

## Thursday

### 8:30 A.M. – 12:30 P.M.

An Audiological Approach to the Assessment and Management of Auditory Processing Disorders

**Gail Whitelaw, Ph.D.**

The Ohio State University

Columbus, Ohio

*Intermediate*

The participant will be able to:

- Define auditory processing, its role in learning, and auditory processing disorders.
- Describe considerations for developing a test battery.
- Identify tests and test approaches that can be incorporated into a test battery approach.
- Categorize results to drive development of treatment/management recommendations.
- Describe current controversies in auditory processing.
- Outline considerations in billing and coding for auditory processing services.

### 8:30 A.M. – 12:30 P.M.

Management of Acquired Apraxia of Speech (AOS), Part I

**Julie L. Wambaugh, Ph.D., CCC-SLP**

VA Salt Lake City Healthcare System and University of Utah

Salt Lake City, Utah

*Intermediate*

The participant will be able to:

- Provide a rationale for differentially diagnosing AOS and phonemic paraphasias.
- Identify techniques to be used in differential diagnosis.
- Understand the limitations of objective evidence supporting AOS treatments.
- Recognize the need to carefully document behavioral changes in patients with AOS.
- Implement Sound Production Treatment.

### 8:30 A.M. – 12:30 P.M.

Assessment and Intervention Practices for Persons with Severe Developmental Disabilities: Evidence-Based Practices

**Billy T. Ogletree, Ph.D., CCC-SLP**

Western Carolina University

Sylva, North Carolina

*Intermediate*

The participant will be able to:

- Apply solutions from communication-based assessment practices to clinical scenarios.
- Apply solutions from communication-based intervention practices to clinical scenarios.
- Discuss literature supporting recommended clinical practices by successful participation in post-presentation assessment.

### 8:30 A.M. – 12:30 P.M.

Assessment and Treatment of Childhood Apraxia of Speech (CAS), Part I

**Amy Skinder-Meredith, Ph.D., CCC-SLP**

Washington State University

Moscow, Idaho

*Intermediate*

The participant will be able to:

- Explain three of the hypotheses regarding the underlying deficit of CAS.
- List three key characteristics of CAS.
- Differentiate diagnosis of apraxia of speech from phonologic delay, dysarthria, and other communication disorders that can result in speech delay.
- Explain three of the motor learning principles and how they apply to treatment of children with CAS.
- List three key principles most often suggested as being important to the treatment of developmental apraxia of speech.

- Plan treatment for children with CAS.
- Implement treatment for children with CAS using Dynamic Tactile and Temporal Cueing.
- Explain how literacy is often impacted in children with CAS.
- Evaluate the use of alternative therapies and oral motor exercises.

**8:30 A.M. – 12:30 P.M.**

Access to the Curriculum via Assistive Technology: A Unit Approach

**Jessie Moreau, M.Ed., NBCT**

Teacher on Special Assignment to the GDOE from Gwinnett County, Georgia Public Schools  
Lilburn, Georgia

*Introductory*

The participant will be able to:

- Demonstrate ways to utilize AAC/AT for student access to unit activities/materials across the general education curriculum.
- Modify unit materials to meet the communication and cognitive needs of students with speech/language disorders.
- Design curricular/standards based units that incorporate AAC and assistive technology devices.
- Explain why a unit approach can promote increased vocabulary and language skills amongst students with speech/language disabilities.

**8:30 A.M. – 12:30 P.M.**

Learning to Talk by Listening, Part I

**Nancy Caleffe-Schenck, M.Ed., CCC-A, Cert. AVT**

Auditory-Verbal Services, Inc.

Evergreen, Colorado

**Donna L. Sorkin, M.A.**

Cochlear Americas

McLean, Virginia

**Melissa Owings Wilson, Au.D., CCC-A, FAAA**

Cochlear Americas

McLean, Virginia

*Intermediate*

The participant will be able to:

- Estimate and describe the incidence of childhood hearing loss and how incidence changes by age of child.
- Differentiate the potential benefit of various technology options relative to the audiogram.
- Define the roles of parents of babies who are learning to listen.
- List the 5 E's for the process of auditory learning.
- Determine what babies can learn prior to cochlear implantation.
- Discuss therapy techniques for teaching babies to listen and talk.
- Develop appropriate expectations for an auditory (re)habilitation program for young children.
- Compare the various technology possibilities, including hearing aids, Baha, and cochlear implants, for young children with hearing loss
- Examine the candidacy requirements for the various technologies to enhance hearing in young children
- Evaluate the potential benefits and limitations of bilateral and bimodal stimulation
- Discuss the educational outcomes for young children with hearing loss who receive appropriate hearing technology and contrast with historical outcomes

**10:30 A.M. – 12:30 P.M.**

The ABC's for Future SLP's

**Hope Reed, SLP.D., CCC-SLP**

Alabama A & M University

Huntsville, Alabama

*Introductory*

The participant will be able to:

- Identify critical milestones for undergraduate and graduate studies in CSD.
- Summarize strategies that promote success as a student clinician.
- Analyze essential information and guidelines for entry-level practitioners.

**1:30 P.M. – 5:30 P.M.**

Learning to Talk by Listening, Part II

**Nancy Caleffe-Schenck, M.Ed., CCC-A, Cert. AVT**

Auditory-Verbal Services, Inc.

Evergreen, Colorado

**Donna L. Sorkin, M.A.**

Cochlear Americas

McLean, Virginia

**Melissa Owings Wilson, Au.D., CCC-A, FAAA**

Cochlear Americas

McLean, Virginia

*Intermediate*

The participant will be able to:

- Suggest sources of training and information for professionals and families working with children with hearing loss.
- Recall the 16 P's important to the auditory processing stage.
- Apply speech acoustics to speech development.
- Develop techniques for teaching specific speech sounds through listening with preschoolers.
- Analyze activities to incorporate language while developing speech through listening.
- Advise on the relationship between a child's age when appropriate hearing technology was introduced and likely spoken language outcomes.
- Explain the role of early intervention professionals in ensuring that families have comprehensive information for decision-making for their child with hearing loss.

**1:30 P.M. – 3:30 P.M.**

Autism: Strategies for Meaningful Gains in Communication

**Caroline Gomez, Ph.D.**

Autism Hope Center, Director

Columbus, Georgia

*Introductory*

The participant will be able to:

- Identify the core communication deficits in children with autism.
- Give examples of visual supports that support receptive communication.
- Give examples of naturalistic strategies that support expressive communication.
- Design assistive technology communication systems.
- Design supports for persistent problems in following the social rules of communication.

**1:30 P.M. – 3:30 P.M.**

Pediatric Audiology for the "Grown-up" Audiologist

**Jill Smith, Au.D., CCC-A**

Children's Health System, Birmingham, Alabama

*Introductory*

The participant will be able to:

- Select appropriate immittance frequency for infants less than six months of age.
- Apply conventional testing methods used for adults to the pediatric population and difficult to test patients.
- Interpret electrophysiological tests including ABR and ASSR, and BONE conduction ABR.
- Determine appropriate referral guidelines and recognize when to refer to a Pediatric Audiologist.

**1:30 P.M. – 5:30 P.M.**

Practical Approaches to the Assessment and Management of Auditory Processing Disorders: SLP and Audiology Partnership

**Gail Whitelaw, Ph.D.**

The Ohio State University

Columbus, Ohio

*Intermediate*

The participant will be able to:

- Contrast auditory processing disorders to other types of learning issues
- Define auditory processing, its role in learning, and auditory processing disorders
- Identify children for appropriate auditory processing disorder referrals
- Select appropriate management techniques based on assessment results
- Describe current controversies in auditory processing

**1:30 P.M. – 3:30 P.M.**

Management of Acquired Apraxia of Speech (AOS)

**Julie L. Wambaugh, Ph.D., CCC-SLP**

VA Salt Lake City Healthcare System and University of Utah

Salt Lake City, Utah

*Intermediate*

The participant will be able to:

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- Identify techniques to be used in differential diagnosis.
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- Implement Sound Production Treatment.

**1:30 P.M. – 3:30 P.M.**

Audiology on the Job: Vocational Rehabilitation Referrals

**Nancy Mascia, Au.D.**

Alabama Department of Rehabilitation Services,

Birmingham, Alabama

**John Mascia, Au.D.**

AIDB, R. H. Gentry Technical Facility

*Intermediate*

The participant will be able to:

- Describe a functional assessment of job/work site environment to improve communication management.
- Identify assistive devices for use with clients on the job, including alerting devices, telecommunication devices, and visual communication displays.
- Identify clients who may be candidates for vocational rehabilitation services.

**1:30 P.M. – 5:30 P.M.**

Pharmacology 101: Basic and Clinical Applications for Speech-Language Pathologists and Audiologists

**Jose A. Rey, Pharm.D., BCPP**

Nova Southeastern University, College of Pharmacy

Ft. Lauderdale, Florida

*Introductory*

The participant will be able to:

- Describe the basic pharmacological aspects of the discussed medications in relation to the proposed pathophysiology of the disease states being reviewed. There will be discussions that will enhance pharmacotherapeutic application and utilization regarding speech-language pathology and audiology.
- Identify positive therapeutic outcomes and potential adverse effects of the discussed medications.
- Assess the possibility of a drug-related adverse effect causing an impairment of communication. Identify other commonly occurring adverse effects of drugs including possible drug-drug/drug-

- noise/drug-food/drug-disease interactions and the possible prevention or avoidance of these reactions.
- Discuss the currently used medications to address the symptoms of autism, including the only FDA-approved medication, risperidone, along with other agents and their applications and risks.

**1:30 P.M. – 5:30 P.M.**

Assessment and Treatment of Childhood Apraxia of Speech (CAS), Part II

**Amy Skinder-Meredith, Ph.D., CCC-SLP**

Washington State University

Moscow, Idaho

*Intermediate*

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**3:30 P.M. – 5:30 P.M.**

Dual Sensory Loss

**Judith T. Blumsack, Ph.D., CCC-A**

Auburn University

Auburn, Alabama

*Introductory*

The participant will be able to:

- Define and describe dual sensory loss.
- Apply the information provided to the provision of services to clients.
- Identify specialists in other professions who may be helpful in the rehabilitative process.

**3:30 P.M. – 5:30 P.M.**

Introduction to Writing an Augmentative Communication Evaluation Report

**Donna Tracy, M.S., CCC-SLP**

Children's Rehabilitation Service, State Office

Montgomery, Alabama

**Rochelle J. West, M.A., CCC-SLP**

Children's Rehabilitation Services, District Office

Montgomery, Alabama

*Intermediate*

The participant will be able to:

- Support the need for pre-evaluation questionnaire.
- Identify minimum and preferred augmentative communication evaluation team members.
- Identify the difference in Medicaid/Medicare/Insurance report writing and reimbursement guidelines.
- List additional documents required in the state of Alabama for augmentative communication evaluations.
- Explain the approval process for augmentative communication evaluations.
- Critique sample reports to identify required or missing information.
- Participate in composing a mock Medicaid report.
- Justify the use of alternative funding sources.

**3:30 P.M. – 5:30 P.M.**

Speech-Language Pathologists and Audiologists: A Team Approach to Aural Rehabilitation

**Laura Dennis, M.S., CCC-SLP**

Restore Therapy

Pelham, Alabama

**Keith Ergle, Au.D., CCC-A**

Restore Therapy

Pelham, Alabama

*Intermediate*

The participant will be able to:

- Identify results from an otoscopic examination and conclude when to refer for an audiological evaluation.
- Describe what tests will be performed by the audiologist.
- Discuss hearing aid and assistive listening device basics.
- Identify components of the aural rehabilitation evaluation.
- Implement an effective aural rehabilitation program in a healthcare setting.

**3:30 P.M. – 5:30 P.M.**

Hearing Aid Technology Panel

**Pat LaCoste, Au.D., Moderator**

*Intermediate*

The participant 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.

**Friday**

**10:00 A.M. – 12:00 P.M.**

Genetics, Communication Disorders, and Syndromes

**Robert J. Shprintzen, Ph.D., CCC-SLP**

Upstate Medical University, VCFS International Center

Syracuse, New York

*Intermediate*

The participant will be able to:

- Utilize proper terminology to discuss genetic disorders with colleagues from other health care specialties.
- Interpret differences between genetic and nongenetic forms of communicative impairments in cases with whom they have contact in the future.
- Discuss basic human genetics, including DNA and gene structure, the process of mutation, and the mechanism by which genes are expressed in humans.
- Infer the clinical differences between common genetic syndromes which result in disorders of speech, language, cognition, swallowing/feeding and learning.
- Recognize dysmorphic features in patients/clients who have genetic disorders of communication.

**10:00 A.M. – 12:00 P.M.**

A Card Sorting System that Facilitates “Self-Determination” Despite Severe Aphasia

**Nancy Helm-Estabrooks, Sc.D., CCC-SLP, ANCDs-BC**

University of North Carolina – Chapel Hill

Chapel Hill, North Carolina

*Intermediate*

The participant will be able to:

- Define the concept of “Self-determination”.
- Describe the Binary Card Sort System (BCSS) for individuals with severe aphasia.
- Give examples of successful functional outcomes using the BCSS.

**10:00 A.M. – 12:00 P.M.**

Individuals with TBI: Recognizing and Treating Cognitive-Communicative Behaviors that Affect Learning

**Roberta DePompei, Ph.D., CCC-SLP/A**

University of Akron, School of Speech-Language Pathology and Audiology

Akron, Ohio

*Intermediate*

The participant will be able to:

- Define terminology, prevalence, and incidence for this population
- Explain how underlying processes of cognitive-communication impact a person's learning and behaving.
- Outline procedures to assess and treat individuals returning to school and community.
- Suggest methods for analyzing the communication environment and communication partners in the person's life.
- Create functionally based outcomes that relate to treatment impairment, activity/participation, and context specific levels.
- Discuss transitions that should be included for collaboration with community partners when planning for these individuals.
- Outline recent research and applications to clinical practice.

**10:00 A.M. – 12:00 P.M.**

Using Evidence-Based Practices to Promote Vocabulary Development, Part I

**Judy Montgomery, Ph.D., CCC-SLP**

Chapman University

Irvine, California

*Intermediate*

The participant will be able to:

- Recognize evidence-based practices (EBP) as they relate to service delivery and effectiveness.
- Apply these practices to vocabulary interventions.
- Integrate vocabulary interventions for students with communication disabilities into therapy, response to intervention (RTI), and collaborative settings.

**10:00 A.M. – 12:00 P.M.**

Ethics in Speech-Language Pathology and Audiology

**Margaret Hemm, Ed.D., CCC-SLP**

Restore Therapies

Pelham, Alabama

*Intermediate*

The participant will be able to:

- Identify the four principles of ethics as defined in the Administrative Code of the Alabama Board of Examiners.
- Explain how HIPAA affects sharing of health care information among and between health care professionals and support staff.
- Summarize the legal requirements of recording treatments, maintaining records, and making corrections to documentation about services delivered to clients.
- Use appropriate clinical reasoning and judgment when discussing several ethical dilemmas that health care professionals are faced with every day in a variety of settings.

**10:00 A.M. – 12:00 P.M.**

I Have a Device, Now What?

**JoAnn LaBarge, M.C.D., CCC-SLP**

Dynavox Technology

Montgomery, Alabama

**Lisa Snyder, M.Ed.**

T.A.S.C. a Program of UCP

Huntsville, Alabama

*Intermediate*

The participant will be able to:

- Identify guidelines to collect user specific information for activities in a variety of environments.
- Identify an AAC user's functional level in order to select an appropriate language page set for the device.
- Create appropriate goals and expectations for the beginning AAC user.

**10:00 A.M. – 12:00 P.M.**

A-V Therapy A to Z: Keys to a Successful Auditory-Verbal Therapy Session

**Shannon Waid, M.C.D., CCC-SLP, Cert. AVT**

East Alabama ENT Cochlear Implant Program, Auburn City Schools

Auburn, Alabama

**Natalie Baldwin, M.C.D.-SLP, Cert. AVT**

Children's Hospital, HEAR Center

Birmingham, Alabama

**Nancy Gregg, M.S., CCC-SLP, Cert. AVT**

Children's Hospital, HEAR Center

Birmingham, Alabama

*Intermediate*

The participant will be able to:

- Describe strategies and techniques for accelerating spoken language development for children with hearing loss.
- Develop therapy activities for early learners as well as older listeners using AVT strategies and techniques.
- Examine various components necessary to implement an Auditory-Verbal therapy session including but not limited to: knowledge of an audiogram, hierarchy of listening skills, auditory development, normal language development, speech babble and speech acoustics.
- Examine motivating and practical activities for the implementation of a therapy session for both the preschool and school-age child.

**1:30 P.M. – 5:30 P.M.**

Genetics, Communication Disorders, and Syndromes

**Robert J. Shprintzen, Ph.D., CCC-SLP**

Upstate Medical University, VCFS International Center

Syracuse, New York

*Intermediate*

The participant will be able to:

- Utilize proper terminology to discuss genetic disorders with colleagues from other health care specialties.
- Interpret differences between genetic and nongenetic forms of communicative impairments in cases with whom they have contact in the future.
- Discuss basic human genetics, including DNA and gene structure, the process of mutation, and the mechanism by which genes are expressed in humans.
- Infer the clinical differences between common genetic syndromes which result in disorders of speech, language, cognition, swallowing/feeding and learning.
- Recognize dysmorphic features in patients/clients who have genetic disorders of communication.

**1:30 P.M. – 5:30 P.M.**

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**Roberta DePompei, Ph.D., CCC-SLP/A**

University of Akron, School of Speech-Language Pathology and Audiology

Akron, Ohio

*Intermediate*

The participant will be able to:

- Define terminology, prevalence, and incidence for this population
- Explain how underlying processes of cognitive-communication impact a person's learning and behaving.

- Outline procedures to assess and treat individuals returning to school and community.
- Suggest methods for analyzing the communication environment and communication partners in the person's life.
- Create functionally based outcomes that relate to treatment impairment, activity/participation, and context specific levels.
- Discuss transitions that should be included for collaboration with community partners when planning for these individuals.
- Outline recent research and applications to clinical practice.

**1:30 P.M. – 5:30 P.M.**

A-V Therapy A to Z: Keys to a Successful Auditory-Verbal Therapy Session

**Shannon Waid, M.C.D., CCC-SLP, Cert. AVT**

East Alabama ENT Cochlear Implant Program, Auburn City Schools

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Children's Hospital, HEAR Center

Birmingham, Alabama

**Nancy Gregg, M.S., CCC-SLP, Cert. AVT**

Children's Hospital, HEAR Center

Birmingham, Alabama

*Intermediate*

The participant will be able to:

- Describe strategies and techniques for accelerating spoken language development for children with hearing loss.
- Develop therapy activities for early learners as well as older listeners using AVT strategies and techniques.
- Examine various components necessary to implement an Auditory-Verbal therapy session including but not limited to: knowledge of an audiogram, hierarchy of listening skills, auditory development, normal language development, speech babble and speech acoustics.
- Examine motivating and practical activities for the implementation of a therapy session for both the preschool and school-age child.

**1:30 P.M. – 5:30 P.M.**

Where are we going with Dysphagia Treatment: Exercise and Modalities

**Michael A. Crary, Ph.D., CCC-SLP, FASHA**

Swallowing Research Laboratory, University of Florida Health Science Center

Gainesville, Florida

*Intermediate*

The participant will be able to:

- Develop basic exercise principles as they apply to dysphagia therapy in adults.
- Categorize existing dysphagia therapy techniques according to exercise principles.
- Delineate potential applications of sEMG biofeedback and NMES as adjunct modalities in dysphagia treatment for adults.

**1:30 P.M. – 5:30 P.M.**

Using Evidence-Based Practices to Promote Vocabulary Development, Part II

**Judy Montgomery, Ph.D., CCC-SLP**

Chapman University

Irvine, California

*Intermediate*

The participant will be able to:

- Recognize evidence-based practices (EBP) as they relate to service delivery and effectiveness.
- Apply these practices to vocabulary interventions.
- Integrate vocabulary interventions for students with communication disabilities into therapy, response to intervention (RTI), and collaborative settings.

**1:30 P.M. – 3:30 P.M.**

“AAC: Anytime, Anywhere, Communication!”

**Catherine Burke, M.S., CCC-SLP**

UAB Civitan-Sparks Clinic

Birmingham, Alabama

**Claire Edwards, Ph.D., CCC-SLP**

University of Montevallo

Montevallo, Alabama

**Lydia McKay Arndt, M.S., CF-SLP**

UAB Sparks Clinic

Birmingham, Alabama

*Intermediate*

The participant will be able to:

- Identify and discuss the benefits of using AAC with young children and be able to explain these to others in order to justify AAC as a recommended therapy approach (to families, therapists, other professionals, paraprofessionals, etc.)
- Compare and contrast unaided and aided communication approaches (including sign language and picture systems) and implement this knowledge to assess strengths/needs of young children.
- Identify and discuss a variety of ideas for embedding goals and strategies into daily routines at home and school.
- Discuss ways to create a simple “AAC kit” for assessment, diagnostic therapy, and teaching/training opportunities.

**1:30 P.M. – 3:30 P.M.**

Part I - Brainstem Evoked Potentials and their Audiology Applications: ABR and ASSR

**Barbara Cone-Wesson, Ph.D., CCC-A**

University of Arizona

Tucson, Arizona

*Intermediate*

The participant will be able to:

- Discuss the influence of neuro-development on ABR and ASSR.
- Describe methods for optimizing ABR and ASSR test protocols.
- Interpret ABR and ASSR results to estimate the degree, type and configuration of hearing loss.
- Explain the pathology and psychoacoustics of auditory neuropathy.
- List the possible genetic causes of auditory neuropathy.
- Evaluate various treatment approaches for auditory neuropathy.

**3:30 P.M. – 5:30 P.M.**

Part II - Auditory Neuropathy: Electrophysiologic and Perceptual Correlates

**Barbara Cone-Wesson, Ph.D., CCC-A**

University of Arizona

Tucson, Arizona

*Intermediate*

The participant will be able to:

- Discuss the influence of neuro-development on ABR and ASSR.
- Describe methods for optimizing ABR and ASSR test protocols.
- Interpret ABR and ASSR results to estimate the degree, type and configuration of hearing loss.
- Explain the pathology and psychoacoustics of auditory neuropathy.
- List the possible genetic causes of auditory neuropathy.
- Evaluate various treatment approaches for auditory neuropathy.

**3:30 P.M. – 5:30 P.M.**

Autism and Transition in a High School Classroom Setting

**Betsy Goldstein, M.Ed.**

Homewood City Schools, Homewood High School, Homewood, Alabama

*Intermediate*

The participant will be able to:

- Describe several main features of a classroom designed for students with autism that will aid in communication
- Give examples of classroom set-up and schedule modifications as they relate to students with autism.
- Analyze new work environments and decide the best ways to convey vital information to the student as well as look at ways for the students to communicate with others in the work environment.
- Apply these strategies to transition needs that must be met in community job training settings.
- Give examples of how to compile evidence of work into portfolios for future job placement. Discuss ways that the student can communicate information about work experiences.

**Saturday**

**8:00 A.M. – 12:00 P.M.**

Clinical Procedures to Verify Hearing Aid Features

**Michael Valente, Ph.D.**

Washington University School of Medicine

St. Louis, Missouri

*Intermediate*

The participant will be able to:

- Discuss the importance of verifying “features” present in hearing aids being dispensed to their patients.
- Identify of the significant differences that may be present between manufacturer “First Fit” gain/output and measured gain/output.
- Acknowledge the possibility that the directional microphone may not be present in new hearing aids. Evaluate a procedure to verify that the directional microphone is doing what it was designed to do.
- Use coupler and/or real ear measures to verify if the noise reduction feature of a hearing aid is working appropriately.
- Use coupler and/or real ear measures to assess the functionality of the feedback management feature of hearing aids.
- Use real ear measures to verify the fitting of a transcranial fit.

**8:00 P.M. – 12:00 P.M.**

Focusing on Life Stories and Narrative Self in Managing Neurogenic Communication Disorders

**Barbara B. Shadden, Ph.D. CCC-SLP**

University of Arkansas, Program in Communication Disorders

Fayetteville, Arkansas

*Intermediate*

The participant will be able to:

- Describe the manner in which communication disorders resulting from motor, linguistic and/or cognitive deficits disrupt a sense of narrative self.
- Differentiate the impact of ALS, PD, dementia, and aphasia on life storying and narrative self.
- Integrate client comments, impressions from significant others, and behavioral observations to determine whether some form of group or life storying experience would be appropriate for particular clients.
- Plan interventions that support restorying of self for persons with ALS, dementia and aphasia.

**8:00 A.M. – 12:00 P.M.**

Speech-Language Impaired Resources for Alabama Public School Speech-Language Pathologists

**Jan Enstrom, M.A., CCC-SLP**

Alabama State Department of Education

Montgomery, Alabama

*Intermediate*

The participant will be able to:

- Review the new SLI Resource Manual developed for use by SLP's in Alabama Public Schools.
- Compare implementation procedures of Alabama Administrative Code (AAC) 07-02 with 05-04.
- Differentiate between SLI services as direct service and a related service.
- Compare eligibility criteria for language services using old and new AAC criteria.

**8:00 A.M. – 10:00 A.M.**

Clinical Evaluation and Treatment of Feeding and Swallowing for the Outpatient and School Settings

**Cathleen Crunk, M.Ed., CCC-SLP**

Children's Hospital, Birmingham, Alabama

**Brittney Calhoun, M.S., CCC-SLP**

Children's Hospital, Birmingham, Alabama

*Introductory*

The participant will be able to:

- Identify the normal anatomy and physiology of the three stages of swallowing.
- Name at least 5 different causes of feeding and swallowing difficulties and related diagnoses.
- Outline a basic feeding evaluation and identify when referrals to other disciplines are necessary.
- Name four different treatment strategies to address feeding and swallowing impairment.

**9:00 A.M. – 10:00 A.M.**

P.A.L.'s Role in Developing Language Skills (Packets of Adaptive Literature)

**Julie Yockel, M.S., CCC-SLP**

United Cerebral Palsy, Huntsville, Alabama

**Laura Parks, M.Ed.**

United Cerebral Palsy, Huntsville, Alabama

*Introductory*

The participant will be able to:

- Identify multiple methods to adapt a book.
- Integrate adaptive literacy to enhance the acquisition of language skills.
- Utilize adaptive literacy to create rich literacy experience for students who are nonverbal, using AAC devices, or learning English as a second language.

**10:00 A.M. – 12:00 P.M.**

"Language Sample Analysis: You CAN Do It!"

**Claire Edwards, Ph.D., CCC-SLP**

University of Montevallo, Communication Science & Disorders

Montevallo, Alabama

*Intermediate*

The participant will be able to:

- Identify and discuss the benefits of using Language Sample Analysis (LSA) with children (EI through School age) and be able to explain these to others in order to justify using this approach as part of initial assessment for eligibility as well as a dynamic assessment tool to monitor progress.
- Review LSA basics such as protocol, transcribing transcripts, linguistic metrics that can be extracted for analysis (e.g., MLU-m, NDW, MLCU, TTR), and assigning linguistic stage.
- Identify uses of LSA for intervention planning and goal writing for a variety of treatment areas (e.g., language intervention, narrative intervention, social skills).
- Explore resources and software packages to make LSA more time effective and efficient in a variety of clinical settings.