

CONVENTION AGENDA

Thursday March 1, 2007

8:30 AM– 10:30AM

AAC Implementation in Autism: A Language and Sensory Approach

Intermediate

Annalee Anderson, M.A., CCC-SLP, Certified in Neurodevelopmental Treatment Manager, Clinical Programs, at Prentke Romich Company, Billings, MN

Participants will be able to:

- Recognize the startling increase in the incidence of autism and the need for communication intervention in this population.
- Distinguish five foundation areas critical to the successful implementation of AAC in emergent communicators with autism.
- Detect both positive and negative aspects of the foundation skills as seen in videotaped examples.
- Describe of the role of AAC in the communication system of some individuals with autism.

8:30 AM– 10:30AM

Amplify Life: Using Hearing Assistive Technology (HAT) to Enhance Communication and Safety

Intermediate

Donna Taylor, B.A. in Communications, Assistive Device Specialist, Oaktree Products, Chesterfield, MO

Participants will be able to:

- Generate awareness about Hearing Assistive Technologies.
- Integrate HAT into clinical practice.
- Identify professional responsibility in consumer education concerning safety and security devices.

8:30 AM– 10:30AM

Cochlear Implants: Introduction, Troubleshooting, FM and ALDs

Intermediate

Name

Participants will be able to:

- Discuss how cochlear implants function and candidacy for implantation.
- Troubleshoot the Nucleus sound processors.
- Use an FM system with the Nucleus device and choose the best option for the recipient.
- Learn about the Assistive Listening Devices that can be used with the Nucleus cochlear implants.

9:00AM-NOON

This , That, or the Other Thing: Differentiating Communicative Behaviors in Dementia and Aphasia

Intermediate

Scott Rubin, PhD., CCC-SLP, Louisiana State University Health Sciences Center, New Orleans, LA

Participants will be able to:

- Identify behaviors (deficits) associated with both aphasia and dementia
- Compare and differentiate between the abilities present in aphasia and dementia
- Analyze behaviors in aphasia and dementia based on their underlying neuropsychological principles
- Develop communicative plans that will optimize interaction with patient demonstrating aphasia and dementia

9:00AM- NOON

21st Century Language and Literacy in a Diverse World (Part 1 of 2)

Intermediate

Carol Westby, PhD, Speech-Language Pathology; CCC-SLP, Board Recognized Child Language Specialist

Participants will be able to:

- Explain the cognitive and linguistic underpinnings for inferencing and comprehension
- Explain ways in which culture may influence inferencing and comprehension.
- Describe strategies to promote inferencing and comprehension

8:30 AM–NOON

Making Phonology FUNctional: New Advances in Intervention

Intermediate

Katharine F. Bedsole, M.S., CCC-SLP, Super Duper Publications, Clemson, SC

Participants will be able to:

- Describe the implication of a phonological perspective on planning and clinical outcomes.
- Identify different clinical aspects of teachability to facilitate intervention with children who exhibit moderate to severe speech disorders
- Select treatment targets that will have the greatest impact on phonological restructuring
- Utilize SCIP software program to design and implement four contrastive models of phonological intervention (Minimal pairs, multiple oppositions, maximal oppositions, and treatment of the empty set)

10:30 AM– 12:30 PM

FM Wireless Device Systems

Shannon Wooten, M.A., CCC-A, Pediatric Audiologist/FM Specialist, Phonak Hearing Systems, Warrenville, IL

Intermediate

Participants will be able to:

- Use the latest FM software for programming FM equipment.
- Determine most appropriate FM transmitter and receiver for different clients and diagnoses.
- Complete an FM fitting on a client with a cochlear implant.
- List the steps involved in FM verification.

10:30 a.m. – 12:30 p.m.

Hearing Assistive Technology for Teachers of the Hearing-Impaired and SLPs

Donna Taylor, B.A. in Communications, Assistive Device Specialist, Oaktree Products, Chesterfield, MO

Intermediate

Participants will be able to:

- Generate awareness about Hearing Assistive Technologies.
- Identify available alerting and safety devices.
- Discover family education roles concerning safety and security devices.

NOON-1:30PM

For Our Students: Destressing, Debunking, and Defying the PRAXIS Experience

Hope C. Reed, SLP, D., CCC-SLP, Alabama A & M University, Huntsville, AL

Intermediate

Participants will be able to:

- Identify standardized test taking strategies.
- Describe the PRAXIS examination in speech-language pathology.
- Discuss PRAXIS study techniques.
- Determine the “best” answer for sample PRAXIS questions.

12:30PM-1:30PM

ASHA Legislative Council Update

Doreen Oyadomari, Ph.D., CCC-SLP
Margaret Johnson, SLP-D, CCC-SLP

1:30PM-3:30PM

Enhancement of Functional Communication Performance with Residents with Dementia

Dr. Margaret Hemm, Ph.D., CCC-SLP
Laura Dennis, MS.CCC/SLP, Restore Therapy Services, Birmingham, AL

Participants will be able to:

- Recognize regulations that support the skilled interventions provided by speech-language pathologists for patients with dementia.

- Differentiate the types of dementia and the functional changes associated with them.
- Recognize appropriate assessment tools to determine the remaining communication and cognitive abilities of the patient with dementia.
- Identify a variety of intervention techniques to promote positive communication.
- Produce a holistic plan of care to utilize functional abilities of persons with dementia at all stages of the disease process.
- Critique effective goals and progress notes that support medical necessity and reflect the skilled interventions.

1:30PM-3:30PM

Theory of Dual Route Speech Encoding Applied to Stuttering and Acquired Apraxia of Speech: Viability and Clinical Applications

Hunter Manasco, M.S., CCC-SLP, University of South Alabama, North Baldwin Infirmary

Advanced

Participants will be able to:

- Describe the two hypothesized methods of preparing motor speech plans proposed in the dual route model.
- Describe how a dual route model of speech encoding can account for the speech behaviors and characteristics seen in apraxia of speech and stuttering.
- Recognize the clinical implications and applications of this theory in regard to apraxia of speech and stuttering.

1:30 PM– 3:30 PM

Advocating and Negotiating for Private Health Plan Coverage

Steven White, Ph.D., ASHA

Intermediate

Participants will be able to:

- Develop an advocacy plan
- Explain the process whereby procedures become codes
- Negotiate health care contracts and calculate appropriate fees
- Prepare for a negotiation session
- Describe applicable federal and state laws
- Enumerate the “players” in the private health plan arena

1:30 PM– 5:30 PM

21st Century Language and Literacy in a Diverse World (Part 2 of 2)

Carol Westby, Ph.D., CCC-SLP, Board Recognized Child Language Specialist

Intermediate

Participants will be able to:

- Explain the cognitive and linguistic underpinnings

- for inferencing and comprehension.
- Explain ways in which culture may influence inferencing and comprehension.
- Describe strategies to promote inferencing and comprehension.

1:30PM-3:30PM

Measuring Attention Skills in an Oral Language Assessment

Arnell Brady, M.A., CCC-SLP/L, Private Practice, Chicago, IL

Advanced

Participants will be able to:

- Describe the importance of measuring attentional skills in an oral language assessment.
- List assessment tools in the measurement of auditory and visual attention.
- Differentially assess oral language disorders and plan intervention with an objective consideration for attentional skills.

1:30 PM-3:30 PM

Adapting Materials with Pictures and Symbols: Going Beyond the Page

Katharine F. Bedsole, MS, CCC-SLP, Super Duper Publications, Clemson, SC

Introductory

Participants will be able to:

- Select appropriate pictures/symbols based on a hierarchy that facilitates ease of recognition.
- Apply knowledge of how to determine a student's core and fringe vocabulary.
- Apply knowledge of choosing appropriate pictures/symbols from hierarchy and knowledge of a student's core and fringe vocabulary to adapting materials for specific case studies.

3:30PM-5:30PM

Clinical Application of Passy-Muir Swallowing and Speaking Tracheostomy and Ventilator Valves

Julie Kobak, M.A., CCC-SLP/L, Passy Muir Inc., Youngstown, OH

Intermediate

Participants will be able to:

- Identify the different Passy-Muir Valves, understand the "no leak" design of the valve and incorporate assessment and placement strategies involved in the utilization of the Passy-Muir Valve with patients in acute care who are tracheostomized and/or ventilator dependent.
- Develop an understanding of maximizing outcomes by utilizing clinically validated intervention strategies in the evaluation and treatment of dysphagia in patients who are tracheostomized and/or ventilator dependent.

- Demonstrate clinical knowledge of basic respiratory terminology and mechanical ventilator settings and modes to facilitate treatment for patients who are tracheostomized and/or ventilator dependent.

3:30PM-5:30PM

Speech Language Pathologists Teach Listening

Arnell Brady, M.A., CCC-SLP/L, Private Practice, Chicago IL

Intermediate

Participants will be able to:

- Record a chronological progression of definitions of listening.
- Examine speech-language pathologists' conceptualization of Listening as receiving, attending, and assigning meaning to auditory and visual stimuli.
- Discuss a neurobiological approach to improved listening skills.

3:30 PM-5:30 PM

AAC Solutions Across the Age Span: From Recorded Speech to Digital Independence

Jan Shook, M.S., CCC-SLP – AAC Specialist, Memphis, TN

Intermediate

Participants will be able to:

- Match various language and cognitive levels with appropriate assistive technology equipment or software for individuals of all ages, abilities, and environments
- Differentiate examples of displays – communication displays vs. language-learning displays and how the two may be incorporated into an academic curriculum or life-style for vocation and leisure
- Describe advantages of Visual Scene Displays in both digitized and synthesized speech devices
- List advantages of digital independence possibilities with open architecture computer format communication devices
- Categorize various types of displays possible for digitized and synthesized devices for language and cognitive intervention

3:30PM-5:30PM

Hearing Aid Technology Update

Pat LaCoste, Au.D., Moderator

Participants will be able to:

- Differentiate various hearing aid devices.
- Recognize the unique features specific to each hearing aid device and any related techniques.
- Recognize the difference in various manufacturers' fitting techniques.

3:30PM-4:30PM

Making a Diagnosis of Plant Related Noise-Induced Hearing Loss

Curt Smith, Ph.D., CCC-A, Auburn University, Auburn, AL

Intermediate

Participants will be able to:

- Determine which ENT to refer industrial workers to.
- Determine the TWA and NRR of workers' hearing protectors to determine their actual noise exposure.
- Recognize that the audiologist should be the primary healthcare provider in all cases of potential industrial noise induced hearing loss.

Friday March 2, 2007

10:00AM-NOON

Communication Strategies for People with Alzheimer's and Their Caregivers: 1. Mid-to-late Stage, 2. Our Role in Hospice Care, 3. Caregivers Need Our Help, Too

Nancy Jeanne Haak, PhD., CCC/SLP, Associate Professor, Auburn University, Auburn, AL

Intermediate

Participants will be able to:

- List communicative abilities typically associated with mid-to-late stages of Alzheimer's disease.
- Identify and use specific communication strategies to enhance and maintain successful avenues of communication.
- Discuss their role in partnering with hospice to deliver palliative care services to people with late stage dementia.
- Discuss strategies for caregiver education, support, and referral.
- Recognize the utility of web-based technology for caregiver support.

10:00 a.m. – 12:00 p.m.

Clinical Management of the Patient with Tinnitus

Robert Sweetow, Ph.D., Director of Audiology, Professor of Otolaryngology, University of California, San Francisco, CA

Intermediate

Participants will be able to:

- Discuss various psychological and physical theories of tinnitus.
- Create history forms and worksheets for assessing the severity of the problem.
- Demonstrate a working knowledge of how current management strategies can be applied to different patients.

10:00AM-NOON

An Overview of FEES and sEMG

Bob Arnold, M.S., CCC-SLP, Restore Therapy Services, Ltd., Birmingham, AL

Intermediate

Participants will be able to:

- List three indications for transnasal flexible Fiberoptic Endoscopy for patients with dysphagia.
- Identify two indications for surface electromyography for patients with dysphagia.
- Identify resources for training in FEES and sEMG.

10:00AM-NOON

Evidence Based Practices for Pediatric Language Intervention: Improving Content and Form

Brenda Beverly, PhD., and CCC-SLP, University of South Alabama, Mobile AL

Julie Estes, PhD., and CCC-SLP, University of South Alabama, Mobile, AL

Intermediate

Participants will be able to:

- Develop appropriate treatment objectives for preschool and young elementary age clients based on current practices supported by research, particularly for morphosyntax and semantics.
- Create therapy activities and contexts for intervention goals that are supported by best-practices evidence.
- Evaluate specific evidenced-based practices in semantic and morphosyntactic intervention for application with preschool and young elementary age children with language disorders of various etiologies.

10:00AM-NOON

Providing Access to the General Education Curriculum for Students Who Are Non-Verbal (Part 1 of 2)

Jessie Moreau, M.Ed., NBCT, Teacher on Special Assignment to the GDOE from Gwinnett County, GA Public Schools

Introductory

Participants will be able to:

- Embed IEP communication objectives within the context of curriculum area standards and activities.
- Demonstrate ways to utilize Aac systems for student access to activities across the general education curriculum.
- Explain why student communication systems are required across all curricular activities and how they can be used to increase student communication and learning.
- Modify curricular activities to meet the communication needs of students with speech/language

disorders.

- Design curricular/standards based activities that incorporate communication skills at a variety of levels.

10:00 a.m.–NOON

FM Wireless Technology Update for Teachers of the Hearing-Impaired and SLPs

Shannon Wooten, M.A., CCC-A, Pediatric Audiologist/FM Specialist, Phonak Hearing Systems, Warrenville, IL

Intermediate

Participants will be able to:

- Identify available basic wireless FM technologies and advantages of each.
- Describe the subjective assessment of the performance of these devices.
- Become familiar with basic troubleshooting procedures for wireless technology.

NOON-1:00PM

ASHA Certification Maintenance Update

Dr. Margaret Johnson, SLP.D., CCC-SLP, University of Montevallo, Montevallo, AL

Introductory

Participants will be able to:

- Identify the key requirements of the new certification standards, including effective dates, definition of professional development, number and types of acceptable activities, record keeping requirements and reporting responsibilities.
- Identify the options for accumulating certification maintenance hours.
- Convert contact hours, college credit and continuing education units into certification maintenance hours.
- Select activities that meet the definition of professional development.
- Differentiate between ASHA CE and ASHA Certification units' roles and requirements.
- Identify ASHA certification maintenance resources.

1:30PM-5:00PM

Acquired Brain Injury: For Adolescents and Young Adults

Lyn Turkstra, Ph.D., CCC-SLP, University of Wisconsin, Madison WI

Intermediate

Participants will be able to:

- Describe the major trends in brain development after childhood, and consider their relation to behavioral developments.
- Summarize current intervention guidelines for disorders of executive function and social and behavioral disorders, and identify needs for future research.
- Critique their own clinical practice with adoles-

cents and young adults, and generate ideas for change.

1:30PM-3:30PM

Providing Access to the General Education Curriculum for Students Who Are Non-Verbal (Part 2 of 2)

Jessie Moreau, M.Ed., NBCT, Teacher on Special Assignment to the GDOE from Gwinnett County, GA Public Schools

Introductory

Participants will be able to:

- Embed IEP communication objectives within the context of curriculum area standards and activities.
- Demonstrate ways to utilize Aac systems for student access to activities across the general education curriculum.
- Explain why student communication systems are required across all curricular activities and how they can be used to increase student communication and learning.
- Modify curricular activities to meet the communication needs of students with speech/language disorders.
- Design curricular/standards based activities that incorporate communication skills at a variety of levels.

1:30PM-3:30PM

Basic Audiology Update for Teachers of the Hearing Impaired and SLPs

Dr. Barbara L. Bush, Au.D., CCC/A, Associate Professor, Alabama A & M University, Huntsville, AL

Intermediate

Participants will be able to:

- Recognize the current state of newborn hearing screening at both the state and national levels.
- Recognize and relate the clinical implications of recent research findings related to audition and brain function.
- Recognize the relationship between newer audiological assessment techniques and the specific area of the auditory system that is being assessed.
- Recognize recent technological advances in amplification and assistive listening devices.
- Describe the subjective assessment of the performance of these devices.
- Recognize and relate recent treatment options for differing auditory pathologies.

1:30PM-3:30PM

Literacy: Practical Solutions

Patty Cline, M.S., CCC-SLP, Talladega County Schools, Sylacauga, AL

Intermediate

Participants will be able to:

- Identify students who need literacy intervention.

- Summarize research-based literacy techniques.
- Apply this knowledge of new skills to practical situations.
- Recognize the importance of utilizing research-based methods.

1:30PM-5:30PM

No Habla Espanol: What You Need to Know About Working with Hispanic Children and Their Families, When You Don't Speak Their Language

Robin Morlier, M.S., CCC-SLP, Children's Hospital, Birmingham, AL

Intermediate

Participants will be able to:

- Give examples of cultural differences with the Hispanic population which may impact the assessment and intervention process.
- Describe the role of the interpreter and how to most effectively use AR interpreter during evaluation and therapy.
- Outline normal language and phonological acquisition in Spanish speaking children and bilingual English/Spanish speakers.
- Describe formal and informal assessment measures for Spanish speaking and bilingual children.
- Identify appropriate intervention measures, including ways to work with parents in supporting Spanish language development at home.

1:30 PM-5:30 PM

LACE: Listening & Communication Enhancement

Robert Sweetow, Ph.D., Director of Audiology, Professor of Otolaryngology, University of California, San Francisco, CA

Intermediate

Participants will be able to:

- Demonstrate a working knowledge of neural plasticity and age related cognitive decline
- Describe a new interactive training procedure to engage patients in auditory rehabilitation
- Counsel patients, physicians, and insurers about the necessity for audiologic rehabilitation

3:30PM-5:30PM

Best Practices: Increasing Communication and Socialization for Students with an Autism Spectrum Disorder

Karen Dahle, Ed.D., NCSP, NCC-CCMHC, LPC, Associate Professor of Special Education, University of Alabama at Birmingham, Birmingham, AL

Intermediate

Participants will be able to:

- Examine the definitions of "best practice" and

- the current state of the art for individuals with Autism Spectrum Disorders (ASD).
- Explain the various ASD's and the significance of comprehension and socialization problems.
- Describe and demonstrate state-of-the-art practices including collaboration team teaching, social stories, picture exchange symbols, power cards and comic strips.
- Create practical low-tech assistive technology.

3:30PM-5:30PM

AAC in the Classroom and Beyond

Joann M. LaBarge, M.C.D., CCC-SLP Education Department of DynaVox Technologies

Intermediate

Participants will be able to:

- Explain the importance of integrating the AAC device into the individual's day.
- Describe appropriate expectations of our AAC user.
- Outline normal language and phonological acquisition in Spanish.
- Discuss AAC use in the home and community.
- Teach an AAC user in the classroom.
- Implement strategies to overcome obstacles to AAC use.
- Facilitate active and consistent use of AAC systems by the individual.
- Identify other resources supporting AAC system development and use.

Saturday March 3, 2007

8:00 AM- 10:30 AM

Hair Cell Regeneration, Gene Therapy and Stem Cell Transplantation in the Cochlea

Douglas A. Cotanche, Ph.D., Harvard's Children's Hospital, Boston, MA

Intermediate

Participants will be able to:

- Describe the anatomy of the mammalian and avian cochlea,
- Identify the individual cell types in the organ of Corti, and distinguish major features that participate in hearing function.
- Demonstrate a knowledge of how sound damage and aminoglycoside poisoning lead to the programmed death, or apoptosis of sensory cells in the cochlea.
- Determine how hair cell loss in the avian cochlea leads to regeneration of new hair cells
- Interpret the potential for approaches such as genetic manipulation, gene therapy, and stem cell transplantation to provide a therapeutic approach to hair cell loss in the mammalian cochlea.

8:00AM-10:00AM

Using Augmentative and Alternative Communication Devices to Access the Curriculum

Pat Satterfield, MC Ed., CREATE, Center for Research and Expansion of Assistive Technology Excellence, Lawrenceville, GA

Introductory/Intermediate

Participants will be able to:

- Explore a number of different low-tech communication aids and practice programming those devices.
- Demonstrate strategies using devices to promote student assessment.
- Describe the use of high-tech devices in addressing language development and content areas.
- Discuss the use of high-tech communication devices in demonstrating reading development for students with significant motor challenges.

8:00AM-10:00PM

The Pediatric Swallow: Oral Motor, Feeding and Swallow Assessment and Interventions

Brittney Calhoun, MSC, CCC-SLP and Beth Crawford, MS, CCC-SLP, Children's Hospital, Birmingham, AL

Participants will be able to:

- Identify the normal development of oral motor/feeding skills.
- Identify how to assess oral motor and feeding skills.
- Identify when assessment for swallow is indicated.
- Identify intervention strategies for oral motor, feeding and swallow deficits.

8:00AM-12:00PM

Service Delivery Models for Speech-Language Intervention in the School Setting Based on the IDEA 2004 Regulations

Jan Enstrom, M.A., CCC-SLP, Alabama State Department of Education, Montgomery, AL

Intermediate

Participants will be able to:

- Distinguish service delivery models for students with speech-language impairments.
- Compare IDEA 97 regulations with IDEA 04 regulations as relevant to students with speech-language impairments.
- Differentiate between criteria for services for articulation, language, fluency and voice.

8:00AM-12:00PM

Old and New Strategies for Evaluating and Treating Adults with Dysphagia

Nancy Swigert, M.S., CCC-SLP, Board Recognized Specialist in Swallowing, Private Practice, Louisville, KY

Intermediate

Participants will be able to:

- Discuss evidence-based practice.
- Discuss current and emerging approaches to the clinical evaluation.
- Interpret diagnostic information from instrumental exams.
- Describe a framework for planning treatment that relates impaired physiology to common symptoms of oral and pharyngeal dysphagia.
- State known efficacy information for different techniques.
- Identify treatment techniques associated with different physiologic problems.

10:00AM-NOON

Pragmatic Language Groups: A Pragmatic Language Approach to Group Therapy

Kelly Shirley, MCD, CCC-SLP, Mitchell's Place and Carolyn Forte, MS., CCC-SLP, Children's Hospital, Birmingham, AL

Intermediate

Participants will be able to:

- Coordinate and implement a group to program as it relates to pragmatic language skills.
- Assess a child's needs as they relate to social skills and determine placements in an appropriate group based on findings.
- Identify core social deficits often found in children with ASD.
- List a minimum of three ways in which to collect and apply data from group therapy sessions.

10:30AM-12:30PM

Recharging Your Test Battery: Speech in Noise Testing

Kevin St. Clergy, M.S., CCC-A, Medical Homes of America, Albertville, AL

Intermediate

Participants will be able to:

- Demonstrate a need for speech in noise testing.
- Examine a speech in noise test that can be used in clinic without sacrificing efficiencies.



The Speech and Hearing Association of Alabama (SHAA) is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. This program is offered for 1.9 CEUs (Intermediate level; Professional area). ASHA CE Provider approval does not imply endorsement of course content, specific products, or clinical procedures.