

MSHA Preliminary Program



*Growing Together ~
Growing Stronger
MSHA Annual Conference ~
March 26-28, 2015, Lansing
Center/Radisson Hotel,
Lansing, Michigan*

This program is offered for a maximum of 2.2 ASHA CEUs at Intermediate Levels in Professional areas.



The Michigan Speech-Language-Hearing Association 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. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

The Michigan Speech-Language-Hearing Association is approved to sponsor State Board Continuing Education Units (SCECH/SB-CEUs) through the Michigan Department of Education. Participants at the MSHA Conference may earn a minimum of .5 or a maximum of 2.2 SCECH/SB-CEUs.

Thursday, March 26, 2015

Highlights:

General Registration: 7:30 am – 6:30 pm
Legislative Breakfast: 7:30 – 9:30 am
Morning Short Course: 9:00 am – 12:15 pm
Exhibits & Silent Auction: 10:00 am – 6:00 pm
Afternoon Short Courses: 1:30 – 4:45 pm
MSHF Board Meeting: 5:00 -7:00 pm
Evening Seminar: (Natalie Douglas) 6:30 – 8:30 pm
Evening Seminar: (Cummings & Fox) 6:30 – 8:30 pm
Welcome Reception: 8:30 – 10:30 pm

Legislative Breakfast 7:30 – 9:30 am

Radisson Hotel, Room Capitol III-IV
Everyone Welcome!

Join MSHA Lobbyist Stephanie Johnson and MSHA Executive Board members for a breakfast reception to meet with legislators over a continental breakfast sponsored by the MSHA-PAC. This is a great opportunity to meet a newly elected group of Michigan legislators and discuss issues that are important to our profession.

Short Course: 9:00 am – 12:15 pm

▲ Clinical Relevancy of Genetic Work in Speech, Language, and Hearing Disorders

Invited Speaker: Shelly-Jo Kraft, Ph.D., CCC-SLP
Assistant Professor, Wayne State University

Dr. Shelly Jo Kraft is an internationally recognized scholar on genetics and stuttering and is a recent recipient of the Manuel Garcia Prize for her research linking genetics and stuttering. Kraft has a B.A. and M.A. from MSU in Communicative Sciences and Disorders, and received her doctorate in Speech-Language Pathology from the University of Illinois at Urbana-Champaign. She completed her post-doctorate studies in human genetics at the University of Chicago. Her work has been recognized as the "most scientific contribution in the speech pathology field" from 2010-2013 by the International Association of Logopedics and Phoniatrics. Her research interests include neuro-anatomical and functional features of people who stutter, auditory feedback, and the relationship between cognition, temperament, and stuttering severity. She is currently working on a new study investigating the effectiveness of iPads in the treatment of social communication skills of children diagnosed with Autism Spectrum Disorders.

.3 CEUs

Instructional Level: Intermediate

*Moderator: Emmylou Garza-Prisby, M.A., CCC-SLP,
Wayne State University*

Room: 201

This workshop will focus on genetics and its role in communication disorders. Participants will learn the specific communication disorders that are known to be genetic. Participants will work in small groups to use case studies and decision trees to determine prognosis and treatment plans.

There will be a 15 minute break during this session.

Double Miniseminar: 9:30 – 11:30 am

▲ The MBS as a Tool: Assessing Deficits, Evaluating Strategies, Determining Treatment

**Speakers: Caroline M. Brindo, M.A., CCC-SLP and
Elizabeth Musto, M.A., CCC-SLP**
MBS Envision, Inc.

.2 CEUs

Instructional Level: Introductory to Intermediate

Moderator:

Room: 203

All too often the Modified Barium Swallow Study (MBS) is used as a pass/fail test, to simply assess for aspiration, or only to determine a diet recommendation. Such limited use of the MBS fails to realize its full potential as a clinical tool for Speech-Language Pathologists (SLPs). The purpose of

Thursday March 26, Afternoon

the MBS is to assess swallowing impairments, evaluate the effectiveness of compensatory strategies, to determine therapy techniques, determine potential referrals, and recommend any needed changes in mode of oral intake, including diet texture changes

Lunch – On Your Own

The **Radisson Hotel** has restaurant options and other restaurants are within walking distance outside the door!

Short Course: 1:30 – 4:45 pm

▲ Implementing and Sustaining a Telepractice Program

Invited Speaker: Lyn Tindall Covert, Ph.D., CCC-SLP
Department of V.A. Medical Center, Lexington, Kentucky

Dr. Covert has over 20 years' experience providing speech and language evaluations and treatment to veterans with communication disorders. She is certified in the Lee Silverman Voice Treatment and the Modified Barium Swallow Impairment profile. She teaches at the University of Kentucky and supervises graduate students at the VA Medical Center. Dr. Covert currently is the elected coordinator of the ASHA Special Interest Group on Telepractice. She has authored numerous publications and book chapters and continues to present at national and international meetings on topics from telehealth to Treatment for Parkinson's Disease.

.3 CEUs

Instructional Level: Intermediate

Moderator:

Room: 201

Telepractice is the delivery of speech, language, and audiological services to clients at a distant site. Development of a successful telepractice program involves planning in the initial stages and continuous quality improvement throughout implementation of the program. In this course, hospital-based, school-based, private practice, international, and audiological applications will be discussed. Professional issues such as reimbursement, privacy and security, client safety, ethics, and technology will also be presented.

There will be a 15 minute break during this session.

Miniseminar: 1:30 – 2:30 pm

▲ Supporting the Communication Development of Young Children with Hearing Loss from Home to Preschool

Speaker: Amy Miller, M.N.S., CCC-SLP
Ingham Intermediate School District

Amy Miller has a Graduate Certificate in Auditory Learning for Young Children with Hearing Loss from the University of North Carolina at Chapel Hill, and a Master's of Natural Sciences, Speech-Language Pathology, from Arizona State University. She has a breadth of experience with young children who have a variety of communication disorders from hearing loss to autism.

.1 CEU

Instructional Level: Introductory

Moderator:

Rooms: 203-204

This session will focus on strategies and techniques that Speech-Language Pathologists and Teachers of the Deaf and Hard-of-Hearing can use to foster early listening and spoken language skills. A parent coaching model and principles of *Auditory Verbal Therapy* will be the focus. Coordination of services between professionals in the medical setting and the educational setting will be discussed. Participants will be provided with many resources to utilize with families in the early intervention and preschool settings.

Double Miniseminar: 2:30 – 4:30pm

▲ Increasing Confidence and Speech in Children With Selective Mutism

Speaker: Aimee Kotrba, Ph.D.

Thriving Minds Behavioral Health, Brighton, Michigan

.2 CEUs

Instructional Level: Intermediate

Moderator: Beth Economou, M.S., CCC-SLP, Children's Center for Growth and Development

Rooms: 203-204

The abilities to communicate needs, socialize, work in groups, and make friends are needed to succeed in elementary school and beyond. Children with untreated *Selective Mutism* are at an increased risk for self-esteem issues, social problems, and academic struggles. Early, evidence-based intervention is of utmost importance in decreasing anxiety and increasing communication. Through interactive learning, participants will learn to identify and assess for *Selective Mutism* and what SLPs can do to help. Interventions are broken down into small, easily understood steps that participants can immediately use. Aimee Kotrba uses interactive discussions and humor through stories and anecdotes to describe the process of treatment. Discover useful ways to intervene with even

the most difficult cases. Leave with a specific, successful treatment plan for individual cases.

Double Miniseminar: 3:00 – 5:00 pm

▲ Growing Student Clinicians: Communication and Confidence in Supervision

Speakers: **Katie Strong, M.A., CCC-SLP**, Michigan State University; **Jill Bates, M.S., CCC-SLP**, Calvin College; **Kathryn Hillenbrand, M.A., CCC-SLP**, Western Michigan University; and **Denise Ludwig, Ph.D., CCC-SLP**, Grand Valley State University

.2 CEUs

Instructional Level: Intermediate

Moderator: **Karen O'Leary, M.A., CCC-SLP**, Wayne State University

Room: Banquet 1-3

ASHA encourages the professional responsibility of supervising student clinicians as a part of our scope of practice and yet many of us have not been trained in how to provide that supervision. This session will focus on three primary roles of professionals acting as a supervisor and explore each of these roles to support learning in student clinicians. Participants will learn about styles of supervision, identify their own style, and apply it to *Anderson's Continuum of Supervision*. Specific strategies for assessment of student learners and learning styles will be provided, with particular attention to matching communication styles to maximize learning. All SLPs and AUDs who have or are interested in supervising graduate clinicians are encouraged to attend.

MSHF Board Meeting: 5:00 – 7:00 pm

Radisson Hotel.

Dinner – On Your Own

Double Miniseminar: 6:30 – 8:30 pm

▲ Help! My Client has Aphasia and I Have 30 Minutes and No Materials

Invited Speaker: **Natalie Douglas, Ph.D., CCC-SLP**
Assistant Professor, Central Michigan University

.2 CEUs

Instructional Level: Intermediate

Moderator: **Brittany Loomis, B.S., Eastern Illinois University**

Room: 201

Clinicians working in healthcare often encounter clients with aphasia among clients with many other communication and swallowing disorders. Clients with aphasia pose unique challenges within the demanding healthcare environment. Functional person-centered assessment approaches that may be done within limited time frames will be reviewed. Evidence-based and

Preliminary Program 2015 MSHA Annual Conference

functional communication goals that are reimbursable and able to be completed with limited materials will also be highlighted. Attendees will leave this session with useful assessment options and a goal bank for meaningful, communication-based targets for people with aphasia.

Double Miniseminar: 6:30 – 8:30 pm

▲ A Framework for Success in AAC: Building Competent Communicators

Invited Speakers: **Marlene R. Cummings, M.A., CCC-SLP**, and **Stacey Fox, M.A., CCC-SLP**, both at Oakland Schools

.2 CEUs

Instructional Level: Introductory

Moderator:

Rooms: 203-204

Do you have students with complex communication needs who would benefit from or are using AAC systems and supports? Imagine if they had a set of powerful words they could use to learn language, chat with friends, and demonstrate the functions of communication across multiple communicative environments. This presentation will include a brief overview of the research behind core vocabulary and discuss a framework which supports AAC success in building competent communicators using a core vocabulary approach. We will also share a variety of artifacts, videos, and resources that teams have used to implement this approach.

Welcome Reception: 8:30 – 10:30 pm

Banquets 2-4

Everyone Welcome! Hot hors d'oeuvres and a cash bar will be available for all. Gather to relax and enjoy the beginning of the MSHA Conference!

Friday, March 27, 2015

Highlights:

General Registration:	7:30 am – 5:30 pm
Continental Breakfast:	7:30 am
Exhibits/Silent Auction/Posters:	7:30am-6:00 pm
Morning Short Courses:	8:30 - 11:45 am
MSHA Awards Luncheon:	11:45 am – 1:15 pm
Afternoon Short Courses:	1:30 – 4:45 pm
Exhibitors' Cocktail Party:	5:00 – 7:00 pm
Raffles:	6:00 pm

Continental Breakfast: Begins 7:30 am

Exhibition Hall B

Everyone Welcome! Continental Breakfast provided.

www.michiganspeechhearing.org

Friday, March 27, Morning

Short Course: 8:30 – 11:45 am

▲ Contextualized School-Age Language Intervention: Techniques for Making It Count – Part One

Invited Speaker: Julie A. Wolter, Ph.D., CCC-SLP

Associate Professor/SLP Division Chair, Department of Communicative Disorders and Deaf Education, Utah State University

Julie Wolter teaches courses in toddler, preschool, and school-age language and literacy development. Dr. Wolter's past and current roles as a speech-language pathologist and consultant in the schools fuel her interests in evidence-based practice and interdisciplinary collaboration specifically focused on responsiveness to intervention tiered practices and core curricular standards. She has authored several clinical and research papers for state, national, and international levels and has published in a variety of venues such as peer-reviewed journals and edited books. She recently directed the development of teacher training modules for the Utah State Office of Education focused on links between spoken and written language, and evidence-based tiered classroom language facilitation practices in the classroom. Dr. Wolter studies the multiple linguistic components of morphological awareness, orthographic processing, and phonological awareness as they relate to early identification, assessment, and treatment of children with language and literacy impairments and her research is funded through the National Institute of Health.

.3 CEUs

Instructional Level: Intermediate

Moderator: Katie Strong, M.A., CCC-SLP, Michigan State University

Room: 201

Speech-language pathologists working in the schools are faced with the challenge of providing language and literacy services that are functionally relevant for school-age children and adolescents with academic language needs. As the language of the school-age child becomes more metalinguistic in nature, less obligatory in conversational discourse, and thus more nuanced, it becomes increasingly difficult for speech-language pathologists to develop specific yet functional language goals within activities which are measurable for progress monitoring. Moreover, school-age children are faced with the challenge of acquiring academic language skills in both the spoken and written modes; a feat which can be daunting for children with language impairments. Thus, the purpose of this workshop is to provide speech-language pathologists with meaningful evidence-based school-age intervention strategies in the areas of spoken language and literacy. Participants will learn about contextualized language intervention and develop ways to integrate spoken language and literacy therapy in a functional manner. Challenges and creative solutions will be presented as they

relate to the realities of implementing contextualized language and literacy intervention in the school setting. Interactive demonstrations, sample goals, functional treatment ideas, and creative progress monitoring examples will be provided. Active discussion and interaction will be facilitated as attendees will have opportunities to reflect on how demonstrated strategies can be applied with their respective clients.

There will be a 15 minute break during this session.

Julie Wolter is presenting a class on Friday afternoon, Part Two of ***Contextualized School-Age Language Intervention***. The two classes are ***sequential and it is recommended that you take both of them.***

Short Course: 8:30 – 11:45 am

▲ Cognitive Rehabilitation and the Road to College – Part One

Invited Speaker: Donald MacLennan, M.A., CCC-SLP

Chief, Speech Pathology Section, Minneapolis VA HealthCare System, Bloomington, Minnesota

Don MacLennan has provided cognitive rehabilitation for people with brain injury for over 30 years. He is Chief of the Speech Pathology Section at the Minneapolis VA Healthcare system and serves in the Polytrauma Transitional Rehabilitation Program, an inpatient program that emphasizes return to community, work, and school. He has published in the areas of assessment of pragmatic communication, return to college after brain injury, treatment of mild Traumatic Brain Injury and staff development for polytrauma treatment programs. He has served on National VA and Department of Defense.

.3 CEUs

Instructional Level: Intermediate

Moderator: Laura Billetdeaux, M.S., CCC-SLP

Room: 203-204

This workshop will summarize six different approaches to providing cognitive rehabilitation and how each can be applied to major areas of cognitive rehabilitation frequently addressed by speech-language pathologists: attention, memory, executive functions, and pragmatic and social communication. Treatment is presented in the context of a coaching approach in which the therapist guides people with brain injury through a process of strategy identification, implementation and evaluation, with an overarching goal of fostering self-coaching skills that facilitate self-regulation. This approach will be contrasted with a traditional treatment approach. Direct and compensatory cognitive rehabilitation treatments will be described and illustrated with functional application to assistive technology for cognition and return to school.

There will be a 15 minute break during this session.

Donald MacLennan is presenting Part Two on Friday afternoon of ***Cognitive Rehabilitation and the Road to***

College. The two classes are *sequential and it is recommended that you take both of them.*

Short Course: 8:30 – 11:45 am

▲ Hot Topics in Special Education Law: IDEA, Section 504 & Beyond

Invited Speaker: Michele R. Eaddy, J.D.
Thrun Law Firm, East Lansing, Michigan

Michele R. Eaddy is a member of the State Bar of Michigan, Ingham County Bar Association, and the American Bar Association. She is a member and past President of the Michigan Council of School Attorneys. She is a frequent speaker on special education and other school law topics, and her practice focuses on special education law, student issues, employment law, and general school law. She spoke at the MSHA Conference in 2014 and we've asked her back after several requests from our members.

.3 CEUs

Instructional Level: Intermediate

Moderator:

Room: Banquet 2-4

This presentation will examine current issues involving *Special Education Law* in 2014 and trends to watch for in 2015. Participants will learn about the latest special education legal developments and how they impact SLPs and other school special education personnel.

There will be a 15 minute break during this session.

Miniseminar: 9:00 – 10:00 am

▲ Administer, Score, and Interpret the Clinical Assessment of Articulation and Phonology-2 (CAAP-2)

Speaker: Staci Jackson, M.A., CCC-SLP
Editor, Super Duper Publications

Staci Jackson received her bachelor's degree in speech and hearing sciences and master's degree in speech-language pathology from The Ohio State University. Her experience as a speech-language pathologist includes diagnosing and treating speech and language disorders in adults and children in rehabilitation, and children in public and private school settings. Staci is currently an editor with Super Duper® Publications.

.1 CEU

Instructional Level: Intermediate

Moderator:

Room: 101

This session will cover the new *Clinical Assessment of Articulation and Phonology-2 (CAAP®-2)* for ages 2; 6 to 11; 11. Test design and development will be shared. Administration and scoring of the *Articulation Inventory* and *Phonological Process Checklists* will be reviewed

including the newly available iPad administration and scoring. Interpretation of results will be discussed.

Miniseminar: 9:30 – 10:30 am

▲ "Pierce" Functional Communication Device Screening

Speaker: Karen Tibbs, OTR/L M.S.
Private Practice, Southfield, Michigan

Karen is a registered/licensed occupational therapist, master in health science administration, has an assistive technology certificate from California State University Northridge, and a certificate in Orton Gillingham. She has presented locally, nationally and internationally on topics focused on assistive technology.

.1 CEU

Instructional Level: Intermediate

Moderator:

Room: 205

This presentation will offer participants a general overview of what to consider when selecting communication devices. The areas targeted are visual perceptual skills, visual/motor skills, and cognition. We will look at the developmental stages of communication devices. We will explore training for communication devices for acute disabilities versus chronic disabilities.

**Student Round Table: Undergraduate Students
9:30 – 11:30 am Room: 102-103**

Sponsored by Michigan State University, Department of Communicative Sciences and Disorders.

Moderator: Greg Spray, M.A., CFY-SLP, Michigan State University and MSHA Chair of Student Affairs Committee

The process of applying to graduate schools is stressful and you may have many questions about your options for school across the state. Come and meet current graduate students from universities in the state of Michigan. These students will provide you with candid information regarding their personal experience, the application process, tips for writing those pesky admissions essays, and what to do if you're not accepted the first time. During this session you will also have the opportunity to have Speech-Language Pathologists and graduate school faculty provide help with your resume! Find out everything you want to know and more! This is a great opportunity you don't want to miss. Light snacks provided.

An afternoon session for **Graduate** Students will be held Friday afternoon at 2:30 – 4:30 pm.

Friday, March 27, Continued

Miniseminar: 10:30 – 11:30 am

▲ Recognizing and Reducing Barriers to Swallow Exercise Program Compliance

Speaker: Kerry Winget, Au.D., CCC-SLP/A
Agnesian Healthcare

.1 CEU

Instructional Level: Introductory

Moderator: Christina Alworden, B.S., Western Michigan University

Room: 101

A regular component of dysphagia treatment is swallow exercise. While diligent exercise completion can improve swallow recovery, many clients struggle with adhering to a prescribed exercise program. This presentation will explore the current research on effects of swallow exercise programs in adults dysphagia improvement as well as identify typical factors affecting motivation and adherence to exercise programs. Common barriers and motivators to exercise compliance will be discussed, including creative suggestions and strategies for incorporating exercises into clients' daily routines.

MSHA Awards Luncheon: 11:45 am – 1:15 pm Banquets 1-3

Pre-registration required for this Lunch. No tickets available on-site.

A delicious luncheon for those who pre-registered followed by the presentation of the *MSHA Honors of the Association* to **Maureen Staskowski, Ph.D., CCC-SLP, ASHA Fellow**, Macomb ISD; and *MSHA Distinguished Service Award* to **Frances Eldis, Ph.D., CCC-SLP/A**, Wayne State University, and retired from Children's Hospital of Michigan; and the *MSH Foundation* and *MSHA Student Scholarship Awards*.

After the presentation of awards, MSHA members will be treated to a *Keynote* presentation by **Colleen Allen, Ph.D., CCC-SLP**, President and CEO of the *Autism Alliance of Michigan* and Founder of the *Center for Autism and Developmental Disabilities* at Henry Ford Hospital. Colleen will share significant autism policy and practice reform milestones that have taken place in Michigan over the past few years.

Short Course: 1:30 – 4:45 pm

▲ Contextualized School-Age Language Intervention: Techniques for Making It Count – Part Two

Invited Speaker: Julie A. Wolter, Ph.D., CCC-SLP, Associate Professor/SLP Division Chair, Department of Communicative Disorders and Deaf Education, Utah State University

Julie Wolter teaches courses in toddler, preschool, and school-age language and literacy development. Dr. Wolter's past and current roles as a speech-language pathologist and consultant in the schools fuel her interests in evidence-based practice and interdisciplinary collaboration specifically focused on responsiveness to intervention tiered practices and core curricular standards. She has authored several clinical and research papers for state, national, and international levels and has published in a variety of venues such as peer-reviewed journals and edited books. She recently directed the development of teacher training modules for the Utah State Office of Education focused on links between spoken and written language, and evidence-based tiered classroom language facilitation practices in the classroom. Dr. Wolter studies the multiple linguistic components of morphological awareness, orthographic processing, and phonological awareness as they relate to early identification, assessment, and treatment of children with language and literacy impairments and her research is funded through the National Institute of Health.

.3 CEUs

Instructional Level: Intermediate

Moderator:

Room: 201

Speech-language pathologists working in the schools are faced with the challenge of providing language and literacy services that are functionally relevant for school-age children and adolescents with academic language needs. As the language of the school-age child becomes more metalinguistic in nature, less obligatory in conversational discourse, and thus more nuanced, it becomes increasingly difficult for speech-language pathologists to develop specific yet functional language goals within activities which are measurable for progress monitoring. Moreover, school-age children are faced with the challenge of acquiring academic language skills in both the spoken and written modes; a feat which can be daunting for children with language impairments. Thus, the purpose of this workshop is to provide speech-language pathologists with meaningful evidence-based school-age intervention strategies in the areas of spoken language and literacy. Participants will learn about contextualized language intervention and develop ways to integrate spoken language and literacy therapy in a functional manner. Challenges and creative solutions will be presented as they relate to the realities of implementing contextualized language and literacy intervention in the school setting. Interactive demonstrations, sample goals, functional treatment ideas, and creative progress monitoring examples will be provided.

There will be a 15 minute break during this session.

Julie Wolter is presenting a class on Friday morning, Part One of ***Contextualized School-Age Language Intervention***. The two classes are ***sequential and it is recommended that you take both of them.***

Short Course: 1:30 – 4:45 pm

▲ Cognitive Rehabilitation and the Road to College – Part Two

Invited Speaker: Donald MacLennan, M.A., CCC-SLP
Chief, Speech Pathology Section, Minneapolis VA HealthCare System, Bloomington, Minnesota

Don MacLennan has provided cognitive rehabilitation for people with brain injury for over 30 years. He is Chief of the Speech Pathology Section at the Minneapolis VA Healthcare system and serves in the Polytrauma Transitional Rehabilitation Program, an inpatient program that emphasizes return to community, work, and school. He has published in the areas of assessment of pragmatic communication, return to college after brain injury, treatment of mild TBI, and staff development for polytrauma treatment programs. He has served on National VA and Department of Defense.

.3 CEUs

Instructional Level: Intermediate

Moderator: Laura Billetdeaux, M.S., CCC-SLP, Children with Diabetes

Room: 203-204

This workshop will summarize six different approaches to providing cognitive rehabilitation and how each can be applied to major areas of cognitive rehabilitation frequently addressed by speech-language pathologists: attention, memory, executive functions, and pragmatic and social communication. Treatment is presented in the context of a coaching approach in which the therapist guides people with brain injury through a process of strategy identification, implementation and evaluation, with an overarching goal of fostering self-coaching skills that facilitate self-regulation. This approach will be contrasted with a traditional treatment approach. Direct and compensatory cognitive rehabilitation treatments will be described and illustrated with functional application to assistive technology for cognition (ATC) and return to school.

There will be a 15 minute break during this session.

Donald MacLennan is presenting a class on Friday morning, Part One of ***Cognitive Rehabilitation and the Road to College***. The two classes are ***sequential and it is recommended that you take both of them.***

Short Course: 1:30 – 4:45 pm

▲ Integrating Hearing and Language/Literacy Assessment to Inform Practice for School-Age Children Who are Deaf or Hard-of-Hearing: Roles for AUDs and SLPs

Speakers: Nickola W. Nelson, Ph.D., CCC-SLP, ASHA Fellow, Professor, Department of Speech Pathology & Audiology, and Director, PhD in Interdisciplinary Health Sciences, and Editor, *Topics in Language Disorders*

Preliminary Program 2015 MSHA Annual Conference

Western Michigan University; and **Teresa Crumpton, Au.D., CCC-A**, Western Michigan University.

.3 CEUs

Instructional Level: Intermediate

Moderator:

Room: Banquet 2-4

Too often audiologists and speech-language pathologists fail to collaborate adequately. Comprehensive audiological services must start early and continue into the school-age years, associated with language-literacy assessment. Case examples and group results from a new *Test of Integrated Language and Literacy Skills* illustrate evidence-based practice in assessment and intervention for school-age students.

Double Miniseminar: 1:30 – 3:30 pm

▲ Laryngectomees Sharing Information About Laryngectomy

Speakers: Susan Fleming, Ph.D., CCC-SLP Speech Enhancement Services, St. Clair Shores, Michigan, and **Jamie Lindholm, M.S., CCC-SLP** Henry Ford Health System.

Sue Fleming works in multiple clinical settings and has been a professional facilitator for the Laryngectomy/Head Neck Cancer group for over 20 years. Jamie Lindholm is a staff Speech-Language Pathologist at Henry Ford Hospital. She has applied clinical interest with Laryngectomy/Head Neck Cancer patients, facilitating treatment for their individual and collective concerns.

.2 CEUs

Instructional Level: Introductory

Moderator:

Room: 101

Two Speech-Language Pathologists certified and with many years of clinical experience, will present diagrams and explanations of patients' pre- and post-operative total laryngectomy. The three methods of alaryngeal speech will be discussed. Attendees will be shown various voice prostheses and electrolaryngees. A panel of six persons (four laryngectomies and two spouses) will describe aspects of their experiences (e.g., reactions and decision-making when confronted with laryngeal carcinoma diagnoses, treatment modalities used, post-treatment outcomes, communication challenges, and their preferred speaking method/s). Audience members will then be given an opportunity to ask the panelists any questions relevant to their laryngectomy experiences.

Friday, March 27, Afternoon

Miniseminar: 1:30 – 2:30 pm

▲ Understanding Documentation in the Medical Setting

Speaker: Karen B. Kurcz., M.A., CCC-SLP
University of Michigan Health System

.1 CEU

Instructional Level: Intermediate

Moderator:

Room: 205

Speech-Language Pathology documentation in the medical record is required for all forms of reimbursement. Staff must perform an appropriate evaluation to determine the differential diagnosis and severity of the communication and/or swallowing disorders. Staff must understand how to compose reports to demonstrate medical necessity for treatment and how to develop the plan of care to reflect reasonable and necessary long and short term goals. In addition, all staff must understand the various rules and regulations set by Medicare and other third party payers in order to achieve appropriate reimbursement. This presentation will provide suggestions for documentation and current guidelines from insurers to aid clinicians who are new to the medical setting.

Student Round Table: Graduate Students

2:30 – 4:30 pm Room: 102-103

Moderator: Moderators: Greg Spray, M.A., CFY-SLP.
Michigan State University/MSHA Chair of the Student Affairs Committee.

Interested in getting valuable input on your resume, passing the PRAXIS, interviewing skills, and additional information about potential job settings? Attend this session to meet current Speech-Language Pathologists completing their Clinical Fellowship Year (CFY) who have experience in passing the PRAXIS and with the CFY hiring process. Get all of your questions answered and obtain valuable tips, ideas, and input from professionals. Don't miss this opportunity! Light snacks will be provided.

A morning session for **Undergraduate** Students is 9:30 – 11:30 am.

Snack Break: 3:00 pm Exhibits Hall

Everyone Welcome! Cookies and coffee *sponsored by Central Michigan University, Department of Communication Disorders.*

1½ Hour Miniseminar 3:00 – 4:30 pm

▲ Role of the Speech-Language Pathologist in the Preoperative and Intraoperative Assessment of Patients with Brain Tumors - Children and Adults

Speaker: Pablo Antonio Ysunza, M.D., Ph.D., CCC-SLP
Beaumont Health System

.15 CEUs

Instructional Level: Intermediate

Moderator:

Room: 205

Brain tumors can affect speech and language cortical areas. When brain surgery is indicated, functional Magnetic Resonance Imaging (fMRI) and language mapping (LM) procedures are used for presurgical planning. This presentation aims to evaluate the value of fMRI and LM in clinical routine for preoperative planning of brain surgery adjacent to functional brain areas. Speech and Language paradigms used for fMRI will be described. The importance of a complete speech and language evaluation before the fMRI study in children and adults will be addressed. The selection process of the most appropriate paradigms will be described. The process for adapting and/or elaborating paradigms for children will be revised. The procedure for intraoperative language mapping will be described. The basic principles of fMRI will be briefly explained. The interpretation of fMRI results and the value of these findings during surgery will be described. This presentation will include cases presentation and discussion.

Committee Meetings:

SLP Health Care Committee: 4:45 pm: Room 205

Public School Committee: 4:45 pm: Room 201

▲ Poster Sessions:

Authors present from 5:00 – 6:00 pm on Friday

Poster Sessions will be on display in the Exhibit Hall B and Registration area throughout the conference. A maximum of .1 CEU is available if you visit 4 **Poster Sessions** during the conference, for 15-minute intervals. **Student Poster Sessions will be accepted for presentation until February 1, 2015.**

Innovative Service Delivery in the School Setting

Presenter: Patricia Levitt, M.A., CCC-SLP

Business Owner of *Carry Over Words*, LLC, Midland

Written Discourse Performance after Blast Injury

Presenters: Brittany Loomis, B.S., and Brenda Wilson, Ph.D., CCC-SLP, Eastern Illinois University, Charleston, Illinois

Roles of a Pediatric Speech-Language Pathologist in Multidisciplinary Clinics

Presenters: Emily Graham, M.A., CCC-SLP and Danielle Wenz, M.A., CCC-SLP, Henry Ford Health System

Poster Sessions Continued

“Ready, Set, Go!” Preparing Student Interns for School Practice

Presenters: Lizbeth Stevens, Ph.D., CCC-SLP, ASHA Fellow; Emily Grekin, M.A.; Olivia Rhoades, B.S.; Jouel Truesdell, B.S.; Catherine Crowley, B.A.; and Kathryn Orlando, B.A., all at Eastern Michigan University

Fatiguing Over a Speech with Age

Presenters: Eric J. Hunter, Ph.D., Michigan State University; Ethan J. Hunter, Haslett Middle School; Simone Graetzer, Ph.D., Michigan State University

Distribution of Silence and Voicing Accumulations of Primary School Teachers

Presenters: Pasquale Bottalico, Ph.D.; Eric J. Hunter, Ph.D.; and Simone Graetzer, Ph.D., all at Michigan State University

Room Acoustics and Vocal Comfort in Speakers

Presenters: Pasquale Bottalico, Ph.D.; Simone Graetzer, Ph.D., and Eric J. Hunter, Ph.D.; all at Michigan State University

Subjective and Objective Speech Intelligibility Investigations in Primary School Classrooms

Presenters: Pasquale Bottalico, Ph.D.; Simone Graetzer, Ph.D., and Eric J. Hunter, Ph.D.; all at Michigan State University

The Relationship Between Stressful Life Experiences and the Development and Persistence of Stuttering Behaviors: Literature Review and Methodology Updated with Data Analysis, Conclusion, Discussion, and Directions for Future Study

Presenters: Christine Dits, M.A., CFY-SLP and Bill Cupples, Ph.D., CCC-SLP, Eastern Michigan University

The Effect of Socioeconomic Status on Pragmatic Language Development in Preschool Aged Children

Presenters: Bethany Hicks and Katie Squires, Ph.D., CCC-SLP, both from Central Michigan University

Exhibitors' Cocktail Party & Prize Raffle

5:00 – 7:00 pm Exhibition Hall

Everyone Welcome! Cash bars available and everyone gets 1 free drink. **MSHA 50/50 Raffle ~ MSHF Silent Auction ~ Exhibitors' Prize**

Raffle at 6:00 pm ~ Join Us!

Saturday, March 28, 2015

Highlights:

General Registration: 7:30 am – 2:30 pm
Coffee & Pastries: 7:30 am
Exhibits: 8:00 am – 2:00 pm
Poster Sessions: 8:00 am – 2:00 pm
Morning Short Courses: 8:30 – 11:45 am
Public School Forum Luncheon: 11:45 am – 1:15 pm
Medical SLP Forum Luncheon: 11:45 am – 1:15 pm

Pastry & Coffee: Begins 7:30 am

Exhibition Hall

Everyone Welcome! Pastries & Coffee to start the day!

Short Course: 8:30 – 11:45 am

▲ Sound Management: It's About Time - Part One

Invited Speaker: A. Lynn Williams, Ph.D., CCC-SLP, ASHA Fellow, Associate Director, Center of Excellence in Early Childhood Learning and Development, and Professor, Department of Audiology & Speech-Language Pathology, East Tennessee State University

Lynn Williams' research has focused on development of a new model of phonological intervention called multiple oppositions that has been the basis of federally funded intervention studies by the National Institutes of Health (NIH); she has authored several articles in a variety of journals, as well as published several book chapters; developed a phonological intervention software program called Sound Contrasts in Phonology (SCIP) that was funded by NIH; authored a book Speech Disorders Resource Guide for Preschool Children; and served as associate editor of Language, Speech, and Hearing Services in the Schools and the American Journal of Speech-Language Pathology. She has recently edited a book on Interventions for Speech Sound Disorders in Children that was published in 2010 by Brookes Publishing. Dr. Williams has been a frequent presenter at numerous state, national, and international conferences.

.3 CEUs

Instructional Level: Intermediate

Moderator: Emmylou Garza-Prisby, M.A., CCC-SLP, Wayne State University

Room: Room 201

The purpose of this workshop (morning and afternoon classes combined) is to discuss clinical decision-making in designing and implementing the newer models of analysis, target selection, and intervention with children who have speech sound disorders (SSD). These models will be reviewed and then discussed in terms of a case study with emphasis on integrating current research evidence with clinical reasoning to determine the most appropriate

Saturday, March 28, Morning

approaches to implement with particular subgroups of children with SSD. Specifically, decision trees will be presented for considering which analysis options, target selection approaches, and models of intervention are most appropriate for different characteristics of functional speech disorders in children. Clinicians will be given a data set to consider in implementing sound clinical reasoning in choosing the most appropriate approaches that will lead to increased speech intelligibility with the greatest amount of change in the least amount of time.

There will be a 15 minute break during this session.

Lynn Williams is presenting an afternoon Short Course: **Sound Management: It's About Time - Part Two** and the two classes are sequential.

Short Course: 8:30 – 11:45 am

▲ Differential Diagnosis and Management of Acquired Dysarthrias - Part One

Invited Speaker: Joseph R. Duffy, Ph.D., CCC-SLP, ASHA Fellow, Mayo Clinic, Division of Speech Pathology, Department of Neurology.

*Joe Duffy is primarily a clinician who spends most of his workdays evaluating people with communication disorders, many of them neurologically based. His research, scholarly, and teaching activities are primarily in the area of acquired neuropathologies of speech and language. He is the author of three editions of the book **Motor Speech Disorders: Substrates, Differential Diagnosis, and Management**. He serves on the Editorial Board or as an Editorial Consultant to many professional journals, and is a member of the Certification Board and Practice Guidelines committee for dysarthrias and apraxia of speech of the Academy of Neurologic Communication Disorders and Sciences (ANCDS).*

.3 CEUs

Instructional Level: Intermediate

Moderator: Kathryn Atkinson, M.A., CCC-SLP,
Central Michigan University

Room: 203-204

This workshop (morning and afternoon classes combined) will address the substrates, differential diagnosis, and management of acquired dysarthrias. The neurological correlates, confirmatory clinical signs and symptoms, assessment procedures, and characteristic and distinguishing clinical perceptual characteristics of each dysarthria type will be described and compared. Audio and videotape samples will illustrate each dysarthria type in a manner that will sharpen participants' diagnostic skills and understanding of the meaning of important speech signs and symptoms. Guiding principles and specific approaches and techniques for managing the dysarthrias will be reviewed.

There will be a 15 minute break during this session.

Preliminary Program 2015 MSHA Annual Conference

Joe Duffy is presenting an afternoon Short Course: **Differential Diagnosis and Management of Acquired Dysarthrias - Part Two** and the two classes are sequential – *Diagnosis in the morning and Management in the afternoon.*

Short Course: 8:30 – 11:45 am

▲ From Sentences to Stories: Multi-Tier Instruction for Children at Risk for Language Impairment

Speakers: Jenny Long, M.S., CCC-SLP
Mecosta Intermediate School District, and
Colin A. Macpherson, M.A., CCC-SLP
Grand Valley State University

.3 CEUs

Instructional Level: Intermediate

Moderator:

Room: Banquet Room 2-4

Multi-Tier Instruction has the potential to be an efficient approach for identifying children at risk for language or literacy delays and providing additional classroom based instruction to decrease the likelihood of special education referral. The purpose of this presentation will be to improve participant knowledge of Multi-Tier Instruction models and their use with preschool and early elementary aged children. The selection of a universal language measure, establishment of a data-based multi-tier intervention system, implementation of classroom based oral language instruction, and classroom based language outcome measures will be presented and examined in detail.

There will be a 15 minute break during this session.

Miniseminar: 9:00 – 10:00 am

▲ Apps for Vocabulary Assessment and Intervention

Speaker: Staci Jackson, M.A., CCC-SLP
Editor, Super Duper Publications

Staci Jackson received her bachelor's degree in speech and hearing sciences and master's degree in speech-language pathology from The Ohio State University. Her experience as a speech-language pathologist includes diagnosing and treating speech and language disorders in adults and children in rehabilitation, and children in public and private school settings. Staci is currently an editor with Super Duper® Publications.

.1 CEU

Instructional Level: Intermediate

Moderator:

Room: 205

This session reviews the three tiers of vocabulary (Beck et al., 2002). The *Montgomery Assessment of Vocabulary Acquisition (MAVA)*, a standardized receptive and expressive vocabulary assessment for ages 3; 0 to 12; 11 that analyzes responses into the tiers is introduced.

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Administration/scoring with the MAVA iPad app is demonstrated. Super Duper iPad apps for expanding vocabulary in children are shown.

▲ Public School Forum Luncheon:

11:45 am – 1:15 pm

Pre-registration required for this lunch. No tickets available on site.

.1 CEU

Instructional Level: Intermediate

Room: Banquet 1-3

Moderator: **Lori Tavgian, M.A., CCC-SLP**, New Boston Huron School District, and VP of MSHA SLP/Public Schools.

A delicious lunch will be followed by a presentation by **Joanne Pierson, Ph.D., CCC-SLP** and **Lauren Katz, Ph.D., CCC-SLP**, both from the **Literacy, Language, and Learning Institute (3LI)** who will present: *Using Curricular Content in Language Therapy: A Few Snapshots*. School-age students with language disorders often struggle with their academic demands, both oral and written. By making use of curricular content and materials, speech-language pathologists, regardless of their work setting, can make therapy meaningful and relevant. In this brief presentation, several case examples will be used to illustrate ways in which curricular content can be used to promote oral and written language skills across the school-age years.

▲ Medical Speech-Language Pathology Forum Luncheon: 11:45 am – 1:15 pm

Pre-registration required for this lunch. No tickets available on site.

.1 CEU

Instructional Level: Intermediate

Room: Banquet 5-7

Moderators: **Carolyn Doty, M.A., CCC-SLP**, William Beaumont Hospital, and **Julie Kiefer Eaman, M.A., CCC-SLP**, **DMC Rehabilitation Institute of Michigan**, MSHA Co-Vice Presidents for SLP/Healthcare

A delicious lunch will be followed by a presentation of the *Clinician of the Year Award* to **Elwood G. Anderson, Ed.D., CCC-SLP**, Practice of Speech Pathology, Inc., Alpena, Michigan. Then we will listen to a presentation by **Joe Duffy, Ph.D., CCC-SLP, BC-NCD, ASHA Fellow**, Mayo Clinic. Dr. Duffy will speak on aphasia during the forum and the title of his presentation is: *Evaluation and Care for Aphasia in the Acute Care Hospital: Some Data Based Lessons*.

Short Course: 1:30 – 4:45 pm

▲ Sound Management: It's About Time - Part Two

Invited Speaker: **A. Lynn Williams, Ph.D., CCC-SLP, ASHA Fellow**, Associate Director, Center of Excellence in Early Childhood Learning and Development, and Professor, Department of Audiology & Speech-Language Pathology, East Tennessee State University

Preliminary Program 2015 MSHA Annual Conference

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.3 CEUs

Instructional Level: Intermediate

Moderator:

Room: Room 201

The purpose of this workshop (morning and afternoon classes combined) is to discuss clinical decision-making in designing and implementing the newer models of analysis, target selection, and intervention with children who have speech sound disorders (SSD). These models will be reviewed and then discussed in terms of a case study with emphasis on integrating current research evidence with clinical reasoning to determine the most appropriate approaches to implement with particular subgroups of children with SSD. Specifically, decision trees will be presented for considering which analysis options, target selection approaches, and models of intervention are most appropriate for different characteristics of functional speech disorders in children. Clinicians will be given a data set to consider in implementing sound clinical reasoning in choosing the most appropriate approaches that will lead to increased speech intelligibility with the greatest amount of change in the least amount of time.

There will be a 15 minute break during this session.

Lynn Williams is presenting a morning Short Course: **Sound Management: It's About Time - Part One** and the two classes *are sequential*.

Short Course: 1:30 – 4:45 pm

▲ Differential Diagnosis and Management of Acquired Dysarthrias - Part Two

Invited Speaker: **Joseph R. Duffy, Ph.D., CCC-SLP, ASHA Fellow**, Mayo Clinic, Division of Speech Pathology, Department of Neurology.

Joe Duffy is primarily a clinician who spends most of his workdays evaluating people with communication disorders, many of them neurologically based. His research, scholarly, and teaching activities are primarily in the area of acquired neuropathologies of speech and language. He is the author

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Saturday, March 28, Afternoon

of three editions of the book **Motor Speech Disorders: Substrates, Differential Diagnosis, and Management**. He serves on the Editorial Board or as an Editorial Consultant to many professional journals, and is a member of the Certification Board and Practice Guidelines committee for dysarthrias and apraxia of speech of the Academy of Neurologic Communication Disorders and Sciences (ANCDS).

.3 CEUs

Instructional Level: Intermediate

Moderator: Moderator: Kathryn Atkinson, M.A., CCC-SLP,
Central Michigan University

Room: 203-204

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There will be a 15 minute break during this session.

Joe Duffy is presenting a morning Short Course: **Differential Diagnosis and Management of Acquired Dysarthrias - Part One** and the two classes **are sequential** – *Diagnosis in the morning and Management in the afternoon.*

Miniseminar: 1:30 – 2:30 pm

▲ An Introduction to Linguistic Pragmatics for Speech-Language Pathologists

Speaker: Marla Perkins, Ph.D.
Northern Arizona University

Marla Perkins is a linguist currently studying speech-language pathology at Northern Arizona University. She received her doctorate from the State University of New York at Buffalo and is an internationally recognized scholar in discourse analysis, pragmatics, semantics, and sociolinguistics. She has taught linguistics and English on four continents to students ranging in age from four to eighty-one. In the past couple of years, she has begun conducting field research in Indonesia among the Hobongan and continues her work on information analysis in discourse and pragmatics.

.1 CEU

Instructional Level: Introductory

Moderator:

Room: 205

This session introduces basic ideas in linguistic pragmatics, which is the study of information that must be supplied by users of language in order to maintain coherence and cohesion, as distinct from social pragmatics, which is the study of behaviors that reveal relationships between the people who are interacting. Using a combination of lecture, discussion, and practice, major terms and concepts in linguistic pragmatics, the uses of those concepts in analyzing speech samples, and the uses of those concepts in individualized interventions, will be explored. In addition, cultural considerations will be included; linguistic pragmatics are not universal, and participants will be encouraged to include their cultural experiences in the session.

Miniseminar: 2:30 – 3:30 pm

▲ The Play's The Thing

Speakers: Jean Silbar, M.A., CCC-SLP; Lori Pitts, M.A., CCC-SLP; Rhonda Hines, COTA; Michelle St. Aubin, M.S., CFY-SLP; all at Comprehensive Therapy Center; and the Children of Comprehensive Therapy Center

.1 CEU

Instructional Level: Introductory to Intermediate

Moderator:

Room: 205

Vaudeville meets pediatric therapy. Through an inter-professional and integrated clinic, children with language impairments (including a non-verbal AAC user) took lessons learned from occupational and speech-language pathology – and insisted they could develop a play. Join us for our interactive session to explore how the troupe developed their play, watch clips from the premiere, chat with the cast, and hear insights from the production crew (including the play's Occupational Therapist, Speech-Language Pathologist, and Graduate Clinicians).

This is a **Tentative Program**.
Changes in scheduling may occur.

All presenters have submitted an *Instructional Personnel Relationship Disclosure Form* to ASHA/MSHA regarding relevant financial and non-financial relationships. For a link to this chart please go to:
www.michiganspeechhearing.org

And look for:

**2015 Instructional Personnel Relationship
Disclosure Information**

Notes