

Thursday

8:30 A.M. – 12:30 P.M.

Childhood Apraxia of Speech: Fact or Fiction

Lynn K. Flahive, M.S., CCC-SLP

Texas Christian University

Intermediate

The participant will be able to:

- Identify characteristics of childhood apraxia of speech, including exclusionary criteria
- Examine the efficacy of oral motor treatment
- Distinguish between various treatment techniques when working with childhood apraxia of speech

8:30 A.M. – 12:30 P.M. and 2:00 P.M. – 4:00 P.M.

What's In Your AAC Briefcase?

Carol Goossens'

New York, New York

Intermediate

The participant will be able to:

- List ways in which Song/Story Boards/Vest Displays can be used to address a variety of student needs
- List ways that e-books, e-puzzles, e-music and games can be differentiated to address a variety of student needs
- List the four zones used when conducting aided language stimulation using a non-electronic facilitator board during a food preparation and arts & crafts time
- List ways e-writing can be differentiated to facilitate a range of literacy needs
- List strategies specific to using the Early Childhood Engineering Dynamic Displays (ECEDD) in the context of an electronic interactive white board to conduct aided language stimulation during a broad range of classroom activities

8:30 A.M. – 12:30 P.M.

Diagnosis of Infant Hearing Loss with Electro-Acoustic and Electro-Physiologic Procedures

James Hall, Ph.D., CCC-A

University of Florida

Intermediate

The participant will be able to:

- List auditory evoked responses used clinically with children and adults
- Describe rationale for auditory electrophysiology in infants and young children
- List advantages and disadvantages of ASSR in diagnosis of infant hearing loss
- List each of the cortical evoked responses currently available to clinical audiologists
- Describe rationale for cortical evoked responses in evaluation of auditory processing disorders

8:30 A.M. – 12:30 P.M. and 2:00 P.M. – 5:00 P.M.

“Netting” for FREE Information and Intervention Materials

Judith Maginnis Kuster, M.S., CCC-SLP

Minnesota State University

Intermediate

The participant will be able to:

- Identify search strategies to find information and materials quickly and responsibly on both the invisible and visible web
- Identify ways to connect with professional colleagues
- Identify how to access a variety of therapy materials available on the internet
- Adapt freely available materials on the internet to a variety of clients in any therapy session

8:30 A.M. – 10:30 P.M.

Dementia and the Montessori Approach

Liz Shumate, M.S., CCC-SLP

Affiliation?

Introductory

The participant will be able to:

- Define dementia and defend the importance of skilled clinical treatment in skilled nursing facilities and other settings
- Describe the Montessori approach and how Montessori educational principles apply to treating persons with dementia
- Design appropriate treatment plans for persons with dementia based on functional level utilizing the Montessori approach
- Prepare group activities based on the Montessori approach

2:00 P.M. – 4:00 P.M.

Two New Strategies for ASD: Picture Me Playing & Tell Me What You Did Today

Jan Q. Hobbs, M.S., and Linda Murdock, Ph.D., CCC-SLP

Mitchell's Place and University of Montevallo

Intermediate

The participant will be able to:

- Identify the features of the Picture Me Playing intervention
- Identify the features of the Tell Me What You Did Today intervention
- Apply features of both interventions to current caseload
- Generalize research results to current caseload and work setting

2:00 P.M. – 6:00 P.M.

Making Everyday Activities into Language Goldmines

Lynn K. Flahive, M.S., CCC-SLP, and Janet Lanza, M.S., CCC-SLP

Texas Christian University

Intermediate

The participant will be able to:

- Identify the levels of Bloom's Taxonomy and apply them to everyday activities
- Compare the types of phonological awareness skills and develop practical activities for each skill
- Create language-enriched therapy tasks form everyday activities

2:00 P.M. – 6:00 P.M.

Assessment of Auditory Processing in Traumatic brain injury (TBI)

James Hall, Ph.D., CCC-A

University of Florida

Intermediate

The participant will be able to:

- Describe risk factors for auditory processing disorders (APD) in adult TBI
- Identify nationally accepted sources of information on APD
- Describe disorders co-existing with APD in adult persons with TBI
- List procedures included within a clinically feasible test battery for APD assessment
- Describe treatment options for adult patients with APD offered by audiologists

4:00 P.M. – 6:00 P.M.

Don't Be Scared! AAC Therapy Ideas for Children with ASD

Kandis Harris, M.S., CCC-SLP

Easter Seals of the Birmingham Area

Intermediate

The participant will be able to:

- Describe the myths and benefits of using AAC
- Identify various sensory integration techniques that are beneficial when treating children with ASD
- Apply various types of AAC therapy ideas when working with children with ASD and write corresponding measurable goals
- Create and prepare AAC materials to use with children with ASD

2:00 P.M. – 6:00 P.M.

Dysphagia

Christy Ludlow

Laryngeal and Speech Section, NIH

Intermediate

The participant will be able to:

2:00 P.M. – 6:00 P.M.

Supported Communication in Aphasia: Making a Difference in Quality of Life

Nancy Alarcon, M.S., CCC-SLP

University of Washington

Intermediate

The participant will be able to:

- Define the relevance of quality of life measures
- Identify obstacles and approaches to revealing cognitive and communicative competency, and the resultant impact
- Identify techniques and resources to evaluate and strengthen multi-modality communication
- Articulate a method of assessing and facilitating communication partner participation in intervention

Friday

8:00 A.M. – 11:00 A.M.

Irritable Larynx Through the Lifespan: Chronic Cough & Paradoxical Vocal Fold Motion

Mary Sandage, M.A., CCC-SLP

Auburn University

Intermediate

The participant will be able to:

- Identify the common etiologies for chronic cough
- Identify the common etiologies for paradoxical vocal fold motion
- List the three primary components of the behavioral treatment for chronic cough
- Demonstrate the breathing recovery exercise for paradoxical vocal fold motion

8:00 A.M. – 11:00 A.M. and 1:30 P.M. – 4:30 P.M.

Addressing Language and Literacy Goals in the Classroom in Collaboration with Teachers

Nancy A. Creaghead, Ph.D., CCC-SLP

University of Cincinnati

Intermediate

The participant will be able to:

- Discuss the importance of addressing the curriculum as part of our services to children with language disorders
- Discuss the importance of empowering teachers to be a part of the service delivery team,
- Recognize our role in “response to intervention”
- Use new strategies for supporting children’s language, literacy, and phonological skills in relationship to the curriculum

8:00 A.M. – 11:00 A.M.

Say It /r/ight

Christine Ristuccia

Say It Right

Intermediate

The participant will be able to:

- Implement an evaluation and treatment program for /r/ articulation disorders
- Discuss the rationale and research behind implementing a phonetically consistent approach for /r/ remediation to parents, student, and team members

- Implement an evaluation and treatment program for /r/ articulation disorders
- Evaluate /r/ in all contexts, including consonantal, vocalic, and blends combinations
- Implement at least three phonetically consistent treatment strategies for /r/ disorders

8:00 A.M. – 11:00 A.M.

Dysarthria Differential Diagnosis: The Rules of the Game

Joseph R., Duffy, Ph.D.

Mayo Clinic

Intermediate

The participant will be able to:

- Explain the basic definitions and underlying pathophysiological bases of the major dysarthria types
- Describe and explain the basic procedures involved in the assessment and diagnosis of the dysarthrias
- Distinguish the salient auditory perceptual characteristics of each of the major dysarthria types and the characteristics that best distinguish among them
- Associate each dysarthria type with its localization within the nervous system

8:00 A.M. – 9:00 A.M.

Facilitating AAC Conversations Using Interactive White Board Technology

Pamela S. Elder, M.A., CCC-SLP

UCP of Greater Birmingham

Intermediate

The participant will be able to:

- Describe four benefits of using interactive white boards in AAC facilitation
- Demonstrate the use of modeled conversations and aided language techniques while using interactive white boards
- List dynamic screen vocabulary retrieval systems readily simulated on interactive white boards
- List an effective prompt hierarchy for eliciting messages on speech-generating devices

9:00 A.M. – 10:00 A.M.

Engaging Students Using Auditory Scanning Technology During Musical E-Book Activities

Pamela S. Elder, M.A., CCC-SLP

UCP of Greater Birmingham

Introductory

The participant will be able to:

- List the software resources for engaging communication with visually impaired auditory scanners
- List the hardware resources for engaging communication with visually impaired auditory scanners
- Design simple auditory ebooks for auditory scanners
- Describe the performance hierarchy for the participation of auditory scanners

8:00 A.M. – 11:00 A.M.

Auditory Processing Disorders: Old Controversies and New Tests; A Discussion of SCAN-3 Test Battery for Auditory Processing Disorders

Robert W. Keith, Ph.D., CCC-A

University of Cincinnati

Intermediate

The participant will be able to:

- Describe changes and important features of the SCAN-3: Tests for Auditory Processing Disorders
- Recognize when it may be appropriate to administer the SCAN-3: Tests for Auditory Processing Disorders
- Discuss basic principles of interpretation of the SCAN-3: Tests for Auditory Processing Disorders
- Recognize basic management suggestions that follow from SCAN-3 testing

10:00 A.M. – 11:00 A.M.

Under the Shady Tree

Catherine Burke, M.S., CCC-SLP and Tamara Harrison, M.S., CCC-SLP

UAB Civitan, Sparks Clinic

Introductory

The participant will be able to:

- Identify early literacy and language milestones of young children
- Discuss a range of strategies (including visual supports and low-tech AAC) for helping families, childcare providers, and teachers encourage development of early literacy and language skills in young children
- Recognize and utilize strategies during interactive, audience-participation routines involving stories, songs, and other related activities

1:30 P.M. – 4:30 P.M.

Addressing Language and Literacy Goals in the Classroom in Collaboration with Teachers, Part II

(See above)

1:30 P.M. – 4:30 P.M.

Incorporating Yogic Principles into Speech-Language Therapy

Christine Ristuccia

Say It Right

Introductory

The participant will be able to:

- Name four benefits of utilizing yoga poses with children with articulation disorders
- List four yogic breathing techniques that help reduce stress and promote calmness in speech-language students
- Describe four ways to use yoga poses with language disorders
- Name three benefits of using yoga principles (breathing techniques, poses, and relaxation techniques) as a method to integrate and process presented knowledge during speech-language therapy

1:30 P.M. – 3:30 P.M.

Social Skills Training for Children with Autism

Rosalou Maxwell, M.S., CCC-SLP

Hoover City Schools

Introductory

The participant will be able to:

- Identify steps for organization of a social skills group in a school setting
- Write measurable social skills goals
- Select an appropriate social skills curriculum and materials
- Describe techniques for generalization of social skills

1:30 P.M. – 4:30 P.M.

Let's Communicate Using Adapted Literature!

Jessie Moreau, M.Ed.

Gwinnett (Georgia) County Public Schools

Intermediate

The participant will be able to:

- Utilize adapted literature across grade levels to foster student communication
- Explain how adapted literature encourages use of AAC devices for students who are functionally nonverbal
- Demonstrate how the use of adapted literature and AAC can be incorporated in Alabama Alternate Assessments (AAA) standards
- Modify/Adapt popular children's stories through the use of Microsoft's "PowerPoint" program

1:30 P.M. – 3:30 P.M.

Early Observations in the Childhood Development after Cochlear Implantation Study

John Niparko, M.D.

The Johns Hopkins University School of Medicine

Intermediate

The participant will be able to:

- Describe the indications for early cochlear implantation and considerations for bilateral intervention
- Discuss the potential risks of cochlear implantation and the observed benefits for early cochlear implantation, both unilateral and bilateral
- Discuss the environmental, demographic, family and child variables that influence communication outcomes with early cochlear implantation

1:30 P.M. – 4:30 P.M.

Managing Dementia Care: Making Interactions More Positive & Productive

Teepa Snow, M.S., OTR/L, FAOTA

Duke University School of Nursing

Intermediate

The participant will be able to:

- Recognize the role that your words and actions play in the behavior and responses of people with dementia
- Describe some of the critical factors for optimizing positive interactions
- Identify techniques that improve the potential for successful communication
- Demonstrate use of positive communication strategies in an interaction

2:30 P.M. – 4:30 P.M.

Kids Can Have Their Cake and Eat It, Too!: A Group Approach for the Problem Feeder

Elizabeth Baker, M.S., CCC-SLP, and Cathleen Crunk, M.Ed., CCC-SLP

Children's Hospital, Birmingham, and ASHA

Intermediate

The participant will be able to:

- Identify normal development of oral motor/feeding skills
- Outline basic feeding evaluation and determine when a group setting is indicated
- Identify treatment strategies to address oral motor/feeding and swallowing impairment
- Apply treatment strategies within a group setting

3:30 P.M. – 4:30 P.M.

AL Listening NBHS Update

Amy Strickland, Au.D., CCC-SLP

ADPH

Introductory

The participant will be able to:

- Discuss the rationale behind the state mandate for Universal Newborn Hearing Screening
- Describe how the state receives, processes and reports data to funding agencies
- Discuss the challenges of following up on babies that do not pass initial screening or those who have risk factors
- Better serve newborns in our state for their hearing needs

Saturday

8:00 A.M. – 10:00 A.M.

Visual Difficulties Following Acquired Brain Disorder

Thomas A. Novack, Ph.D.

University of Alabama at Birmingham

Introductory

The participant will be able to:

- Identify common visual difficulties that result from acquired brain disorder

- Explain the impact of visual disorders on treatment
- Explain the impact of visual disorders on outcome
- Recommend simple interventions to deal with visual problems

8:00 A.M. – 10:00 A.M.

Extreme AAC

Joann LaBarge, M.C.D., CCC-SLP, and Lisa Snyder, M.Ed.

Dynavox Technology and T.A.S.C. of UCP

Intermediate

The participant will be able to:

- Identify the extra features available in communication devices which transform these systems into powerful tools for behavioral/social and environmental control and educational supports
- Apply features to AAC users in the appropriate environment
- Describe more advanced features in AAC systems as they apply to communication, social and behavioral goals

8:00 A.M. – 10:00 A.M.

Brain Development

Lawrence Molt, Ph.D., CCC-SLP, CCC-A

Auburn University

Intermediate

The participant will be able to:

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10:00 A.M. – 12:00 P.M.

Parkinson's/DBS

Dan Phillips and Walker

Auburn University

Intermediate

The participant will be able to:

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10:00 A.M. – 12:00 P.M.

Meeting the Challenges of Working with Spanish-Speaking Children and Their Families

Robin Morlier, M.S., CCC-SLP

Private Practice, Birmingham, AL

Intermediate

The participant will be able to:

- Recognize cultural differences in order to more effectively work with Hispanic families
- Identify myths and facts about bilingualism
- Differentiate characteristics of English language learners and language impaired children
- Describe the difficulties of assessing monolingual Spanish-speaking and bilingual children

10:00 A.M. – 12:00 P.M.

Navigating Reading Deficits for Adults with Neurogenic Communication Disorders

Margaret L. Johnson, SLP-D, CCC-SLP, and Lee Ann Smith, B.S.

University of Montevallo

Intermediate

The participant will be able to:

- Identify various types of reading deficits in adults who have neurogenic communication disorders
- Describe the assessment process to determine the type of reading disorder
- Determine appropriate treatment strategies to apply during therapeutic sessions
- Determine activities applicable for home programs

8:00 A.M. – 12:00 P.M.

Auditory Brain Access: The Key to Developing Spoken Language and Literacy

Carol Flexer, Ph.D., CCC-A

The University of Akron

Intermediate

The participant will be able to:

- Describe auditory brain development as the foundation for listening, language and literacy
- Discuss the auditory basis of phonemic awareness, reading fluency and overall literacy development
- Detail strategies for facilitating listening, language and literacy development in infants and children with hearing loss
- Relate scientific research to the practice of enriching social-emotional development

8:00 A.M. – 12:00 P.M.

State Department Update

Jan Enstrom, M.A., CCC-SLP, and Pam Taylor, M.S., CCC-SLP

Alabama State Department of Education and Baldwin County Board of Education

Montgomery, Alabama

Intermediate

The participant will be able to:

- Determine appropriate eligibility criteria for students with SLI in public schools
- Identify appropriate dismissal criteria and procedures for student with SLI in public schools
- Identify students who will benefit from RTI procedures for articulation
- Discuss update to PEPE for SLPs

10:00 A.M. – 12:00 P.M.

Communication Development in Children with Multiple Disabilities: The Role of AAC

Melissa Cheslock, M.S., CCC-SLP

UCP, Hand in Hand

Introductory

The participant will be able to:

- Describe factors that contribute to a child's unique communication profile
- Explain the role of AAC in communication development
- Discuss challenges that children with multiple disabilities face when using AAC
- Discuss foundations of augmented language intervention