps of the Champion feeding assessment and treatment.

SLP28 Social Communication, Part 2

2:45-4:15 PM

Angie Neal, MS, CCC-SLP

See SLP24 for description.

SLP30 Feeding at School: I'm Hungry, Too!

2:45-4:15 PM

Alisha Delgado, MA, CCC-SLP

TARC tinyK

Addressing skills needed for development of safe and healthy eating at school has traditionally been a touchy subject. Should it be on the IEP? Do I feel skilled and competent to address it? How do I get support from staff and administration? Can I add a little to what I am doing to connect it to eating? And the question list can go on. Let's discuss what more we can do. (Intermediate)

The learner will be able to: 1) share how to categorize food based on its properties for safe modified diets; 2) list at least two ways to incorporate developmentally supportive food exposures during other speech activities; and 3) list at least two best practice approaches for developmentally supportive feeding in the classroom and the lunch room.

SLP16 Management of Severe Traumatic Brain Injury

8:30 – 10:00 AM

Laura D. Wilson, PhD, CCC-SLP, CBIST
The University of Tulsa

This presentation will cover the complex needs of patients following severe traumatic brain injury. We will discuss assessment and treatment of cognitive-communicative sequelae, and will review additional medical, neurobehavioral, and psychosocial factors that may impact recovery. This presentation will have a strong focus on the role of an SLP as part of an interdisciplinary team to maximize patient success. (Introductory)

The learner will be able to: 1) describe medical, neurobehavioral, and psychosocial factors that can impact intervention in individuals with severe traumatic brain injury; 2) identify appropriate assessment tools to help guide treatment; and 3) summarize the evidence-based treatment approaches used to address cognitive-communicative sequelae of severe traumatic brain injury.

SLP19 Social Circles: A Communication Support for Young Adults

8:30 – 10:00 AM

Jane Wegner, PhD, CCC-SLP; Stephanie Meehan, PhD, CCC-SLP; Sarah Schaffer, Hanna Shupe, Camryn Evans
University of Kansas

This session will describe a Social Circle created to support Sarah, a 24-year-old KU student with Down syndrome. The session will provide information about Sarah's life, education, speech-language services and the creation of her Social Circle including how the Social Circle has supported her communication growth. Sarah and members of her Social Circle will describe activities and the impact of the experience. (Intermediate)

The learner will be able to: 1) describe a Social Circle; and 2) describe how a Social Circle can support generalization of communication skills in natural contexts.

SLP20 Management of Concussion/Mild Traumatic Brain Injury

10:15-11:45 AM

Laura D. Wilson, PhD, CCC-SLP, CBIST
The University of Tulsa

Mild traumatic brain injury/concussion is the most common form of traumatic brain injury. This presentation will (1) focus on how to structure a return-to-activity protocol for adults following mild TBI, (2) review factors that may place patients at risk for a more prolonged recovery with persistent deficits or symptoms, and (3) discuss the role of the SLP in education, assessment, and treatment across the stages of recovery. (Introductory)

The learner will be able to: 1) explain progression through return-to-activity protocols following mild traumatic brain injury; 2) identify factors that place patients at risk for prolonged recovery following mild traumatic brain injury recovery; and 3) describe the role of the SLP in education, assessment, and treatment during typical and prolonged mild traumatic brain injury recovery.

SLP23 Assessment and Intervention of Executive Functions

1:00-2:30 PM

Laura D. Wilson, PhD, CCC-SLP, CBIST
The University of Tulsa

This presentation will describe common deficits in executive function skills following traumatic brain injury in adults. We will then discuss informal and formal tools for assessing those executive

function skills and review several functional, evidence-based intervention approaches. We will conclude by applying the information covered to case examples with deficits across the range of severity. (Introductory)

The learner will be able to: 1) identify formal and informal assessment tools for evaluating executive function skills; 2) describe evidence-based interventions for executive dysfunction following traumatic brain injury; and 3) decide on the appropriate intervention to address executive dysfunction in case examples.

SLP25 Accessing the Dysphagia Research Literature and Reading It Critically

1:00-2:30 PM

Susan Jackson, PhD, CCC-SLP
University of Kansas

We will discuss resources for finding research literature on the topic of dysphagia assessment and treatment. These resources will include electronic databases, the ASHA web site, and various journals. Strengths and weaknesses of these resources will be discussed. We will discuss a tool to rate the methodological quality of treatment research. Although many people are familiar with statistical significance as a measure of treatment effectiveness, we will discuss different kinds of significance. (Intermediate)

The learner will be able to: 1) identify resources that provide research literature on the topic of dysphagia assessment and intervention; 2) identify four different types of significance; and 3) identify a tool for rating the methodological quality of research studies.

SLP27 A Collaboration Between Speech-Language Pathology and Otolaryngology for Diagnosis and Management of Laryngopharyngeal Pathologies: A Series of Case Studies

2:45-4:15 PM

Jason Meyers, MD; Erin Kirkland, MA, CCC-SLP; Sheri Becker, MA, CCC-SLP; Molly Rana, MA, CCC-SLP

Topeka Ear, Nose and Throat

This will be a series of case studies in which there was partnering of skills between a Speech-Language Pathologist and Otolaryngologist to diagnose and treat patients with voice, airway and/or swallowing disorders, which include disorders of the vocal folds, larynx, upper airway, and upper digestive tract. Recordings of Videolaryngostroboscopy examinations will be viewed and therapeutic interventions will be presented including surgical and non-surgical rehabilitation to help restore function and improve quality of life. (Intermediate)

The learner will be able to: 1) describe ways in which an Otolaryngologist and a Speech-Language Pathologist partner to diagnose and treat persons with voice, swallowing and upper airway/digestive tract disorders and 2) describe therapeutic techniques used in treating voice, swallowing and upper airway/digestive disorders.

SLP29 Focused Fun: Intensive Paired Group Intervention for Adults with Aphasia

2:45-4:15 PM

Julie Gatts MA, CCC-SLP; Sarah Fischer; Aimee Holmes, DPT; Dianna Koesterer; Bob Lominska; Joy Lominska; Michalea Richardson
University of Kansas

Two individuals with chronic aphasia received 12 weeks of intensive paired group speech-language intervention. Intervention focused on multi-modal communication in social exchanges, structured activities and conversation. Content included vocabulary and topics that were

relevant to each of them. The benefits and drawbacks of the group are discussed from the perspective of the individuals with aphasia, their communication partners, and the clinicians. The feasibility of this service delivery model for individuals with chronic aphasia is evaluated. (Intermediate)

The learner will be able to: 1) discuss the positive and negative aspects of a paired group model for individuals with aphasia; 2) design and implement a paired group model for individuals with aphasia; and 3) consider the perspective of individuals who participated in the didactic group.

... Professional Issues Track ...

PROF6 Feedback in the Supervisory Process

10:15-11:45 AM

Jane Wegner, PhD, CCC-SLP & Stephanie Meehan, PhD, CCC-SLP
University of Kansas

Feedback is a primary tool used by clinical educators and supervisors. We will review the history, nature, and purposes of feedback. We will describe ways that we receive, give, and invite feedback and how the recipient and sender may have different perceptions. We will describe our experiences and challenges with different types of feedback. We will suggest ways to give and receive feedback that result in more positive outcomes. (Intermediate)

The learner will be able to: 1) name three purposes of feedback; 2) name and describe the three triggers that can occur in response to receiving feedback; and 3) state three guidelines for giving feedback.

2019 KSHA Conference • Thursday, September 26

7:30 - 8:30 AM	Registration, Breakfast, Exhibits Open, Poster Set-up begins					AUDIOLOGY Pediatric
8:30* - 10:00 AM	AUD2 Auditory Processing Disorder: Current Trends in Diagnosis, Therapy and Assistive Devices Sarah Zlomke	AUD1 Vestibular Testing and Management in the 21st Century Samuel N. Bittel	SLP1 SLP's Guide to Vocabulary Intervention and Activities Cathy Alexander	SLP2 Dysphagia Mythbusters - 10 Years Jamie L. Johnson	PROF1 Effective Coaching Strategies with Students and Colleagues *starts at 8:00 AM Hayley S. Arnold	Adult SLP School Medical PROFESSIONAL ISSUES
10:00 - 10:30 AM	Break: Snacks, Exhibits, Poster Session					Professional
10:30 AM - 12:00 PM	AUD4 Precepting the Early Clinician Krysta Green	AUD3 Hearing Aid Roundtable: What's New & Exciting Diana Ackerman, Lisa Berkeley, Lisa Koch, Aaron Jones, Stacy Michels	SLP3 75 Magical Morphological Interventions Equals Word Power Cathy Alexander	SLP4 Stuttering Assessment and Treatment for Preschool-age Stutter Hayley S. Arnold	SLP5 AAC Evaluation: This is Not a Test Susan M. Todd & Lauren Vaughan	SLP7 Developing Patient-Friendly ALS Resources Lindsey Heidrick & Mallory Moore
12:00 - 1:30 PM	Luncheon: Annual Business Meeting, Awards & Recognitions					
1:30 - 3:00 PM	AUD6 What's New with OAEs Tiffany Johnson	AUD5 Implementing TeleHearing Care into Your Practice Suzanne Younker & Lydia Gladwin	SLP8 Exploring Vocabulary and Morphological Intervention and Activities! (Young Child through Adolescents) Cathy Alexander	SLP9 Beyond Disfluencies: Collaborative Goal Setting with Individuals who Stutter Hayley S. Arnold	SLP10 Treatment Approaches to Support Improved Outcomes for Chronic Aphasia Jeanne Copeland	PROF3 The Influence of Non-Verbal Communication in Patient Care Ray Hull
3:00 - 3:30 PM	Break: Snacks, Exhibits, Poster Session					
3:30 - 5:00 PM	AUD8 Cued Speech and Language: An Introduction Kate Van Valey & Nicole Frye	AUD7 ASHA Audiology Update & Open Mic Cole Campbell	SLP12 Compelling Case Studies & Research: PROMPT in Action Amy Clark	SLP13 It's Never Too Late: Working on Phonological Structure Skills with Adolescents Amy Nikola Nelson, Karissa Marble-Flint, & Michele Anderson	SLP14 A Day in the Life of the Medical SLP: A Panel Discussion of Different Settings Across the State! Jamie L. Johnson; Megan Gfeller, Kate Krug, & Angela Parcaro-Tucker	PROF4 Enhancing Telepractice Service Delivery: Collaboration Between SLPs and OTs Kristin Martinez & Rachel Morris
5:00 - 6:00 PM	AUD9 Audiology Research in Kansas					
6:00 - 6:30 PM	Tailgating for Praxis Bowl: Snacks & Cash Bar					
6:30 - 8:00 PM	PROF5 Prairie Cup Praxis Bowl					

2019 KSHA Conference • Friday, September 27

7:30 - 8:30 AM

Registration, Breakfast

8:30 - 10:00 AM

AUD11 Audiology Support for Children who are Deaf and Hard of Hearing and Their Families

AUD10 Sound Therapy for Tinnitus: Doing More Harm than Good?

SLP17 ARRRtication Therapy - Strategies to Improve Production of the /r/ Phoneme

SLP18 Agency as a Change-Driver in Stuttering Treatment

SLP16 Management of Severe Traumatic Brain Injury

SLP19 Social Circles: A Communication Support for Young Adults

Natalie Lenzen

Lauren Mann

Angie Neal

Ana Paula Mummy

Laura D. Wilson

Jane Wegner, Stephanie Meehan, Sarah Schaffer, Hanna Shupe, Camryn Evans

10:00 - 10:15 AM

Break

10:15 AM - 11:45 PM

AUD13 Sound Advice: Supporting Families with Children who have Hearing Loss
Twila Latini, Greta McFarland, Kris Pedersen, Casey Redding, Liz Schardine, Erin Schuweiler, Gail Sprecher, Tina Stuchlik

AUD12 Team-Based Management of Concussion: A Case Study
Lauren Mann, Joshuaa Allison-Burbank, Susan Jackson, Jamie Johnson

SLP21 SLP Support for Students of Poverty
Angie Neal

SLP22 Cultural Responsiveness in Promoting Early Literacy in Native American Communities
Matthew Gillispie

SLP20 Management of Concussion/Mild Traumatic Brain Injury
Laura D. Wilson

PROF6 Feedback in the Supervisory Process
Jane Wegner & Stephanie Meehan

11:45 - 1:00 PM

Networking Luncheon

AUD15 Current Pediatric Cochlear Implant Practices
Sandy Keener, Ashley Armitage, Katie Kincaid, Samantha LaForte

AUD14 Modern Hearing Aid Validation for the Modern Consumer
Aaron Jones

SLP24 Social Communication, Part 1
Angie Neal

SLP26 CHAMPION Feeding & Swallow Therapy in Birth-3
Alisha Delgado

SLP23 Assessment and Intervention of Executive Functions
Laura D. Wilson

SLP25 Accessing the Dysphagia Research Literature and Reading It Critically
Susan Jackson

1:00 - 2:30 PM

Break

2:30 - 2:45 PM

AUD17 D/HH Family Engagement: the Importance, the Opportunities, and the Outcomes
Liz Schardine

AUD16 Treating Severe to Profound Hearing Loss in Adults: A Continuum of Care
Leigh Ann Monthey

SLP28 Social Communication, Part 2
Angie Neal

SLP30 Feeding at School: I'm Hungry, Too!
Alisha Delgado

SLP27 A Collaboration Between Speech-Language Pathology and Otolaryngology for Diagnosis and Management of Laryngopharyngeal Pathologies: A Series of Case Studies
Jason Meyers, Erin Kirkland, Sheri Becker & Molly Rana

SLP29 Focused Fun: Intensive Paired Group Intervention for Adults with Aphasia
Julie Gatts, Sarah Fischer, Almee Holmes, Dianna Koesterer, Bob Lominska, Joy Lominska, Michaela Richardson

4:15 PM

Check out at Registration Table. Turn in 1) CE form; 2) ASHA form; 3) Evaluation form. Thanks for coming!

PRESENTER BIOGRAPHIES

Diana W. Ackerman, AuD, CCC-A, is an Educational Specialist for Sivantos, Inc. She is responsible for training customers on existing and new developments in the areas of technology, products, and software. She holds a doctorate degree in Audiology and Master's degree in Science from the University of Nebraska-Lincoln. Prior to joining Sivantos, Inc, she worked in ENT clinical settings. She also completed a year-long fellowship at the University of Texas MD Anderson Cancer Center, during which she specialized in ototoxicity monitoring, vestibular and balance evaluations, and hearing aid selection, fitting and rehabilitation.

Cathy Alexander, MA, CCC-SLP, received her Master's of Art in Communication Disorders from the University of Houston. Cathy has worked at Fort Bend ISD (Sugar Land, TX), private clinics and as a contract SLP for over 20 years. Furthermore, she is the author of WH Question Blast Off and Core Curriculum Articulation for R, S, and L, both published by Super Duper Publications, Inc. Cathy has presented at the ASHA conventions in 2017 and 2018. Cathy has conducted various webinars including Northern Speech Services, SpeechPathology.com, and SpeechTherapyPD.com. She has presented to school districts, state conferences and regional centers across the nation.

Joshua Allison-Burbank, MA, CCC-SLP, is a PhD candidate in the Department of Hearing and Speech. He serves as the SLP faculty for the Center for Child Health and Development, which houses KU's Leadership Education in Neurodevelopmental and related Disabilities (LEND) program. He provides instruction in multicultural issues in healthcare and supervises students in the clinic and during outreach clinical opportunities.

Michele Anderson, PhD, received her PhD from Western Michigan University. She was instrumental in coordinating the national validation and norming studies for TILLS and co-authoring The Student Language Scale. Her scholarly work involves investigating the role of verbal working memory in language assessment, phonological awareness training for pre-school age children, and influences on reading comprehension.

Devon Andra is a graduate student in speech-language pathology at Wichita State University and has worked as a speech-language pathology paraprofessional in an educational setting and an Individual Support Provider of Applied Behavior Analysis and Discrete Trial Training in a pediatric clinic setting. Research interests are technology for language and literacy in school-aged children, Autism Spectrum Disorder and social communication, speech-sound disorder, and expressive and receptive language development.

Hayley S. Arnold, PhD, CCC-SLP, is an associate professor and program coordinator in the Speech Pathology and Audiology program at Kent State University. Hayley investigates how internal mechanisms, such as linguistic and emotional processes, and external mechanisms, such as public opinions about stuttering, impact individuals who stutter.

Ashley Armitage, MS, CCC-SLP, LSLs Cert AVT, is a graduate of Baylor University. As a part of Children's Mercy Hospital's Speech and Hearing Department, she is the Aural Habilitationist for the Cochlear Implant Team. She has worked in a variety of settings, including St. Joseph Institute for the Deaf, Birmingham (UK) Children's Hospital, provided Part C services in homes in KS and MO, and at the Auditory-Verbal Center, a private clinic in Atlanta. She has over 13 years of experience being a Certified Listening and Spoken Language Specialist/Auditory-Verbal Therapist.

Christina Ashenfelter is a Master's student in Communication Sciences and Disorders at Kansas State University. Her primary contributions relate to development of methods and data collection. Christina completes her graduate studies in December of 2020.

Sheri Becker, MA, CCC-SLP, is a graduate of the University of Kansas. She joined Topeka Ear, Nose and Throat in 2005 and specializes in Voice Disorders.

Lisa Berkeley, AuD, brings more than 16 years of hearing industry experience to her current role of Clinical Product Specialist. Prior to coming to Widex, she worked as a Therapy Consultant at Medtronic, providing sales, surgical support, fitting and training support for their bone-anchored hearing system. She has worked as a trainer/tech support for a few other manufacturers and has many years of experience training, supporting and fitting hearing aids. She received her AuD from Salus University in 2009 and lives in Eden Prairie, MN with her 2 boys.

Samuel N. Bittel, AuD, is co-owner and vestibular program director for Hearing and Balance Specialists of Kansas City, Inc. Dr. Bittel is also a lecturer and assistant professor in the audiology and neurology departments at the University of Kansas Medical Center. He teaches the doctoral audiology vestibular courses for both KU and the A.T. Stills University transitional AuD program. Dr. Bittel regularly publishes and lectures nationally on topics related to vestibular evaluation and management. His current work includes a forthcoming book chapter in a vestibular-specific text. He serves in leadership roles in numerous state and national audiology organizations, including the executive board for the American Academy of Audiology.

Brandall Bond is currently a Master's student in speech-language pathology in the Intercampus Program in Communicative Disorders at the University of Kansas, and he will graduate in May 2019.

Rachel Bosley is a speech-language pathology graduate student at Wichita State University in the Department of Communication Sciences and Disorders.

Anna Boyer is a graduate student in Communication Sciences & Disorders at Kansas State University and a research assistant for projects examining diet modifications related to thickened liquids. Anna completes her graduate studies in December 2019.

Peyton Broker is a speech-language pathology graduate student at Fort Hays State University in the Department of Communication Sciences and Disorders.

Lindsey Bruna is a graduate student in speech-language pathology at Fort Hays State University. She is interested in seeing what variables are most important to speech pathologists when deciding if a speech disability is present.

Cole Campbell, AuD, CCC-A, is a clinical assistant professor of audiology at the University of Kansas Medical Center.

Katie Carley is an undergraduate student at Wichita State University studying Communication Sciences and Disorders. She will begin the Master's program in CSD at WSU in Fall 2019. She is a member of both WSUSSLHA and KSHA and was awarded second place at Wichita State University's Undergraduate Research and Creative Activity Forum (URCAF) in March of 2019.

Deanna Caudill is a speech-language pathology graduate student at Wichita State University in the Department of Communication Sciences and Disorders.

Edgar Chambers IV, PhD, is a University Distinguished Professor in the Department of Food, Nutrition, Dietetics and Health at Kansas State University and Director of the Sensory Analysis Center. His research has resulted in the creation of numerous products and modifications to national dietary studies conducted by the Centers for Disease Control and U.S. Department of Agriculture. Dr. Chambers is past Chair of both the Society of Sensory Professionals and Sensory Division of ASTM International.

Amy Clark, MS, CCC-SLP, PI, is the Director of Clinical Education for the PROMPT Institute. She has been a treatment clinician at Children's Minnesota for over 18 years. She has extensive experience working with children with developmental delays, motor speech disorders, autism spectrum disorders, and language disorders in a variety of settings. As a member of the Apraxia Kids Professional Advisory Council, she is a nationally recognized speaker on subjects related to motor speech disorders, connecting with caregivers, communicating with colleagues, supervision, and PROMPT.

Terese Conrad, MA, CCC-SLP, is a clinical professor in Wichita State University's speech-language pathology program specializing in autism spectrum disorder and complex language.

Jeanne Copeland, MS, CCC-SLP, is a Speech-Language Pathologist (SLP) and Regional Clinical Director for Genesis Rehabilitation Services. Jeanne has spent the past fifteen years working with adults primarily in the transitional and long-term care settings. She currently serves as co-chair for the Genesis Dysphagia Special Interest Group (SIG) and is recognized as a Genesis Master Clinician in Cognitive-Communication Disorders and Dementia. She recently co-authored an interdisciplinary article published by a peer-reviewed journal, and has presented nationally at the LeadingAge, American Occupational Therapy Association (AOTA) and American Speech-Language Hearing Association (ASHA) Annual Conventions.

Shelby Davis is an undergraduate at Fort Hays State University. She will graduate with her Bachelor's of Science degree in Communication Sciences and Disorders in May of 2019. Upon completion of her Master's degree, she hopes to work as a speech-language pathologist in a medical setting.

Christina DeGraffenreid is a student at the University of Kansas in the MA-SLP program. She earned her Bachelor of Science at Kansas State University in Communication Sciences and Disorders.

Alisha Delgado, MA, CCC-SLP, is a Speech-Language Pathologist with specialty in feeding and dysphagia. She graduated from the University of Kansas with a Master's Degree in Speech-Language Pathology. Alisha has been in practice for 19 years with experience in the hospital setting as well as in Early Intervention in the TARC tinyK program. Alisha developed and coordinates the TARC Feeding Clinic Program to serve children exiting birth-3 who need continued feeding therapy in the local community. Alisha is a VitalStim certified provider, a trained Endoscopist for FEES procedure and has performed countless Video Swallow Studies (VFSS) over her career. She has guest lectured at Rockhurst University as well as presented at multiple state level conferences in Kansas. Alisha began her Clinical Doctorate program this fall at the University of Kansas Medical Center as well.

Alondra Del Real is currently an undergraduate student in communication sciences and disorders at Wichita State University, graduating in the summer of 2019.

Dawn Callahan Dennis, EdD, CCC-SLP, is a Regional Director with EBS in the Kansas City area. Dawn has worked in hospital, private practice, school and university settings. She has worked as a speech pathologist, evaluator, supervisor, researcher and is nationally recognized as a leader in the field. She received her BS and MS from Boston University ('90 & '91) and completed her doctoral degree in Educational Leadership at Baker University in Baldwin City, KS (2012). She currently resides in the Kansas City area. Dawn receives a salary from EBS. She has no relevant non-financial disclosures.

Tylease DePriest is a speech-language pathology graduate student at Wichita State University in the Department of Communication Sciences and Disorders.

Carol Ellis, PhD, is an Associate Professor in the Communication Sciences and Disorders Department at Fort Hays State University. The focus of her research is applied phonetics and phonology with interests in speech intelligibility, and accent modification. She teaches a variety of courses including phonetics, language science, early speech and language development, speech sound disorders, accent modification for international speakers, and multicultural diversity.

Abby Enneking is currently a Master's student in speech-language pathology in the Intercampus Program in Communicative Disorders at the University of Kansas, graduating in May 2020.

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Sarah Fischer is a second year Master's student in the Intercampus Program in Communicative Disorders at the University of Kansas. Clinical interests include neurological speech and language disorders.

Nicole Frye, MA, obtained a BA in Deaf Education and an AA in Interpreting from Mac Murray College in 2003 and an MA in Teacher Leadership from the University of Illinois in 2010. She is a certified Cued Speech instructor. She has been an educator at the Illinois School for the Deaf for the past 15 years, teaching at both the elementary and secondary levels.

Marcy Gagna is a graduate student in speech-language pathology at Fort Hays State University. She is interested in seeing what tools speech pathologists use to determine eligibility.

Jane Mertz Garcia, PhD, is an ASHA Fellow and professor of Communication Sciences & Disorders in Family Studies & Human Services at Kansas State University. 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 over the past 20 years.

Julie Gatts, MA, CCC-SLP, received her BGS and MA in Speech Language Pathology from the University of Kansas and is currently pursuing her SLPD with a focus on AAC and adults with Acquired Disorders. She is a Clinical Assistant Professor at the Schiefelbusch Clinic at the University of Kansas. Areas of interest include teaching and implementation research in the area of adults with acquired communication disorders (augmentative communication, cognitive communication, aphasia, dysarthria and head and neck cancer).

Megan Gfeller, MS, CCC-SLP, has been a Speech Language Pathologist for eight years. She currently works at Clay County Medical Center in Clay Center, where she sees inpatient adults and outpatient pediatrics and adults. She also works in a variety of settings including Home Health, Skilled Nursing, Memory Care, and Long-Term Care.

Matthew Gillispie, PhD, CCC-SLP, is a clinical associate professor at the University of Kansas's Schiefelbusch SLH Clinic with clinical expertise in developmental language and literacy impairment. He is Project Director for Culturally Responsive Early Literacy Instruction: American Indian/Alaska Native, a personnel preparation project sponsored by the U.S. Office of Special Education Programs.

Lydia Gladwin, AuD, CCC-A, is a TeleAudiology Trainer. Dr. Gladwin offers over 35 years in hearing care, starting as a Licensed Hearing Instrument Specialist and continuing to obtain her Doctorate Degree in Audiology. As a private practitioner, Dr. Gladwin successfully expanded her business and eventually sold her practice, becoming a national sales trainer for a large retail company. In the past few years, Dr. Gladwin has provided TeleHearing remote services and implementation for the Your Hearing Network TeleHearing Care program.

Thomas Gottstein is a graduate student in speech-language pathology at Fort Hays State University. He is interested in seeing the diversity of the interpretation of "speech disability".

Krysta Green, AuD, CCC-A, FAAA, CH-AP, is a clinical assistant professor and audiologist at the University of Kansas. Dr. Green teaches undergraduate coursework in audiology and serves as a preceptor to undergraduate and graduate students in clinical practicum at KU's Schiefelbusch Speech-Language-Hearing Clinic. Her primary areas of clinical and research focus include rehabilitative audiology, hearing conservation, acoustic accessibility, and clinical education.

Nicole Greenstein is a Master's student in Communication Sciences and Disorders at Kansas State University. She is part of the research team studying thickened liquids under the direction of Dr. Jane Garcia. Nicole completes her Master's degree at K-State in December 2020.

Hannah Haworth is currently a Master's student in speech-language pathology in the Intercampus Program in Communicative Disorders at the University of Kansas, and she will graduate with an MA in May 2020.

Lindsey Heidrick, SLPD, CCC-SLP, is a clinical instructor and teaches courses in advanced clinical practice, field study and independent study in the speech-language pathology program. She received her clinical doctorate in speech-language pathology in 2018, Master's degree in speech-language pathology from University of Kansas in 2004 and a Bachelor's in Communication Sciences and Disorders, with a second major in Gerontology, from Kansas State University in 2002. Dr. Heidrick is interested in neurodegenerative disease and works in several multidisciplinary clinics including ALS, MDA and Parkinson's Disease clinic at University of Kansas Health Systems.

Aimee Holmes is a Doctor of Physical Therapy. She had her stroke in 2015 at the age of 42 and has been dealing with aphasia and apraxia ever since. With the help of her family and awesome therapists, Aimee is relearning how to speak and, with hard work, hopes to continue in her recovery. Aimee loves to cook and travel and is a devoted follower of Diners, Drive-ins, and Dives. Aimee loves to garden and watch her "pet" wild turkeys and deer every evening.

Raymond Hull, PhD, CCC-A/SP, FASHA, FAAA, is Professor of Communication Sciences and Disorders, Audiology-Neurosciences at Wichita State University. He has 21 published books, sixty articles, and has presented over 600+ presentations and workshops across the U.S. and other countries. An ASHA Fellow, he has received numerous awards for his work in hearing loss, aural rehabilitation, other disorders of communication, and the art of communication in professional life.

Madisson Jesse is an undergraduate at Fort Hays State University, graduating in May 2019. Upon completion of her Master's degree, she hopes to work as a speech-language pathologist in a medical setting.

Susan Jackson, PhD, CCC-SLP, is an associate professor in the Department of Hearing and Speech. She joined the faculty of the University of Kansas in 1992. She teaches courses in KU's speech-language pathology degree programs, including language disorders of adults and dysarthria/apraxia. Jackson also leads research practicum in SLP in addition to independent study in problems of speech, language, and hearing.

Jamie L. Johnson, MA, L/CCC-SLP, BCS-S, has been a Speech Language Pathologist at the University of Kansas Health System for over ten years. She has 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 primarily outpatients at KU with a diagnosis of Concussion/TBI, Aphasia, Dysarthria, Dysphagia, and Trismus. Jamie 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 Johnson, PhD, CCC-A, is an associate professor at the University of Kansas Medical Center. She is chair of the Department of Hearing and Speech at the KU Medical Center and co-director of the Intercampus Program in Communicative Disorders. She teaches courses in diagnostic audiology and hearing disorders. Johnson's research interests include otoacoustic emissions 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. Following undergraduate study at Creighton University, Johnson completed her Master's degree in 1995 at the University of Iowa. She worked as a clinical audiologist in Nebraska and Minnesota before serving on the University of Iowa faculty as a clinical assistant professor from 1997-1999. Johnson earned her doctorate at the University of Iowa (2003) and completed her postdoctoral fellowship (2003-2006) at Boys Town National Research Hospital, Omaha, Neb.

Aaron Jones, AuD, founded a private practice, worked for ENTs and the VA, and taught audiology. Now at Unitron, he leads with passion about patient experience and human-centered innovation, presenting globally and leveraging his engineering background with experiences in AI at SRI, genomics at Illumina, anthropometrics at NASA, and acoustics at Boeing.

Ashwini Kanade, MA, BDS (India), is a PhD candidate in the Department of Communication Sciences and Disorders at Wichita State University. Ashwini is a dentist from India and she has

a Master's in Aging Studies from WSU. She has taught Anatomy and Physiology of Speech Mechanism for four semesters. She is currently teaching Psychology of Aging at WSU. She is passionate about teaching and research involving older adults and speech production.

Sonya Kapoor is a student at the University of Kansas in the MA-SLP program. She earned her Bachelor of Science at Vanderbilt University in Child Development and Cognitive Studies.

Sandy Keener, AuD, CCC-A, is a graduate of the University of Kansas Medical Center. She is a pediatric audiologist with approximately 30 years of cochlear implant experience. She is currently the Assistant Director of Audiology at Children's Mercy Hospital and was previously a Clinical Assistant Professor at the University of Kansas Medical Center, Department of Hearing and Speech.

Katie Kincaid, AuD, is a graduate of the University of Kansas Medical Center. She completed her clinical externship at Children's Mercy Hospital and has now been a pediatric audiologist for eight years.

Erin Kirkland, MA, CCC-SLP, is a graduate of Kansas State University. She joined Topeka Ear, Nose and Throat in 2000 and specializes in voice disorders.

Madison Knox is a Master's student in Communication Sciences & Disorders at Kansas State University. She participated in this study as part of her Research Experience course under the direction of Dr. Jane Garcia.

Lisa Koch, AuD, is an account manager for Oticon, serving the central region including Kansas, Iowa and Nebraska. Lisa enjoys assisting her customers in providing products and services encouraging better hearing and healthy lifestyles. She has clinical experience in many areas of audiology and appreciates having that perspective as she works with her accounts.

Dianna Koesterer is a first-year graduate student in Communication Sciences and Disorders. Clinical interests include acquired speech and language disorders in adults and language acquisition and underlying language learning differences within children.

Kindyl Krueger is a speech-language pathology graduate student at Wichita State University in the Department of Communication Sciences and Disorders.

Kate Krug, MA, CCC-SLP, is a speech-language pathologist in Southwest Kansas. She has more than 18 years of experience in the field of speech-language pathology and has worked in various settings. Kate received her academic training from Kansas State University (BS, 1999) and the University of Kansas (MA, 2001). Kate worked initially as a school-based SLP. During the past 14 years, Kate has worked primarily with adults in the skilled nursing facility, hospital inpatient, and hospital outpatient settings.

Samantha LaForte, AuD, CCC-A, CH-AP, is a pediatric audiologist at Children's Mercy Hospital in Kansas City, MO. She provides cochlear implant, hearing aid, and diagnostic services for patients from Missouri and Kansas from birth to 21 years old, including those with complex healthcare needs. She believes in providing individualized, patient-centered care with a team approach to maximize patient outcomes. Samantha is certified by ASHA and ABA. Additionally, she has completed the Certificate Holder-Audiology Preceptor Training Program through. Samantha completed her doctorate in audiology at Missouri State University.

Twila Latini, MA, has served as an Early Intervention Specialist (birth-three) & Deaf Mentor Coordinator for the Kansas State School for the Deaf Outreach Team since 2017. Twila worked at Arizona School for the Deaf & Blind (Tucson) for six years as an elementary bilingual teacher teaching kindergarten & 1st grade. She received her Bachelor's degree in Early Childhood Education (2008) and her Master's degree in Deaf Education (2011) at Gallaudet University. Twila is currently a Midwest Region (17 states) Board Member for National American Sign Language Early Childhood Education (NASLECE) and recognized as a Nationally Certified ASL Assessor & Trainer.

Regan Lawler is a graduate student at Fort Hays State University. She graduated with her Bachelor of Science degree in May 2017 from Fort Hays State University. She is especially interested

in the areas of AAC and Autism Spectrum Disorders. Upon completion of her degree, she is interested in working in a school setting.

Elizabeth Leatherman, MA, CF-SLP, is a doctoral student at the University of Kansas. Her clinical and research interests are in the area of augmentative and alternative communication, specifically how it is implemented in the school setting, the inclusion of students who use AAC, and the impact of AAC on families.

Natalie Lenzen, AuD, CCC-A, graduated with her Doctor of Audiology degree from Washington University in St. Louis in 2009. She completed her clinical externship and worked at Boys Town National Research Hospital in Omaha, NE from 2009-2014. In 2014, she began working in the Doctor of Audiology program at Northwestern University in Evanston, IL as Clinical Education Coordinator. As part of this role, she taught didactic courses in Vestibular Evaluation and Emotional Intelligence. In 2016, she returned to BTNRH as a research audiologist and later as a clinical audiologist. She is currently the Audiology Coordinator at BTNRH. She works with patients from birth to geriatric in areas of newborn hearing screening follow-up, diagnostic audiology and vestibular testing and audiological rehabilitation with hearing aids and bone conduction devices.

Chloe Logan is a speech-language pathology student at Fort Hays State University in the Department of Communication Sciences and Disorders.

Cindy Logan, MS, MLS, is a librarian with Kansas State University Libraries. During the last three years, she has worked intensely with the Communication Sciences and Disorders curriculum at K-State. She teaches students how to search the professional literature and find evidence-based research.

Bob Lominska grew up on Long Island in New York and graduated from the University of Kansas with degrees in anthropology and elementary education. For thirty years, he taught kindergarten and raised organic vegetables on a farm north of Lawrence. Since his stroke in 2015, he has worked on different ways to communicate with those around him. He has recently re-learned to play the guitar for the first time since his stroke, using an adaptive device, and he still loves to sing.

Joy Lominska grew up in Ohio, met Bob at the University of Kansas, and holds Bachelor's and Master's degrees in education from KU. She taught first and second grades for 25 years while helping run the family farm. She has a deep interest in language acquisition and development from working with young children and has channeled this interest into understanding aphasia and ways to assist Bob in his communication.

Lauren Mann, AuD, CCC-A, is a clinical assistant professor in the Department of Hearing and Speech, teaching courses in tinnitus, hearing aids and business audiology. She also provides instruction to doctoral candidates and supervises students in the audiology clinics and in the KU Center for Concussion Management. Mann received Bachelor's degrees in psychology and communication sciences and disorders from the University of Missouri, Columbia, Mo., and earned her doctorate in audiology at KU.

Karissa Marble-Flint, PhD, CCC-SLP, is an Assistant Professor in the Communication Sciences and Disorders Department at Wichita State University. She has clinical experience as a speech-language pathologist in the public schools. In addition, she currently supervises graduate students during their clinical practica at WSU. Her major research, teaching, and clinical interests include language and literacy in childhood, literacy and autism spectrum disorder, and technology for speech-language intervention.

Kristin Martinez has been a speech-language pathologist for 19 years. Prior to joining Presence Learning, Kristin had taken a leave of absence from her district position, and was considering an entirely new career path as she was discouraged from years of too-high caseloads, hours of drive time each week, and the challenge of prioritizing her family while maintaining her career. Starting with PL turned all this around, so Kristin has firsthand appreciation and passion for what PL can do

for our providers. While an independent contractor for PL, Kristin worked as a therapist, diagnostic team member and lead clinician before joining as an SCC/CQM in 2015.

Greta McFarland, MD, is a Board-Certified pediatrician, having been in practice at the Ashley Clinic in Chanute, Kansas for the last 32 years. She has been involved with pediatric projects through the Kansas Chapter of the American Academy of Pediatrics, including the EHDI Kansas Board, a reading program, TAP-TAM (Turn a Page-Touch a Mind), several immunization initiatives, and several education programs, including for Daycare and Foster care. She enjoys each opportunity to share in the growth and development of her “Little Friends”!

Emma McGuire is a speech-language pathology graduate student at Wichita State University in the Department of Communication Sciences and Disorders.

Angie Meagher is a graduate student in speech-language pathology at Fort Hays State University. She is interested in seeing the consistency patterns of how speech pathologists interpret the definition.

Stephanie Meehan, PhD, CCC-SLP is a Clinical Assistant Professor at the University of Kansas. She currently leads a team of clinical practicum students on the Promoting Access and Advocacy to Communication and Education (PAACE) team, which serves clients in a local school district as well as in the Schiefelbusch Speech-Language-Hearing Clinic. She teaches Introduction to AAC to graduate students. Her primary professional interests include improving the pre-service education and training in the area of AAC and issues of diversity, equity, and inclusion in the field of speech-language pathology.

Jason Meyers, MD, joined Topeka Ear, Nose and Throat in 2015. He earned his Bachelor of Science in chemistry from Union College in Lincoln, NE and his medical degree from Washington University in St. Louis, MO. He then went on to complete his residency at the University of Minnesota. Dr. Meyers is a member of the American Academy of Otolaryngology - Head and Neck Surgery, the American Academy of Otolaryngic Allergy and the American Medical Association.

Stacy Michels, MA, is the Pediatric Territory Sales Manager for the Midwest for Phonak, LLC. Stacy received her Master's degree from Northern Illinois University. She completed her CFY at Clark County School District in Las Vegas, NV as an educational audiologist. Prior to joining Phonak, Stacy worked for 11 years as a clinical audiologist for an ENT practice in a suburb of Chicago. Her clinical experience includes diagnostic testing of infants to geriatrics, dispensing of hearing aids, and vestibular evaluation.

Leigh Ann Monthey, AuD, has been working with cochlear implants and osseointegrated implants (BAHA) for over 20 years. She currently works as a Clinical Territory Manager for Cochlear Americas, where she has worked since 2000. She also teaches the Cochlear Implant course for the University of Kansas.

Mallory Moore, SLPD, is a Speech-Language Pathologist in Outpatient Rehabilitation at CoxHealth Hospital in Springfield, Missouri. Dr. Moore has a clinical and research focus on neurodegenerative disorders, head and neck cancer, dysphagia, and dysphonia. Dr. Moore is a member of a multidisciplinary team for Parkinson's disease and Amyotrophic Lateral Sclerosis. Dr. Moore has worked in a wide variety of settings including Acute Care and Long-Term Acute Care.

Rachel Morris is a graduate of Eastern Michigan University and has 29 years of professional experience as an occupational therapist. She has worked in several settings including inpatient/outpatient trauma-neuro rehabilitation, early childhood education and with K-12 schools. Rachel obtained an Autism Certificate from the University of Colorado at Denver in 2008. Working in the forefront of OT telehealth services, Rachel started providing online school-based services in 2014. Rachel is currently a Clinical Quality Manager for PresenceLearning.

Ana Paula G. Mumy, 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, early language-literacy, and stuttering. She is in the process of becoming a Board-Certified Fluency Specialist.

Angie Neal, MS, CCC-SLP, is a Speech-Language Pathologist from Greenville, South Carolina. She earned her Certificate of Clinical Competence after obtaining her Master's degree in Speech-Language Pathology from San Francisco State University. She was awarded Teacher of the Year in 2010 and is a 2013 graduate of the ASHA School-Based Leadership Program. She has served as the Vice President for Governmental Affairs for the South Carolina Speech and Hearing Association as well as a clinical supervisor for many years. Mrs. Neal has worked in inpatient and outpatient rehabilitation settings with both children and adults, but her passion is working with students and helping them succeed in an academic setting. Mrs. Neal is a frequent presenter across the United States through BER (Bureau of Education Research) and speechpathology.com and uses her animated presentation style to share realistic and practical strategies that can be quickly and easily implemented into everyday practice. Mrs. Neal is the author of *Spelling That Makes Sense* and is a Teacher Consultant with the Upstate Writing Project through Clemson University. Mrs. Neal is also the author of *Simply Social at School* (Super Duper Publications) and numerous speech pathology products on TeachersPayTeachers.

Nickola Wolf Nelson, PhD, CCC-SLP, is Professor Emerita at Western Michigan University. Nelson authored works on language/literacy and the Test of Integrated Language and Literacy Skills. She was Editor of *Topics in Language Disorders* 2005-2018. Nelson is a Fellow and received Honors of ASHA and the Kleffner Clinical Career Award. She now lives in Wichita, Kansas.

Jeridy Oetken, SLPD, CCC-SLP, is a Clinical Assistant Professor at Kansas State University in Communication Sciences and Disorders in the areas of typical language development, language disorders, and autism. Dr. Oetken has experience working with clients aged preschool through geriatrics in various settings including schools, hospitals, rehabilitation centers, skilled nursing, private practice, and home health.

Lauren Oldham is a graduate student at Fort Hays State University. She hopes to work with special populations and early intervention.

Angela Parcaro-Tucker, MA, CCC-SLP, LSVT, is the Lead Speech-Language Pathologist at Ascension Via Christi Hospital in Wichita. She has spent 17 years at Ascension Via Christi, working in acute care, but also with voice outpatients. Angela works with all ages, from NICU to geriatric. She provides community education/presentations, and serves on several committees, including the Nutrition and Pharmacy Subcommittee at Via Christi and the Sedgwick County Early Childhood Coordinating Council.

Douglas F. Parham, PhD, CCC-SLP, is an Associate Professor and Graduate Coordinator in the Department of Communication Sciences and Disorders at Wichita State University. He researches early speech and language development. He is the current Professional Development Manager of SIG 19: Speech Science. Dr. Parham is a Past President of both the Kansas Speech-Language-Hearing Association (KSHA) and the Council of State Speech-Language-Hearing Association Presidents (CSAP).

Danielle Pate, BA, is a graduate student in the Master of Arts program in speech-language pathology in the Department of Communication Sciences and Disorders at Wichita State University. Her clinical interests include literacy in children with adolescents and language in children with autism spectrum disorder.

Kris Pedersen, SLPD, CCC-SLP, is a Clinical Associate Professor and Director of Graduate Studies in the Department of Speech-Language-Hearing at the University of Kansas. Kris's work focuses on early intervention policy and practices. Kris has served as a Coordinator for the Northeast Kansas Infant Toddler Program and is currently serving as the Children and Youth Action Network (CAN) Coordinator and Advocacy Leader for the Division for Early Childhood.

Anne Perez is a speech-language pathology graduate student at Wichita State University in the Department of Communication Sciences and Disorders.

Karmen L. Porter, PhD, CCC-SLP is an Assistant Professor at Fort Hays State University and a certified speech-language pathologist. She earned her PhD from Louisiana State University in 2015. Her research interests and teaching are related to the areas of counseling and collaboration, child language acquisition in multi-cultural populations, and fluency.

Marcus A. Porter, PhD, earned his Doctorate from Louisiana State University in communication studies and statistics. His research interests include conflict and intergroup encounters with a focus on the cognitive processing of messages and the influence on future communication.

Janae Powell is a graduate student at Fort Hays State University and a teaching assistant for clinical-based classes. She is interested in working in a school setting.

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 the educational needs of students with hearing loss and early identification of newborns with hearing loss. As clinical faculty, Casey ensures the next generation of young professionals graduate with the skills needed to work collaboratively in the field of healthcare. 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.

Molly Rana, MA, CCC-SLP, is a graduate of the University of Kansas. She joined Topeka Ear, Nose and Throat in 2017 and specializes in voice disorders.

Mollie Reves is a graduate student at Fort Hays State University and an assistant for a variety of undergraduate courses. She is interested in working in a pediatric hospital setting.

Michaela Richardson is a graduate student in Communication Sciences and Disorders at the University of Kansas and has interests in AAC, language, and social and cognitive aspects of communication. Future plans include working with adolescent or adult individuals in a school or hospital setting.

Alexis Schaben is an undergraduate CSD student at Fort Hays State University, graduating in May 2019. She hopes to work as a speech-language pathologist in a medical or school setting.

Sarah Schaffer is a 24-year-old University of Kansas student. She is pursuing her lifelong dream of going to college and is continuing to construct the foundations for a career. Sarah's unique experiences in school, her community, and at KU are what kindle her ambition to create an independent lifestyle in all aspects of her life.

Liz Schardine, MA, an audiologist and the coordinator for the Kansas Newborn Hearing Screening Program. She is a member of the Kansas Commission for the Deaf and Hard of Hearing, the Kansas Deaf/Blind program, the Kansas School for the Deaf Sound START and the Kansas Language Assessment program. Liz is the recipient of the 2013 KSHA Audiologist of the Year Award and the 2014 ASHA Outstanding Clinical Achievement Award in Human Communication Science and Disorders. Liz has been involved with the development of the family engagement programs throughout Kansas and the increase in collaboration with the Kansas Deaf communities.

Julie Scherz, PhD, CCC-SLP, is an Associate Professor and the Chair of the Department of Communication Sciences and Disorders in the College of Health Professions at Wichita State University. Her areas of research include augmentative and alternative communication (AAC), health literacy, and Huntington's disease.

Amy Schneider is a graduate student in CSD at Fort Hays State University and a teaching assistant for a variety of undergraduate courses. She hopes to work with children in a school setting.

Erin Schuweiler, MS, Ed., is the Sound START (Birth-Three) Coordinator at the Kansas School for the Deaf (KSD). Erin has worked at KSD for 17 years - two years as a preschool teacher and 15

years in birth to three. Erin provides support and resources to service providers and families who have children ages birth to three who are deaf and hard-of-hearing throughout the state of Kansas. Erin graduated from the University of Kansas with a Master's degree in Early Childhood Deaf Education and Early Childhood Special Education.

Trisha Self, PhD, CCC-SLP, is an Associate Professor and the Paul M. Cassat Distinguished Chair in the Communication Sciences and Disorders Department at Wichita State University. She teaches courses, supervises, and conducts research in ASD. She is a Board Certified Child Language Specialist with over 30 years experience working with children demonstrating complex communication needs, including ASD. She is the coordinator of the Autism Interdisciplinary Diagnostic and Treatment Team Lab at WSU.

Hannah Shupe is a sophomore at the University of Kansas majoring in Speech-Language-Hearing. She is a member of Sarah's Social Circle.

Ainsley Smith is a graduate student pursuing a MA in Communication Sciences and Disorders at Wichita State University. She would like to work with adults in a medical setting.

Gail Sprecher, AuD, CCC-A, FAAA, has served as the audiologist and hearing assistive technology program (formerly known as the Auditory Training Unit {ATU} Program) coordinator at the Kansas School for the Deaf for over twenty years. Prior to KSD, Dr. Sprecher worked in both a private practice group as well as the Kansas City Veteran's Affairs Medical Center.

Tanner Staab is a graduate student at Fort Hays State University and teaching assistant for a variety of undergraduate courses. He is interested in working in a medical setting. He also has an interest in hearing science.

Tina Stuchlik, MA, CCC-SLP, began her career as a Speech-Language Pathologist after her daughter was diagnosed with profound hearing loss. She is currently a board member of Sound Beginnings, was recently appointed to the Kansas Commission for the Deaf and Hard of Hearing and is involved in the Kansas Chapter of AG Bell. She is currently in process of completing her Listening and Spoken Language Certification through AG Bell Academy. Tina has a Bachelor of Science in Business Management from Emporia State University and a Master of Arts in Speech-Language Pathology from Wichita State University. She has previously worked as in early intervention, outpatient therapy, and is currently serving on the Butler County Special Education Interlocal Deaf Education Team.

Lauren Studer, is part of a research team at Kansas State University studying the base composition of thickened liquids. She has contributed to the development of methods and data collection. Lauren completes her graduate studies in December of 2020.

Susan Todd, MS, CCC-SLP, is a doctorate student at the University of Kansas with a primary area of focus being Augmentative and Alternative Communication (AAC). She has practiced for four years in an outpatient setting completing AAC evaluations and implementing AAC therapy. Susan is also the author and creator of AACtualTalk.com, a blog aimed at providing advocacy and education in the area of AAC. Susan received her Master's degree from Fort Hays State University.

Kate Van Valey, MEd, obtained a BA in Special Education with an emphasis in Deaf Education at Illinois State University in 2010 and an M.Ed. in Curriculum and Instruction as a Reading Intervention Specialist in 2019. She obtained certification as a cued speech instructor and has been an educator at Illinois School for the Deaf for the past nine years, teaching at both the elementary and secondary levels.

Lauren E. Vaughan, MA, CCC-SLP, is a clinician in the outpatient pediatric department at Heartspring in Wichita. Her primary focus centers on Augmentative and Alternative Communication (AAC). Previous research focused on the implementation and maintenance of AAC in developing nations. Lauren was an Augmentative and Alternative Communication in the Schools (ACTS) grant recipient at The University of Kansas.

Natalie Wager is a speech-language pathology graduate student at Wichita State University in the Department of Communication Sciences and Disorders.

Jane Wegner, PhD, CCC-SLP, is a Clinical Professor and Director of the Schiefelbusch Speech-Language-Hearing Clinic and the Pardee Augmentative and Alternative Communication Resource and Research Laboratory at the University of Kansas. She is a Fellow of the American Speech-Language-Hearing Association and a member of ASHA's SIG 12 Coordinating Committee.

Gabrielle Wilson is an undergraduate student in CSD at Fort Hays State University, graduating in May 2020. She hopes to work as a speech-language pathologist in a school or medical setting.

Laura D. Wilson, PhD, CCC-SLP, CBIST, is an Assistant Professor in the Department of Communication Sciences and Disorders in the Oxley College of Health Sciences at The University of Tulsa. Her research and clinical focus is on functional outcomes after acquired brain injury. She is a Certified Brain Injury Specialist Trainer and regularly prepares graduate students from speech-language pathology and athletic training programs to become Certified Brain Injury Specialists.

Katie Yarrow is a Master's student in Communication Sciences & Disorders at Kansas State University. She is part of a research team studying the impact of base composition of thickened liquids. Her primary contributions relate to development of methods and data collection.

Suzanne Younker, AuD, CCC-A, FAA has been an audiologist for 30 years with a vast array of experiences in direct patient care and management/administrative roles at the corporate level. Specifically, Dr. Younker has provided skill oversight and training for quality assurance, coordinated hearing instrument trainee programs, managed and resolved consumer service issues, performed operational duties, and, in the recent years, coordinated and managed TeleHearing services. Currently, Dr. Younker is Director of TeleHealth at Your Hearing Network.

Sarah Zlomke, AuD, CCC-A, earned her Bachelor's degree in Communication Sciences and Disorders from Saint Louis University and her Doctorate degree in Audiology from Washington University School of Medicine. She currently works at Saint Luke's Hospital of Kansas City's Midwest Ear Institute, where she specializes in Cochlear Implants and Auditory Processing Disorders. Dr. Zlomke is also an adjunct professor in the Hearing and Speech Department at the University of Kansas teaching Auditory Processing Disorder. She has presented at many local and regional meetings about Auditory Processing Disorder and Cochlear Implants. She also serves as an investigator in multiple clinical trials for cochlear implant technology.

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PS1 How do Kansas Speech-Language Pathologists Interpret the Definition of ‘Speech Disability?’

Lindsey Bruna, Marcy Gagna, Thomas Gottstein, Angie Meagher, & Carol Ellis
Fort Hays State University

This study investigated how speech-language pathologists (SLP) in Kansas interpret the definition of Speech Disability by identifying what specific elements SLPs focus on within the ‘state’ definition and how they evaluate those elements. In addition, ten common assessment considerations were rated for importance in the decision-making process. (Introductory)

The learner will be able to: 1) discuss the specific elements that licensed SLPs in Kansas target to help determine when a child has atypical speech; 2) identify the specific assessment tools that SLPs use to document the targeted elements which are used to determine atypical speech; and 3) identify the assessment variables that are most important to SLPs when completing the decision-making process.

PS2 Evaluating Children’s Opinions of Literacy Activities Using a Digital Smiley-o-meter

Karissa Marble-Flint, Devon Andra, & Alondra Del Real
Wichita State University

Previous research has evaluated paper versions of smiley-o-meters to gather children’s opinions about gaming, pain levels during hospital stays, and interactions with e-books. The purpose of this study is to determine the relationship between children’s ratings on smiley-o-meters and their scores on literacy tasks in the WSU Summer Literacy Camp. iPads with the Surveyapp will be utilized to collect data on children’s opinions of literacy activities. Data will be analyzed in August 2019. (Introductory)

The learner will be able to: 1) describe the relationship between children’s rating on smile-o-meters and their scores on literacy tasks; and 2) contrast children’s opinions of story-based activities and phonological awareness activities in a six-week summer literacy camp.

PS3 The Efficacy of Imagined Interaction for Training: Teaching Clinical Interview Skills to SLP Student Clinicians

Shelby Davis, Madisson Jesse, Alexis Schaben, Karmen L. Porter, & Marcus A. Porter
Fort Hays State University

This study examined the efficacy of imagined interactions (IIs) as a clinical teaching tool. Participants were guided through a clinically based II prior to engaging in a simulated clinical interview. Researchers analyzed and coded participant use of follow-up questions. A Chi Squared Test, $\chi^2 = 4.86$, $p = .028$, showed that the visualized follow-up question was used more than the un-visualized follow-up question, supporting the use of IIs as a method of influencing behavior in clinical training. (Introductory)

The learner will be able to: 1) describe the components of an imagined interaction; and 2) describe how imagined interactions can be used as a clinical training tool.

PS4 Verbs Used by Persons with Aphasia During Procedural Discourse as Compared to Conversational Discourse

Ainsley Smith & Julie Scherz
Wichita State University

When discourse is targeted in intervention, the targeted discourse type is typically conversational discourse. However, for clients with aphasia who wish to volunteer or work, procedural discourse is important. Recent research has shown that verbs carry more meaning in conversation than other parts of speech. This study seeks to discover more about the nature of verbs used by persons with aphasia during procedural discourse, by comparing them to those used in free speech. (Intermediate)

The learner will be able to: 1) describe differences between verbs used by persons with mild-moderate non-fluent aphasia during procedural discourse in comparison to those used in conversational discourse; 2) integrate information from this research with experience from clinical practice to identify the importance of targeting verbs and incorporating procedural discourse into language intervention for persons with aphasia; and 3) explain the impact that verbs and procedural discourse have on the functional communication abilities of persons with aphasia during activities of daily living.

PS5 What Book to Share? How Parents Choose Books for Young Children With/At Risk for LI

Christina DeGraffenreid & Sonya Kapoor
University of Kansas Medical Center

This project examines factors parents use to choose books to share with their young children with/at risk for LI. Data came from semi-structured interviews during a parent training intervention targeting high quality book-sharing. Findings have relevance for understanding how parents view book sharing with young children with/at risk for LI and have implications for parent training and early intervention strategies. (Introductory)

The learner will be able to: 1) identify factors parents consider when choosing books to share with their young children with/at risk for language delay; and 2) describe the differences between the books parents choose to share with their children and the books parents think their children would enjoy.

PS6 Methods and outcomes: Why it's never too late to target phonological awareness skills with an adolescent with dyslexia

Danielle Pate, Karissa Marble-Flint, Nickola Wolf Nelson
Wichita State University

This case study will demonstrate the need for a multi-linguistic approach to spelling and phonemic awareness assessment and intervention in an adolescent with dyslexia. Examples of intervention strategies at the two dimensions of oral and written language (sound/word level and sentence/discourse level) will be described. (Introductory)

The learner will be able to: 1) describe a case example using a context based literacy approach to intervention; 2) determine where to focus time and effort in literacy intervention with adolescents; and 3) .

PS7 Thickened Liquids: How Important is the Base Beverage?

Katie Yarrow, Lauren Studer, Madison Knox, Jane Garcia, & Edgar Chambers IV
Kansas State University

This study looks at the base composition of liquids. Results include measurements of unthickened beverages and mildly thick modifications of beverages with high levels of specific content (e.g., protein, particulates, minerals, sugar, or acid). Discussion focuses on the thickening

patterns of starch and gum-thickened modifications in relation to the composition of the base liquid. Implications to preparation are considered. (Intermediate)

The learner will be able to: 1) discuss the base composition of liquids and its importance to thickening patterns; 2) provide a general description of the thickening process for starch vs. gum-based products; and 3) describe one way thickening patterns may influence the preparation patterns of staff.

PS8 Speech Breathing in Huntington's Disease

Ashwini Kanade, Douglas Parham, & Julie Scherz
Wichita State University

The purpose of this study was to explore changes in speech breathing mechanisms in participants with mild Huntington's disease (HD) (age range: 45 to 65 years old) and to compare them to participants without any neurological disease. Participants completed activities to assess the impact that HD has on overall motor movement patterns, including chest wall movement during speech breathing. The results of this study could be used by clinicians to improve speech and language outcomes (Intermediate)

The learner will be able to: 1) identify the changes in speech breathing mechanisms in participants with Huntington's disease; 2) compare the differences in breathing mechanisms in participants with Huntington's disease to participants without any neurological disease; and 3) describe the impact of changes in speech breathing on language in participants with Huntington's disease.

PS9 Graduate Student Perceptions of Clinical Letter Grade Usage in Communication Sciences and Disorders (CSD) Programs

Mollie Reves, Amy Schneider, Janae Powell, Lauren Oldham, Gabrielle Wilson, & Karmen Porter
Fort Hays State University

This study examined how graduate CSD students perceived clinical practicum grades in relation to competency. Employing a qualitative methodology, open-ended survey results were examined for common themes regarding the interpretation of clinic grades/competencies. Key themes included an overlap in student interpretations of grades and their meaning. The importance of explicit supervisory expectations in reaching competency was also highlighted across participants. (Introductory)

The learner will be able to: 1) describe the key factors related to clinical competency (i.e., professionalism, independence); 2) discuss how graduate students perceive letter grades in clinical practicum; and 3) discuss the perceptual differences between an 'A', 'B', or 'C' in clinical practicum.

PS10 Modified Beverages for Impaired Swallowing: Surveyed Practices of Speech-Language Pathologists

Anna Boyer, Jane Garcia, & Edgar Chambers IV
Kansas State University

Over 240 speech-language pathologists (SLPs) provided survey responses regarding current practices with thickened liquids. A primary purpose was to examine how recent advances with thickened liquids may be reflected in clinical practices. Results and discussion focused on thickening products, knowledge about the thickening process, and challenges regarding quality control of thickened liquids. (Intermediate)

The learner will be able to: 1) discuss survey findings regarding current practices with thickened liquids; 2) describe methods SLPs use to learn about the thickening process; and 3) identify one way that survey findings inform practices about staff education with thickened liquids.

PS11 IDDSI Flow Test Procedures and Measurements for Varieties of the Same Beverage

Nicole Greenstein, Christina Ashenfelter, Jane Garcia, & Edgar Chambers IV
Kansas State University

This study examined IDDSI Flow Test measurements for mildly thick samples prepared with a starch or gum-based thickener. We compared procedures for conducting the gravity flow test and measurements for varieties of the same beverage such as orange juice with different amounts of pulp. Results showed variable flow patterns with thickening agents and variations of a beverage. (Intermediate)

The learner will be able to: 1) describe the IDDS Flow Test; 2) discuss reasons why the method for transferring a thickened liquid into the test syringe is important; and 3) explain one to two findings about measurements for starch or gum-thickened samples.

PS12 Comparison of Insert Earphones and Supra-Aural Headphones for Hearing Testing in Young Adults

Tanner Staab & Frederick Britten
Fort Hays State University

The purpose of this study was to compare the use of insert earphones and supra aural headphones during routine evaluations of hearing in a young adult population. Participants included 20 individuals with a mean age of 21.4 years. Results of this study yielded significantly better results with supra-aural headphones. The significance of these findings will be presented during this presentation. (Introductory)

The learner will be able to: 1) describe the differences between using supra-aural headphones and insert earphones in threshold screenings; 2) explain the importance of obtaining accurate thresholds during an audiological evaluation; and 3) explain the use of different transducers during hearing testing.

PS13 Patterns and Levels of Intensity in Young Children with Autism Spectrum Disorder

Katie Carley, Douglas Parham, & Trisha Self
Wichita State University

This study explored how young children with Autism Spectrum Disorder (ASD) use speech intensity. Children with ASD often have atypical prosody when compared to children without ASD. We recorded, measured, and analyzed intensity (a) among children diagnosed with ASD, and (b) between children with ASD and a control group of children without ASD. Findings are discussed with a focus on clinical implications for ASD therapy. (Advanced)

The learner will be able to: 1) be familiar with and understand the measurable differences in speech intensity and the patterns of intensity of children with ASD compared to those of typically developing children; and 2) understand that, due to the need for information on intensity in children with ASD, this research can provide new information to clinicians and researchers.

PS14 The Effect of the Speech Assessment and Interactive Learning System (SAILS) Program on /r/ Productions in 4- to 5-year old Students with Mild Articulation Delays

Jeridy Oetken
Kansas State University

Early intervention for the proper development of the speech sound system could be key to correcting speech production errors before they interfere development; however, many children with mild speech sound errors do not qualify for speech-language services in the schools. There

is a need to address this gap in the provision of services for children with mild speech sound errors. A protocol for early intervention of mild speech sound errors that examines the efficacy of auditory perceptual training is needed. This study investigated the effect of auditory perceptual training with the Speech Assessment and Interactive Learning System (SAILS) program on /r/ productions of 4- to 5-year-old students with mild articulation delays. The SAILS program was paired with intermittent production training sessions by a speech-language pathologist (SLP). Participants included three children aged 4- to 5-years old. This investigation was completed through a single subject staggered start A-B design. Although one participant showed a positive trend in /r/ production accuracy, auditory perceptual training results indicated a negative trend for two of the three participants. The use of the SAILS program paired with minimal production training of the /r/ phoneme did not show consistent improvements in the production of /r/ at the word level with children who had mild articulation delays. A variety of behavioral factors may have impacted these results, so more research is needed to determine the efficacy of auditory perceptual training with this population. (Intermediate)

The learner will be able to: 1) describe the effect of the SAILS program on /r/ productions in 4- to 5-year old students and 2) discuss the efficacy of auditory perceptual training with this population.

PS15 Comparing the Perspectives of Parents and SLPs of Students Using AAC

Elizabeth Leatherman & Jane Wegner
University of Kansas

This poster examines the results from an online survey used to explore the perspectives of pair-matched school-based SLPs and parents of students using speech-generating devices. Paired participants indicate overall agreement about their perspectives of AAC, while responses from unpaired SLPs and parents were more variable. Findings have implications for professionals providing AAC services in the school setting. (Intermediate)

The learner will be able to: 1) describe characteristics and benefits of family-centered service as it relates to AAC service delivery and 2) summarize considerations for supporting and collaborating with families of students who use AAC.

PS16 Introducing Neurodiversity Awareness for Autism Spectrum Disorder on a College Campus: A Place to Start

Trisha Self, Terese Conrad, Natalie Wager, Kindyl Krueger, & Deanna Caudill
Wichita State University

The number of individuals with autism spectrum disorder (ASD) pursuing a post-secondary degree is increasing nationwide. However, a significant number of those students won't graduate. The purpose of this presentation is to share how the Department of Communication Sciences and Disorders at WSU took steps to bring about acceptance and awareness for students with ASD by initiating a Neurodiversity Awareness Week focused on adults with autism. Activities, funding sources, and program outcomes will be discussed. (Intermediate)

The learner will be able to: 1) describe neurodiversity awareness events that were initiated to promote university campus faculty, staff, and students' awareness of autism spectrum disorder; 2) discuss how neurodiversity awareness events can be developed, promoted, and sponsored on a university campus and/or in the community; and 3) describe the outcomes of implementing neurodiversity awareness activities on a university campus

PS17 Engaging in Interprofessional Education through the CLARION Case-Based Competition Experience

Trisha Self, Emma McGuire, Anne Perez, Tylease DePriest, & Rachel Bosley
Wichita State University

Interprofessional education (IPE) is a trend in healthcare education that was initiated to increase patient safety and outcomes. Advancing IPE is a key goal of ASHA's Strategic Pathway to Excellence. In response, universities have sought opportunities for students to engage in meaningful IPE experiences. This presentation will describe a nationally recognized interprofessional program, CLARION (CLinician/Administrator Relationship Improvement Organization), and discuss how students in CSD can participate in and benefit from this case-based competition. (Intermediate)

The learner will be able to: 1) describe the purpose and framework of the nationally recognized interprofessional education program: CLARION (CLinician/Administrator Relationship Improvement Organization); and 2) discuss the advantages of graduate students participating in CLARION who are in Communication Sciences and Disorders programs.

PS18 Test-retest Reliability of the Western Aphasia Battery - Revised

Brandall Bond, Abby Enneking, Hannah Haworth, & Susan Jackson
University of Kansas Medical Center

Ten people with stroke-induced aphasia were administered the WAB-R (Part 1 and Part 2) on two separate occasions two weeks apart. Score stability was assessed using correlational analyses, paired t-tests, standard error of measurement, percent change score, and effect size. The results of these analyses will be discussed along with their interpretation. Comparison of the data to previous studies will be included. (Intermediate)

The learner will be able to: 1) understand the test-retest reliability of the Western Aphasia Battery - Revised; and 2) to understand measures of test-retest reliability.

PS19 Knowledge of Vocal Hygiene and Voice Disorders among Young Adult Vocal Performers

Blake Roth, Peyton Broeker & Chloe Logan
Fort Hays State University

The purpose of this study was to determine the knowledge of vocal hygiene and voice disorders among young adult vocal performers. Participants completed a 20-item questionnaire over vocal hygiene and voice disorders. The total mean score for all participants was 69%. Based on the findings, further education on vocal hygiene and voice disorders could be beneficial for vocal performers. (Introductory)

The learner will be able to: 1) describe the concept of vocal hygiene and the importance of proper vocal care; 2) discuss the importance of educating vocal performers on proper vocal health and causes of voice disorders; and 3) explain why college vocal performers could benefit from extensive vocal hygiene education.

PS20 Knowledge of AAC and Core Vocabulary Among Educators

Blake Roth, Peyton Broeker & Regan Lawler
Fort Hays State University

The purpose of this study was to determine the knowledge of AAC and core vocabulary among educators. Participants completed a survey based on AAC and core vocabulary. The total mean score between all participants was 54%. Based on these results, educators could benefit from AAC and core vocabulary education to increase successful communication opportunities in the classroom. (Introductory)

The learner will be able to: 1) increase awareness of the need for educators to be trained/educated on AAC and core vocabulary; 2) discuss the importance of implementing core vocabulary on AAC devices; and 3) explain the benefits of using core vocabulary and AAC for both educators and students.

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THURSDAY BUSINESS MEETING/AWARDS LUNCHEON - Circle ONE choice:	\$20.00	NA
1) Bourbon Street Chicken - topped with cream sauce, bacon crumbles, cheddar		
2) BBQ Beef Brisket - smoked choice brisket with homemade bbq sauce		
3) Strawberry Pecan Salad - with gorgonzola, candied pecans, raspberry vinaigrette		
FRIDAY NETWORKING LUNCH - Circle ONE choice:	\$15.00	NA
1) Smoked turkey sandwich -turkey, aged cheddar, lettuce, tomato, red onion on kaiser		
2) Club croissant - honey ham, turkey, bacon, lettuce, tomato on croissant		
3) Grilled vegetable wrap - grilled zucchini & yellow squash, cucumber in spinach tortilla		

TOTAL _____

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