Michigan Speech Language Hearing Association

2026 Annual Conference

MSHA 2026 VIRTUAL CONFERENCE:

LOOKING TO THE FUTURE

EMBRACING CHANGES FOR GROWTH

Conference
Program Book

MSHA Virtual Conference
March 19 - 20, 2026

DO YOU WORK WITH PEOPLE WHO STUTTER?

The U-M Speech Neurophysiology Lab is seeking participants for our stuttering research studies—together, we hope to make new discoveries that will improve future treatment interventions for stuttering!

WHO CAN PARTICIPATE?

- **Children** who stutter (ages 6-13)
- **Adults** who stutter

WHY GET INVOLVED?

- Research insights can help **improve the lives of people who stutter**
- Participants are **paid** for their time
- **Travel reimbursement** is available
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- Parents receive a **free report** of their child's speech and language assessment

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Speech Neurophysiology Lab

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Questions? Contact us!

Email: cwsbrains@umich.edu
Call or Text: 734-926-8775

Looking to the Future: Embracing Changes for Growth

Welcome to the 2026 MSHA Virtual Conference

On behalf of the Michigan Speech-Language-Hearing Association, it is my pleasure to welcome you to the 2026 MSHA Virtual Conference. We are delighted that you have chosen to join us this year. While the format of our conference may look slightly different than in years past, we are confident that the experience will continue to provide meaningful learning and professional growth.

Our theme for this year, "Looking to the Future: Embracing Changes for Growth," reflects both the evolving nature of our professions and the resilience of our organization. Over the past year, MSHA has navigated important changes related to staffing and financial resources. Through these experiences, we have continued to adapt and grow, and this conference represents that same spirit of innovation and forward thinking.

Throughout the next two days, you will find a wide range of learning opportunities designed to support clinicians, educators, and researchers across practice settings. Our invited speakers and presenters from the Call for Papers and Poster Sessions bring diverse perspectives and expertise, offering practical tools and evidence-based insights that you can apply immediately within your professional practice. This year's program also includes courses addressing human trafficking, pain management, supervision, ethics, and implicit bias—all of which fulfill ASHA and LARA continuing education requirements. We are proud to offer these important learning opportunities as part of the conference.

Although we are meeting virtually this year, this format also provides a unique opportunity to connect with colleagues from across the country. We encourage you to engage with one another through the platform's chat features and networking opportunities. Meaningful conversations and shared experiences with fellow professionals are among the most valuable aspects of any conference. Before closing, I would like to extend gratitude to our conference planning committee. This conference would not have been possible without the dedication of this group of people. I would like to extend sincere thanks to Scott Thorbjornsen for coordinating exhibitors and sponsors, Marissa Swanson for managing social media and marketing, and Lisa Register for overseeing continuing education submissions and compliance.

I would also like to offer a particularly heartfelt thank you to my conference co-chairs, Leslie DeNardis and Ana Claudia Harten. Organizing a conference of this scale without the support of paid staff is no small task. Leslie and Ana Claudia devoted countless hours to planning, organizing, and refining every aspect of this event. Ana Claudia provided extraordinary leadership in managing registration, coordinating poster sessions, communicating with presenters and attendees, and ensuring that every detail was thoughtfully addressed. Leslie contributed tremendous expertise in organization, leadership, and graphic design, helping to shape the professional and polished experience you see throughout the conference. Quite simply, this conference would not have been possible without their commitment and dedication.

While we may not be gathering together in person this year, I hope this conference provides valuable knowledge, inspiration, and connection. May the insights you gain over these two days help you look toward the future, embrace change, and continue growing as a clinician and professional. Most importantly, we hope the individuals you serve—your clients, patients, and students—benefit directly from the knowledge and skills you take away from this experience.

Thank you for being part of the 2026 MSHA Virtual Conference.

Sincerely,

Justine Walker, M.S., CCC-SLP, LSLS Cert. AVT
Vice President for Professional Development and Education
Michigan Speech-Language-Hearing Association (MSHA)

2026 Conference Committee

2026 VP for Professional Development and Education

Justine Walker, M.S., CCC-SLP, LSLS Cert. AVT
Jackson County Intermediate School District

2026 Conference Co-Chairs

Leslie DeNardis, M.A., CCC-SLP
Monroe County Intermediate School District

Ana Claudia Harten, Ph.D., CCC-SLP
Eastern Michigan University

Call for Papers & Call for Posters Review: **Justine Walker,** M.S., CCC-SLP, LSLS Cert. AVT.
Leslie DeNardis, M.A., CCC-SLP
Ana Claudia Harten, Ph.D., CCC-SLP
Scott Thorbjornsen, M.A., CCC-SLP
Sarah Killinger, M.A., CCC-SLP/BCBA

CEUs Administrator for ASHA & SCECH: **Lisa Register**, M.A., CCC-SLP
Ana Claudia Harten, Ph.D., CCC-SLP
Nichole Richardson, MSHA Volunteer

Communications and Networking: **Marissa Swanson,** M.A., CCC-SLP
Ana Claudia Harten, Ph.D., CCC-SLP
Leslie DeNardis, M.A., CCC-SLP

Program Book Design & Layout: **Leslie DeNardis**, M.A., CCC-SLP

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Poster Session Sponsor

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Communication Coaching

- leadership and conflict resolution through a neurodiversity-affirming lens

Document Preparation

- policies, grants, and evidence-based manuscripts that support all kinds of brains

Contact

Laura DeThorne, PhD CCC-SLP

www.neurodiversebydesign.com

Neurodiverse by Design

Nominate a SLP or Audiologist who goes above and beyond in healthcare for the...

MSHA Healthcare Committee Outstanding Clinician Award

Eligibility Requirements

- MSHA Member for 3+ years
- Currently practicing in Michigan with state license
- Practicing as an SLP for 5+ years
- Current ASHA CCCs

How to Nominate

1	Anyone can nominate
2	Submit online form with documents: • 3 Letters of Recommendation • Resume/CV
3	Committee reviews and interviews

Nomination Form

https://www.viethconsulting.com/members/form.php?q=code-MOrfAsnd-0sbdbsn

2025 Award Recipients

Allison Mezo
M.A., CCC-SLP, CBIST
Western Michigan University

Christy Schweitzer
M.A., CCC-SLP
Henry Ford Health

MSHA Past & Present

Past Presidents of MSHA

1940 Charles Van Dusen
1943 Hildred Gross
1945 John Clancy
1947 Wilbur Moore
1949 Ann Thorne
1951 Elsie Edwards
1953 D.E. Morley
1954 Catherine Furbee
1955 Max Nelson
1956 Margaret Hatton
1957 Jane Elliott
1958 Bruce Graham
1959 Walter Wend
1960 Keith Maxwell
1961 Ruth Curtis
1962 Mary Rose Costello
1963 Ralph Rupp
1964 Hebert Oyer
1965 William Stephenson, Jr
1966 Mary Kennedy
1967 Gerald Freeman
1968 David Prins
1969 Thelma Albritton
1970 Theodore Mandell
1971 Courtney Osborn
1972 Leo Deal
1973 David Pushaw
1974 David Featheringill
1975 Ronald Leader
1976 Daniel Beasley
1977 Dorothy Dreyer
1978 Alvin Davis
1979 Linda Lou Smith
1980 Mervyn Falk
1981 Vivian Fahle
1982 Frances Eldis
1983 Marie Kopin
1984 Robert Erickson
1985 Sue Shifman
1986 Sue Boersma
1987 David Daly
1988 Nickola Nelson
1989 Robert McLauchlin
1990 Ellen Fairbrother
1991 Kathleen Pistono
1992 Anitta Orr
1993 Dale Robinson
1994 Marc Haxer
1995 Gary Hare
1996 Gary Lawson
1997 Timothy Weise
1998 Susan Fleming
1999 Laura Billetdeaux
2000 J. Casey Gershon
2001 R. Wayne Holland
2002 Susan Fleming
2003 Sherry Dean
2004 Kenneth R. Bouchard
2005 Lizbeth Stevens
2006 Sandra O. Glista
2007 Judy Lytwynec
2008 Mary E. Peterson
2009 Maureen Staskowski
2010 Elaine Ledwon-Robinson
2011 Richard M. Merson
2012 Deanna Klein
2013 Heather L. Balog
2014 Julie Y. Pratt
2015 Kathy Rigley-Rowell
2016 Laura Lenkey
2017 Natalie Douglas
2018 Lisa L. Register
2019 Gregory J. Spray
2020 Gregory J. Spray
2021 Derek Daniels
2022 D'Jaris Coles-White
2023 Rosalyn Davis
2024 Rosalyn Davis
2025 Ana Claudia Harten

MSHA 2025 Officers

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Vice-President of Public Schools

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Vice-President of Student and University Affairs

Open
Vice-President of Audiology

Interested in an open position? Please email info@mislha.org.

Past MSHA Award Receipents

Honors of the Association

MSHA Honors of the Association is awarded to members in recognition of distinguished contributions in Speech and Language Pathology, Audiology, and/or Education of the Hearing Impaired over a substantial period. This is the highest award the Association can bestow.

Heather L. Balog, 2019
Harold Bate, 1993
Margot Beckerman, 2013
Dorothy Billings, 1984
Mary Blair, 1974
H. Harlan Bloomer, 1973
Susan Boersma, 1994
Kathryn Boyer, 2004
Mary Ellen Brandell, 1991
Sandra Briggs, 1982
C. Rebecca Brown
Anna Carr, 1955
Michael R. Chial, 1987
John Clancy, 1965
Mary Rose Costello, 1981
Ruth Curtis, 1970
David A. Daly, 2006
Alvin J. Davis, 1988
Leo V. Deal, 1990
Jessimae Deuel, 1959
Dorothy E. Dreyer, 1987
Elsie Edwards, 1971
Frances E. Eldis, 1986
Robert L. Erikson, 1991
Ellen J. Fairbrother, 1994
Susan M. Fleming, 2007
Gerald Freeman, 1982
Dorothea French, 2012
Catherine Furbee, 1972
John Gaeth
Sandra O. Glista, 2010
A. Bruce Graham, 1985
Hildred Gross
Bev Jaynes, 2014
Mary Kennedy, 1971
Dawn Kutney, 2020
Ronald L. Laeder, 1984
Gary Lawson, 2009
Elizabeth Lockwood, 1986
Teresa Lyden, 2025
Clarence Maedor, 1947
Theodore Mandell, 1982
Daniel E. Martin, 1995
Dr. Angela Massenberg, 2021
Keith Maxwell, 1971
Jan McCosky, 2016
Robert M. McLauchlin, 1992
Richard M. Merson, 2017
Nickola W. Nelson, 1995
Courtney Osborn, 1970
Herbert Oyer, 1981
Paulette I. Piirainen, 1991
Kathleen S. Pistono, 1995
Robin Pollens, 2026
Eugene Popielec, 1984
Carl Powley, 1992
Julie Pratt, 2018
Doris Proctor, 1981
Nick J. Quarto, 1985
Mary Jeanne Rintelmann, 1991
Dale Omar Robinson, 1991
Elaine Ledwon-Robinson, 1997
Frank Robinson, 1981
Michael I. Rolnick, 1992
Ralph R. Rupp, 1984
Linda Seestedt-Stanford, 1994
Alice Silbergleit, 2024
Linda Lou Smith, 1984
Maureen Staskowski, 2015
Ida J. Stockman, 2023
Katie Strong, 2022
William Stephenson, Jr., 1982
Lizbeth J. Stevens, 2008
Ann Thorne
Charles Van Riper, 1972
L. Jean Waldo, 1986
Sheila Powell Ward, 1999
Timothy G. Weise, 2003

Distinguished Service

The MSHA Distinguished Service Award is presented to an individual for a specific outstanding contribution to the Association or the speech and hearing profession.

Richard Baldwin, 1982
Susan Howell Brubaker, 2006
Mary Rose Costello, 1989
Ruth Curtis, 1989
Leo V. Deal, 2014
Dorothy E. Dreyer, 1975
Frances Eldis, 2015
John Bryson Eulenberg, 1986
Sandra Oslager Glista, 1996
Matt Green, 2016
Edward Hardick, 1975
Kathryn Hillenbrand, 2020
Senator Gilda Z. Jacobs, 2009
Jerry Johnson, M.D., 2013
David F. Katt, 1991
Nancy R. Kaufman, 2011
Peter LaPine, 2019
Richard M. Merson, 2005
Kathleen S. Pistono, 1987
Gerald Rice, 1974
Ralph R. Rupp, 1978
Norbert Edwin Smith, 1984
John Stevens, 2010
Lizbeth J. Stevens, 2025
Lynn A. Sweeney, 1992
Kim Wesoloski, 2024
Suzanne Woods, 2018

MSHA 2026 Committees

- Committee for Audiology Services
- Committee for SLP Public Schools
- Committee for SLP Health Care Services
- Professional Development and Education Committee
- Program Committee
- Nominations Committee
- Communications and Networking Committee
- Committee for Diversity, Equity and Inclusion
- Student Affairs Committee
- Michigan Speech Language Hearing Foundation Liaison
- Michigan Audiology Association Liaison
- Members-at-Large: Five total representing SE, NE, SW, NW and Upper Michigan
- Student Member-at-Large

Interested in joining a committee? Please email president@mislha.org.

MSHA 2026 Awards Recipients

Honors of the Association

Robin Pollens, M.S.,CCC-SLP

Robin (Dovitz) Pollens attended the University of Michigan as an undergraduate, majoring in both Psychology and Speech & Hearing Sciences. Her graduate training in Speech Pathology continued at U of M in 1977 and included work in the Residential Aphasia Program. Robin then provided direct speech-language pathology services for adults for over 40 years in various clinical settings, including hospitals, outpatient clinics, skilled nursing facilities and extensive work in home health.

Beginning in 2001, she also served as a Clinical Instructor at Western Michigan University, becoming an Adjunct Assistant Professor in 2007. She co-created the Aphasia Communication Enhancement Program (ACE Program) with her esteemed colleague Sandra Glista. Robin provided clinical supervision for graduate students, developed interprofessional programming, and fostered a supportive community for people with aphasia and their families.

She was a presenter at conferences and published articles in peer-reviewed journals and textbook chapters. One focus area was palliative & hospice care, advocating for inclusion of the SLP to support communication access during end-of-life care. Her second area of focus described innovative programming for people with aphasia and in graduate education, using the Life Participation model of care. She was a 2023 Recipient of the Sandra O. Glista Mentorship Award from Aphasia Access.

Robin is a Life Member of MSHA and has participated in conferences over the decades. She served as the MSHA Chair of Committee on Ethics from 2009 -2012 and continued as a committee member until 2016.

In retirement, Robin is an active volunteer in her community. She provides support for refugee families, coordinates the social action committee within her temple community, and is a "Story-Catcher," interviewing and recording life stories of patients in hospice.

Outstanding School Clinician

Bridgette Pletz, M.A., CCC-SLP

Bridgette Pletz, M.A., CCC-SLP, is a Speech-Language Pathologist with the Chippewa Valley School District in Clinton Township, Michigan, where she is affectionately known as "Coach Pletz". She has been practicing since 2017 and earned both her BA and MA from Wayne State University. Bridgette holds certification through the American Speech-Language-Hearing Association, is a member of Michigan Speech-Hearing Association, and is a Macomb Assistive Technology Leader.

In her school-based practice, Bridgette provides collaborative, classroom-centered services utilizing curriculum content as well as push-in/pull-out models using Story Champs, Lively Letters, and the Expanding Expression Tool to strengthen speech, language, and literacy skills. She has extensive experience across educational and clinical settings, including private practice and community-based services.

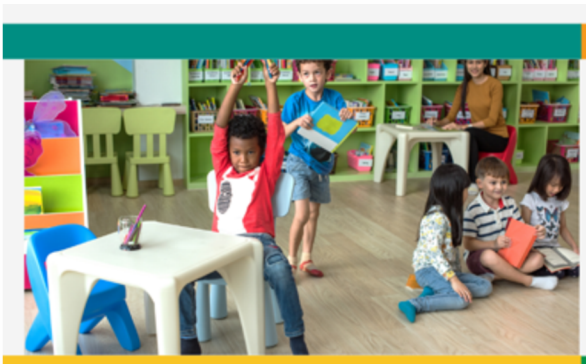
Bridgette is passionate about wholistic approaches that bridge gaps and foster accessible communication. She believes that when students are acknowledged, respected, and supported with intentional care, they grow into confident leaders who exude kindness. When she puts her "coach" hat away she spends time with her family including her two cats enjoying her hobbies of knitting, gardening, audiobooks, and sourdough.

Congratulations to our
Clinical Education Retirees,
Denise Kowalski and
Karen Parish-Foster

Welcome to the team,
Annie Lauria and
Carolynn VandenBosch

EASTERN MICHIGAN UNIVERSITY

Want to know more about our program? Scan here:



MSHA
Michigan Speech Language Hearing Association

Public Schools Committee

WHAT DO WE DO?

We Zoom monthly to advocate for the professional roles, responsibilities & workloads of school SLPs in Michigan! The work of school SLPs is invaluable to the academic success and social emotional wellness of all students, especially students with IEPs who have communication, speech and language needs.

2026-27 PRIORITIES

- Advocating for issues that improve SLP workload and IEP student outcomes
- Hosting a Fall Conference for School SLPs
- Celebrating School Clinicians practicing at the top of their license
- Supporting implementation of the 2025 MSHA Guidelines across Michigan with professional learning supports and technical assistance

Scan to learn more and join!

Licensure and Certification Maintenance

Below is a breakdown of the required continuing education courses needed for renewing state licensure and for maintaining CCC's through ASHA.

MICHIGAN		ASHA
20 PD hours (15 hours are allowed from ASHA CEUs) which includes what is listed below.		30 professional development hours which includes what is listed below
One Time: complete training in identifying victims of human trafficking	**Human Trafficking**	no specific requirements
no specific requirements	**Ethics**	Every 3 year interval: complete a minimum of 1 hour of PD
Every renewal period: complete a minimum of 1 hours of PD for each year of the license cycle	**Implicit Bias/DEI**	Every 3 year interval: 2 hours of PD in cultural competency, cultural humility, culturally responsive practice, or DEI
Every renewal period: complete a minimum of 1 hour of PD	**Pain Management**	no specific requirements
no specific requirements	**Supervision**	One time: complete a minimum of 2 hours of PD if you are providing supervision/ clinical intruction

For more information or clarification please visit the following websites:
https://www.asha.org/certification/maintain-ccc/
https://www.michiganspeechhearing.org/licensure.php

Continuing Education Information

A maximum of 2.45 ASHA and 2.45 SCECH CEUs are available at this MSHA Conference.

Here's how CEUs work:

Each clock hour = .1 CEU.
Each of our 90 minute workshops are equal to .15 CEUs.

You can obtain .15 CEU if you attend the full Poster Session.

All registered attendees seeking a conference certificate and/or continuing education credit (including ASHA CEUs and/or SCECH-CEUs) must complete the official MSHA 2026 Virtual Conference Continuing Education Form.

The form must be fully completed and submitted by April 1, 2026. Each attendee may submit the CEU form only once. In addition to listing the sessions attended in their entirety, participants are required to identify three key takeaways learned from the event. All information provided must be accurate and in compliance with the MSHA Code of Ethics to be considered satisfactory. Incomplete, inaccurate, or late submissions will **not** be processed and will result in ineligibility for continuing education credit. It is the responsibility of each participant to ensure all requirements are met within the designated timeframe.

The MSHA Code of Ethics can be reviewed at https://www.michiganspeechhearing.org/code_of_ethics.php

In accordance with continuing education and ethical standards, all conference presenters are required to disclose any relevant financial and non-financial relationships. A complete listing of presenter disclosures is available at the following link: MSHA 2026 Virtual Conference Presenter Disclosures

Thank you to our conference supporters!

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Eastern Michigan University
University of Michigan Speech Neurophysiology Lab
Thriving Minds

Thursday, March 19, 2026 - Agenda + Titles & Descriptions

Thursday, March 19, 2026		
Time	**Presentation**	**Speaker**
8:00-8:30 a.m.	Conference Welcome	MSHA Conference Committee
Session I		
8:30 - 10:00 a.m.	Multidisciplinary Voice, Swallowing, and Upper Airway Clinic: The Symbiosis of Laryngology and Speech Pathology	Meira Chen, MS, CCC-SLP Ross Mayerhoff, MD
	Chronic Pain: Recognizing the Disease, Treating the Patient, Protecting Our Community	Samvid Dwivedi, DO
	Collaboration to Optimize Early Auditory Development to Support and Enhance Communication and Education Success	Darah Regal, AuD, CCC-A Kim Boynton, PhD, CCC-SLP
10:00 - 10:10 a.m.	Break + Vendor Networking	
Session II		
10:10-11:40 a.m.	When the Words Get "Stuck": Selective Mutism Assessment and Evidence-Based Intervention: Part I	Katelyn Reed, MS, LLP
	Addressing Social Connection and Mental Health in Aphasia Care: Clinical Considerations and Approaches	Keli Licata, MA, CCC-SLP Elise Jones, MA, CCC-SLP
	Literacy Through a Shared Understanding: The Science, the Structure, and the Learners	Mallory Frank, MA, CCC-SLP Lisa Owens, MA, CCC-SLP
	Entrepreneurship: Making Your Dream a Reality	Casey Bross, OTD, OTRL, CLT, CLC
	Autonomy at the Table: Case Studies in Diet Texture Modification	Hillary Cooper, MA, CCC-SLP
	From Auditory Experiences to Educational Success: Practical Strategies for Intervention, Instruction, and Collaboration	Darah Regal, AuD, CCC-A Kim Boynton, PhD, CCC-SLP
11:40 - 12:10 p.m.	Lunch on Your Own/ Vendor Networking and Booths	
Session III		
12:10 - 1:40 p.m.	When the Words Get "Stuck:" Selective Mutism Assessment and Evidence-Based Intervention: Part II	Katelyn Reed, MS, LLP
	AAC in Acute Care: Maximizing Communication and Dysphagia Management	Teresa Thompson, MA, CCC-SLP
	Designing Instruction That Works: From MTSS to SDI Using Routines and Inclusive Literacy Practices	Mallory Frank, MA, CCC-SLP Lisa Owens, MA, CCC-SLP
	Getting Serious About Games: Maximizing Game-Based Learning (Part I)	Alisha Springle, PhD, CCC-SLP, BCS-CL, TAGM
	Ethical Considerations in Augmentative and Alternative Communication 2.0: Doing the Right Thing; Better than Last Year	Elizabeth A. Speaker-Christensen, MA, CCC-SLP/L, ATP Megan Brazas, MA, CCC-SLP, QOM
1:40-1:50 p.m.	Break+ Vendor Networking	
Session IV		
1:50-3:20 p.m.	Dysarthria and AAC in Patients with Motor Neuron Disease - ALS Type	Stefan Gavrilovski, MS, CCC-SLP Karen Kluin, MS, CCC, BC-ANCDS
	Truth on Trafficking: A Survivor's Lens	Brigette Robarge, BSW
	Neurodiversity & Implications for Educators Part I	Laura DeThorne, PhD, CCC-SLP
	Myofunctional Therapy: What It Is, Who Benefits, and Where SLPs Fit In	Marileda Tome, PhD, CCC-SLP
	Getting Serious about Games: A Crash Course in Therapeutically Applied Role-Playing Games (Part II)	Alisha Springle, PhD, CCC-SLP, BCS-CL, TAGM
3:20-3:30 p.m.	Break+ Vendor Networking	
Session V		
3:30 - 5:00 pm	Brain-Computer Interfaces for People with Severe Motor and Speech Deficits	Matthew Willsey, MD, PhD
	Equity Doesn't Stand Still: Why SLPs Need Transient Advantage Thinking	Traci Love, DHA, MA, CCC-SLP, CPC, COC
	Bridging Perspectives: Lessons from Supervising and Coordinating Graduate Internships	Nathaniel Friedman, MA, CCC-SLP
	Neurodiversity & Implications for Educators Part II	Laura DeThorne, PhD, CCC-SLP
	Unlocking Anatomy: Tools to Diagnose and Treat the Root Cause of Speech Disorders	Michelle Richards, CCC-SLP, TSLI, CLC, CertBBM, RYT-200

Thursday, March 19, 2026: Session Titles & Descriptions

Conference Welcome

Ana Claudia Harten, Ph.D., CCC-SLP
Eastern Michigan University

MSHA Conference Committee
Sarah Killinger, M.A., CCC-SLP, BCBA
Justine Walker, M.S., CCC-SLP, LSLS Cert. AVT
Leslie DeNardis, M.A., CCC-SLP

8:00-8:30 am | Main Stage

This 30 minute introduction to the conference will begin with a conference welcome from our 2025 MSHA President, Ana Claudia Harten. Additional conference information and important things to note to get the most from your conference experience will be provided by the conference chairs, Justine Walker (VP for Professional Development and Education) and Leslie DeNardis (VP-Elect for Professional Development and Education). MSHA President-Elect, Sarah Killinger will provide a look into MSHA's future with exciting updates. This welcome will conclude with MSHA's annual raffle drawing. Be sure to attend for your chance to win!

Multidisciplinary Voice, Swallowing, and Upper Airway Clinic: The Symbiosis of Laryngology and Speech Pathology

Meira Chen, MS, CCC-SLP
Henry Ford Health

Ross Mayerhoff, MD
Henry Ford Health

.15 ASHA or SCECH CEUs
8:30 - 10:00 am | Breakout Session

A significant challenge across healthcare systems is delayed or hindered patient care because of reduced communication between providers and disciplines – often due to factors such as limited access and resources, time constraints, and administrative allowances. A multidisciplinary approach to diagnosis and treatment eliminates the communication and access barriers between Laryngology and Speech-Language Pathology, allowing for a more accurate and efficient diagnosis and subsequent treatment. This session will focus on discussing the benefits of a multidisciplinary voice, swallowing, and upper airway clinic from laryngology and speech-language pathology perspectives. We will review the specifics of Henry Ford Health's Center of Excellence for Laryngology Multidisciplinary Voice, Swallowing, and Upper Airway Clinic, including: research and anecdotal support for a multidisciplinary clinic approach, day-to-day operations, patient scheduling and candidacy, clinic flow and team member roles/responsibilities, and ongoing administrative challenges the clinic continues to experience over time. A review of patient cases that benefited from the multidisciplinary approach will be discussed, as well as cases where patient care was hindered by a single disciplinary approach.

Chronic Pain: Recognizing the Disease, Treating the Patient, Protecting Our Community

Samvid Dwivedi, DO
Henry Ford Health

.15 ASHA or SCECH CEUs
8:30 - 10:00 am | Breakout Session

Michigan and the United States continues to suffer through an opiate epidemic, decades in the making. We will review the origins, trajectory and interventions employed during the public crisis. We will also review the role of opiate medications in chronic pain management, identify guardrails to maintain evidence-based prescribing, risk mitigation strategies. An explanation of central sensitization will be helpful to better recognize the nature of chronic pain in our patients. An argument will be made to treat chronic pain as a disease state, rather than a symptom or score.

This course will satisfy the Michigan requirement for Pain Management.

Collaboration to Optimize Early Auditory Development to Support and Enhance Communication and Education Success

Darah Regal, AuD, CCC-A
Goshen Physicians

Kim Boynton, PhD, CCC-SLP
Indiana University South Bend Elkhart

.15 ASHA or SCECH CEUs
8:30 - 10:00 am | Breakout Session

Collaboration between speech-language pathologists, audiologists, educators and parents provides an excellent opportunity to develop auditory skills in young children. Auditory and language processing skills are foundational for communication, literacy and classroom success. The brain is very plastic and moldable, especially in young children, providing opportunities to develop specified auditory processing skills. Participants will explore how early identification, auditory access, and intentional listening experiences shape brain organization, spoken language outcomes, and classroom readiness. Presentation goals include but are not limited to: 1) Empowering professionals with knowledge about auditory processing and offering hope for skill development rather than symptom management; 2) Clarifying how auditory challenges can sometimes mimic attention difficulties in classroom settings, particularly in noisy environments. This session integrates research, clinical principles, and real-world examples to illustrate how auditory development unfolds from birth through early childhood. Emphasis will be placed on the progression of sound development, language processing and four of the seven categories of auditory processing (amblyaudia, dichotic dysaudia, decoding, and tolerance fading memory) with definitions, identifying characteristics/differences and practical ideas for home, school and speech-language therapy.

When the Words Get "Stuck": Selective Mutism Assessment and Evidence-Based Intervention: Part I

Katelyn Reed, MS, LLP
Thriving Minds

.15 ASHA or SCECH CEUs
10:10-11:40 am | Breakout Session

Selective Mutism (SM) is an anxiety disorder in which children speak comfortably in some settings but are unable to speak in others, significantly limiting school and social participation (American Psychiatric Association, 2022). Although symptoms typically emerge between ages 2.7 and 4.1 (Viana et al., 2009), referral often does not occur until ages 6.5 to 9 (Sharp et al., 2007; Cunningham et al., 2004), reflecting under-recognition and delayed intervention despite evidence that earlier treatment leads to better outcomes.
Children who "aren't talking" are frequently referred to speech-language pathologists (SLPs). While some present with co-occurring language weaknesses, for others anxiety-driven avoidance is the primary barrier, with research linking anxiety to increased laryngeal tension during speech initiation (Ruiz & Klein, 2018). SLPs play an essential role in differential diagnosis, assessment, and collaborative treatment.
This presentation will equip SLPs to assess and support students with SM. Session one will review diagnosis, introduce SM-specific assessment tools, and discuss necessary protocol adaptations.

Addressing Social Connection and Mental Health in Aphasia Care: Clinical Considerations and Approaches

Keli Licata, MA, CCC-SLP
University of Michigan Aphasia Program (UMAP)

Elise Jones, MA, CCC-SLP
University of Michigan Aphasia Program (UMAP)

.15 ASHA or SCECH CEUs

10:10-11:40 am | Breakout Session

This 30 minute introduction to the conference will begin with a conference welcome from our 2025 MSHA President, Ana Claudia Harten. Additional conference information and important things to note to get the most from your conference experience will be provided by the conference chairs, Justine Walker (VP for Professional Development and Education) and Leslie DeNardis (VP-Elect for Professional Development and Education). MSHA President-Elect, Sarah Killinger will provide a look into MSHA's future with exciting updates. This welcome will conclude with MSHA's annual raffle drawing. Be sure to attend for your chance to win!

Literacy Through a Shared Understanding: The Science, the Structure, and the Learners

Mallory Frank, MA, CCC-SLP
Macomb Intermediate School District

Lisa Owens, MA, CCC-SLP
Macomb Intermediate School District

.15 ASHA or SCECH CEUs

10:10-11:40 am | Breakout Session

Ready to cut through the noise? This session gives SLPs a fresh, clear look at the terms driving literacy conversations today - from SoR and Structured Literacy to Michigan's dyslexia legislation and understanding developmental language disorder. Walk away with shared language, sharper insights, and practical connections to your daily work.

Entrepreneurship: Making Your Dream a Reality

Casey Bross, OTD, OTRL, CLT, CLC
Mini Mitten Pediatric Therapy, LLC

.15 ASHA or SCECH CEUs

10:10-11:40 am | Breakout Session

During this presentation, participants will have the opportunity to learn about the 16-step process for opening their own therapy clinic, including entity creation, website design, social media and marketing, insurance credentialing, documentation and billing, and more. This presentation will include the detailed startup story of Mini Mitten Pediatric Therapy, a multidisciplinary outpatient pediatric therapy clinic in Monroe, Michigan, and recommended resources and suggestions from an entrepreneur who already made it happen on her own. This presentation is recommended for anyone in the process of or with the dream of opening their own therapy practice, from graduate students to experts in the field. Questions, comments, interests, and collaboration are strongly encouraged.

Autonomy at the Table: Case Studies in Diet Texture Modification

Hillary Cooper, MA, CCC-SLP, Doctoral Candidate
McDaniel College

.15 ASHA or SCECH CEUs

10:10-11:40 am | Breakout Session

Diet texture modification is one of the most common and most clinically sensitive interventions in dysphagia management. While recommendations often focus on safety, clinicians must also navigate the ethical and legal responsibilities of obtaining informed consent. This session offers a practical, case-based exploration of how to implement informed consent for diet texture changes in real-world clinical settings, including long-term care, acute care, outpatient rehabilitation, and home health. Through detailed case studies, attendees will examine key elements of an effective consent process: assessing decision-making capacity, presenting risks and benefits in understandable language, offering meaningful alternatives, confirming comprehension, and documenting decisions clearly and defensibly. Each case highlights practical communication strategies and frameworks clinicians can apply immediately in their own practice. Attendees will leave with clear tools, including consent checklists, documentation templates, and strategies for integrating informed consent into everyday workflows. Whether working with medically complex patients, supporting individuals at the end of life, or counseling families through difficult decisions, clinicians will gain confidence in guiding respectful, patient-centered conversations about diet texture modification. This session is designed for speech-language pathologists and students seeking a deeper, more practical understanding of informed consent in dysphagia care. Through case-based discussion and interactive reflection, participants will strengthen their ability to uphold both safety and autonomy in the management of swallowing-related dietary decisions.

From Auditory Experiences to Educational Success: Practical Strategies for Intervention, Instruction, and Collaboration

Darah Regal, AuD, CCC-A
Goshen Physicians

Kim Boynton, PhD, CCC-SLP
Indiana University South Bend Elkhart

.15 ASHA or SCECH CEUs

10:10-11:40 am | Breakout Session

Optimizing auditory development requires more than access to sound. It requires intentional, coordinated practice across home, clinical, and educational environments. This session focuses on practical strategies for supporting listening, language, and learning from early childhood through the school years. In-depth discussion on three categories of auditory processing (organization, integration, prosody) will provide insight into the unique auditory characteristics that are foundational for communication and learning. Participants will examine evidence-based approaches to auditory-based intervention, classroom listening support, and family collaboration. Participants will learn how to build auditory development principles into actionable strategies that support communication growth, literacy development, and academic participation. The session highlights interdisciplinary collaboration and emphasizes aligning goals across audiology, speech-language therapy, early intervention, and education.

NORTHERN MICHIGAN UNIVERSITY
MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY

When the Words Get "Stuck:" Selective Mutism Assessment and Evidence-Based Intervention: Part II

Katelyn Reed, MS, LLP
Thriving Minds

.15 ASHA or SCECH CEUs

12:10-1:40 pm | Breakout Session

Selective Mutism (SM) is an anxiety disorder in which children speak comfortably in some settings but are unable to speak in others, significantly limiting school and social participation (American Psychiatric Association, 2022). Although symptoms typically emerge between ages 2.7 and 4.1 (Viana et al., 2009), referral often does not occur until ages 6.5 to 9 (Sharp et al., 2007; Cunningham et al., 2004), reflecting under-recognition and delayed intervention despite evidence that earlier treatment leads to better outcomes.
Children who "aren't talking" are frequently referred to speech-language pathologists (SLPs). While some present with co-occurring language weaknesses, for others anxiety-driven avoidance is the primary barrier, with research linking anxiety to increased laryngeal tension during speech initiation (Ruiz & Klein, 2018). SLPs play an essential role in differential diagnosis, assessment, and collaborative treatment.
This presentation will equip SLPs to assess and support students with SM. Session two will focus on evidence-based intervention strategies grounded in exposure therapy, including stimulus fading, verbal directed interaction, shaping, and reinforcement, supported by case examples and video demonstrations.

AAC in Acute Care: Maximizing Communication and Dysphagia Management

Teresa Thompson, MA, CCC-SLP
Lingraphica

.15 ASHA or SCECH CEUs

12:10-1:40 pm | Breakout Session

This course explores the importance of providing Alternative and Augmentative Communication (AAC) options for patients in the acute care setting. Participants will review patient profiles, current research, and AAC strategies that can increase safety and independence during hospitalization. A case study illustrates how AAC can support patient involvement in medical care and ethical decision-making. The course also shares examples of low-tech and high-tech AAC options and discusses how they may be applied within the case study. Common barriers to AAC use in acute care settings are reviewed, along with practical strategies to reduce those barriers.

Designing Instruction That Works: From MTSS to SDI Using Routines and Inclusive Literacy Practices

Mallory Frank, MA, CCC-SLP
Macomb Intermediate School District

Lisa Owens, MA, CCC-SLP
Macomb Intermediate School District

.15 ASHA or SCECH CEUs

12:10-1:40 pm | Breakout Session

Effective literacy instruction isn't one-size-fits-all. In this session, we'll explore how MTSS and SDI intersect with language instruction, structured routines, and word recognition practices. We'll unpack the speech-to-print/print-to-speech connection and spotlight considerations for multilingual learners and AAC communicators—so every student can access meaningful reading instruction.

Getting Serious About Games: Maximizing Game-Based Learning: Part I

Alisha Springle, PhD, CCC-SLP, BCS-CL, TAGM
Play on Words, LLC

.15 ASHA or SCECH CEUs

12:10-1:40 pm | Breakout Session

Game-based learning is a highly engaging and motivating approach for clients, and there's a growing interest in its therapeutic applications. Come and learn from a certified Therapeutic Game Master. This session expands upon my invited 2024 article "Getting Serious About Games" in The Perspectives of ASHA's Special Interest Groups. It explores the theoretical foundations and practical applications of using structured game-based activities, including both available tabletop games and more involved Therapeutically Applied Role-Playing Games like Dungeons & Dragons TM to target a wide range of speech and language goals (e.g., social communication, narrative language, executive functions). It covers evidence-based strategies, game selection, adaptation for diverse populations (e.g., ASD, DLD), and implementation tips for both individual and group therapy.

Ethical Considerations in Augmentative and Alternative Communication 2.0: Doing the Right Thing; Better than Last Year

Elizabeth A. Speaker-Christensen, MA, CCC-SLP/L, ATP
AAC Helper, LLC

Megan Brazas, M.A. CCC-SLP, QOM
Speech and Language Pathways, LLC

.15 ASHA or SCECH CEUs

12:10-1:40 pm | Breakout Session

Ethics is defined by moral principles that govern a person's behavior or the conducting of an activity. It is essential that we, as professionals, focus on the ethical considerations regarding Augmentative Alternative Communication interventions, evaluations, and all its components. We will explore the responsibilities of the clinician, the caregiver and even the AAC communicator. The presenters will outline and describe ethical considerations surrounding Augmentative Alternative Communication. As a clinician, it is essential that we insure we are qualified to provide AAC services including assessments, interventions, and trainings. In addition, it is our jobs to know the features of the technology available to make the best attempt at an accurate feature match for each client. Failure to do so often results in device abandonment. We must understand the lifelong journey the AAC communicator is embarking on and consider only devices that can grow with the clients age, skill and need. Parents have an ethical responsibility to advocate for their children and caregivers for their people. At any stage of life, caregivers trust the professionals to provide accurate and comprehensive information to help them make informed decisions. A caregiver must be open to providing feedback as they know the AAC communicator best. Finally, the AAC communicator has ethical responsibilities. Each person must practice self advocacy to help caregivers and professionals best meet their needs. We will address the ethics surrounding "platform first" programming, Erin's law, and access to sexual health vocabulary, taboo/swear words and cultural and language considerations.

Dysarthria and AAC in Patients with Motor Neuron Disease - ALS Type

Stefan Gavrilovski, MS, CCC-SLP
Michigan Medicine - University of Michigan

Karen Kluin, MS, CCC, BC-ANCDS
Michigan Medicine – University of Michigan

.15 ASHA or SCECH CEUs

1:50-3:20 pm | Breakout Session

The dysarthria seen in Amyotrophic Lateral Sclerosis (ALS) is progressive reflecting involvement of the upper motor neurons and the lower motor neurons. For speech-language pathologists, it is important to identify the progressive nature of a patient's symptoms when they do not have a clear diagnosis. Following the diagnosis of ALS, Speech pathologists have an important role in providing assessment and education on dysarthria and dysphagia. Given the progressive nature of ALS, the speech pathologist's role will include providing appropriate resources to ensure the patient always has a reliable means for communication. This includes message and voice banking to synthesize a person's voice and preserved for future needs. It also includes recommendations for augmentative and alternative communication. Given the variety of motor issues a patient with ALS can experience, the appropriate form and level of technology for AAC can vary. This presentation will introduce the various forms of AAC and lead into the highest form of AAC – brain computer interface.

Truth on Trafficking: A Survivor's Lens

Brigette Robarge, BSW
Brigette Robarge Consulting

.15 ASHA or SCECH CEUs

1:50-3:20 pm | Breakout Session

This presentation aims to shed light on the critical issue of human trafficking, focusing on the vulnerabilities that facilitate exploitation, the resources available within our communities for prevention and support, and an assessment of the severity of human trafficking on our communities.

This course will satisfy the Michigan requirement for Human Trafficking.

Neurodiversity & Implications for Educators Part I

Laura DeThorne, PhD, CCC-SLP
Neurodiverse by Design LLC

.15 ASHA or SCECH CEUs

1:50-3:20 pm | Breakout Session

Part 1: This session introduces the neurodiversity paradigm and invites participants to reflect on how their experiences, training, and assumptions shape their understanding of autism. The focus is on practical strategies for incorporating autistic expertise and implementing supportive environmental adjustments within existing special education structures, particularly the IEP process.

Myofunctional Therapy: What It Is, Who Benefits, and Where SLPs Fit In

Marileda Tome, PhD, CCC-SLP
Andrews University

.15 ASHA or SCECH CEUs

1:50-3:20 pm | Breakout Session

This session aims to clarify the SLP's role in providing myofunctional therapy and to define the boundaries of practice within an evidence-based and interdisciplinary framework. Participants will explore the aspects of assessment and treatment that fall under the SLP's professional scope and those that require collaboration with other professionals, such as dentists, otolaryngologists, and orthodontists. Through case examples and a review of current literature, the session will demonstrate how myofunctional therapy is applied to address oral functions and identify the characteristics of clients who are suitable candidates, and examine available training opportunities. Research on the efficacy of myofunctional therapy will be summarized to guide ethical and informed clinical decision-making.

Getting Serious about Games: A Crash Course in Therapeutically Applied Role-Playing Games: Part II

Alisha Springle, PhD, CCC-SLP, BCS-CL, TAGM
Play on Words, LLC

.15 ASHA or SCECH CEUs

1:50-3:20 pm | Breakout Session

Yes, Dungeons & Dragons™ (or Avatar: The Last Airbender™ or Kids on Bikes™ or your favorite fandom) can be therapy! Come and learn from a certified Therapeutic Game Master. Therapeutic structure includes the deliberate inclusion of routine tasks that facilitate language and social communication reflection as well as inherent opportunities for collaborative story-building. Therapeutic strategies include specific use of declarative language, including traditional use of verbal models, recasts, and expansions, explicit support for social reciprocity, and using 'silverware' techniques to drive collaborative planning. Come and learn the therapeutic procedures, then join (or watch) a therapeutic adventure of your very own.

Brain-Computer Interfaces for People with Severe Motor and Speech Deficits

Matthew Willsey, MD, PhD
University of Michigan

.15 ASHA or SCECH CEUs

3:30-5:00 pm | Breakout Session

Presently, those suffering from tetraplegia or severe motor speech impairments often have little hope for significant motor restoration. Brain-computer interfaces (BCIs) have shown tremendous promise for controlling robotic arms, computer tablets, and converting brain activity into text on a screen. The seminar reviews the current state-of-the-art using BCIs to restore lost function and covers the basic principles of BCI technology, available recording systems (e.g., electroencephalography, electrocorticography, and microelectrode arrays), and controllable effectors. We will review how BCIs have been used to control robotic arms, computers, and generate on-screen text for people with paralysis. The talk will also describe a state-of-the-art decoder, used to translate neural activity into a control signal for external devices. Specifically, this temporally convolved neural network decoder, which incorporated a time series of neural data into the decoding algorithm, allowed the simultaneous movement of 3 finger groups, of which the thumb moves in 2D, and acquired 76 finger targets per minute. Furthermore, a human participant with tetraplegia controlled a virtual quadcopter navigating a ringed obstacle course in a physics-based simulation using these decoded finger movements. Finally, Dr. Willsey will review several new companies that are commercializing BCI technology in early clinical trials, discuss BCI clinical trials available at U-M, and the current challenges in translating BCIs for eventual human use.

Equity Doesn't Stand Still: Why SLPs Need Transient Advantage Thinking

Traci Love, DHA, MA, CCC-SLP, CPC, COC
Southside Chatter Collective, LLC

.15 ASHA or SCECH CEUs
3:30-5:00 pm | Breakout Session

Health equity in speech language pathology is an ongoing process shaped by patient needs, health literacy demands, access barriers, and evolving service delivery. Inflexible equity practices may unintentionally limit access or fail to meet emerging communication needs. In SLP practice, adaptation is framed as a professional responsibility that supports ethical, client-centered, and equitable care. This presentation introduces the concept of transient advantage, described by Rita McGrath as the ability to recognize when a previously effective approach no longer meets current demands and to adjust before outcomes decline (McGrath, 2019). Through case-based examples from various therapeutic settings, participants will explore how health literacy challenges, language access barriers, and changing family priorities signal the need for clinical adjustment. Participants will apply structured communication tools, including user stories, to support shared decision-making and equity oriented planning. By the end of the session, participants will be able to define health equity and transient advantage, analyze when current approaches no longer support equitable outcomes, and design adaptive care plans that sustain equity across changing contexts.

Bridging Perspectives: Lessons from Supervising and Coordinating Graduate Internships

Nathaniel Friedman, MA, CCC-SLP
Eastern Michigan University

.15 ASHA or SCECH CEUs
3:30-5:00 pm | Breakout Session

Speech-language pathology supervision is most effective when it is intentional, transparent, and grounded in evidence?informed practices. This presentation examines supervision from two complementary vantage points: the on-site supervising clinician and the university internship coordinator. Drawing on over a decade of experience supervising graduate student clinicians and clinical fellows in hospital, private practice, and university settings, this session highlights practical strategies for fostering reflective practice, setting clear expectations, and promoting professional growth. Participants will explore common strengths and challenges in supervision, consider how supervisory decisions shape intern development, and learn actionable approaches for enhancing communication, feedback, and collaboration. Attendees will leave with concrete tools to support graduate student clinicians and clinical fellows through consistent, ethical, and learner-centered supervision.

Neurodiversity & Implications for Educators Part II

Laura DeThorne, PhD, CCC-SLP
Neurodiverse by Design LLC

.15 ASHA or SCECH CEUs
3:30-5:00 pm | Breakout Session

Part 2: This session builds on the concepts and practices introduced in Part 1, serving as an applied extension. It examines a published case study of "John," a 9-year-old minimally speaking autistic student, to illustrate the implementation of environmental supports and neurodivergent-affirming approaches within real educational settings.

Unlocking Anatomy: Tools to Diagnose and Treat the Root Cause of Speech Disorders

Michelle Richards, CCC-SLP, TSLI, CLC, CertBBM, RYT-200
Oakland Myo and Wellness Institute

.15 ASHA or SCECH CEUs
3:30-5:00 pm | Breakout Session

Do you have a client on your caseload -whether a 7-year-old student or a 60-year-old stutter- who seems "stuck"? When standard therapy persists, it is easy to blame the patient's motivation or your own clinical skills. However, the barrier is often not behavioral, but anatomical. This session invites SLPs from school, medical, and private practice settings to revisit and redefine the oral mechanism examination as the key to unlocking progress. We will move beyond basic observations to explore how unique anatomical characteristics and physiological tension directly impact a client's speech (and your therapy success!). Participants will examine the overlooked connections between lingual tension and specific disorders, including stuttering, dysphonia, mumbling, and persistent articulation errors. We will explore how "lazy speech" is often a symptom of underlying myofunctional (muscle function) deficits that require specific, targeted intervention rather than "trying harder." Attendees will learn to identify when a clinical limit has been reached, obtaining the scripts and knowledge needed to effectively advocate for medical intervention with ENTs and orthodontists. Whether you are treating a child with a lisp or an adult with a stutter, you will leave with resources to blast through the plateau, address the root cause, and ignite rapid growth.

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Thriving Minds Behavioral Health specializes in the treatment of **Selective Mutism**, helping children with severe anxiety speak freely and build confidence in social and academic settings. Our comprehensive **pediatric psychological evaluations** assess a variety of concerns, including autism, ADHD, learning disabilities, emotional, and behavioral issues.

Friday, March 20, 2026 - Agenda + Titles & Descriptions

Friday, March 20, 2026		
Time	**Presentation**	**Speaker**
8:00-8:30 a.m.	Awards Presentation	Ana Claudia Harten, PhD, CCC-SLP
Session VI		
8:30 - 10:00 a.m.	MSHA POSTER PRESENTATIONS (1) Visual Supports for Elementary Students with Autism Spectrum Disorder (2) Running for Understanding 5K Guide (3) Communicative Participation and Stuttering: Defining Language Beyond Fluency (4) A Comprehensive Overview of Speech-Language Pathology Graduate Curricula (5) Use of Single-Case Research Design in an Academic Setting (6) Inter-rater Agreement between Clinical Supervisor and Graduate Student Clinician when completing a SPEAK OUT!(R) Perceptual Voice Rating Assessment (7) Clinical Identity and Cognitive Difference: Neurodivergence Among Speech-Language Pathologists	(1) Madisyn Setser, Sally Burton-Hoyle, Ed.D (2) Adelaide Roell, Sally Burton-Hoyle, Ed.D (3) Amber Tetreau, Molly Stevenson, MS, CCC-SLP, J. Scott Yaruss, PhD, CCC-SLP (4) Kirsten Spegel, BS, Jaden Corliss, BS, Vivian Zanutel, BA, and Stephanie Richards, PhD, CCC-SLP (5) Paul Ganago BA, Sarah Quinn, PhD (6) Tammy Shilling, PhD, CCC-SLP, Brianna Back, MS CF, Mica Aldridge, MS CF (7) Domonique Mitchell, BA, Ana Claudia Harten, PhD, CCC-SLP
	Preliteracy Skills: An Introduction to Early Literacy for Preschoolers	Megan M. Northcutt, MA, CCC-SLP, BCS-CL
	Voice Across the Lifespan Part 1: Considerations for Pediatric Voice Therapy	Eleanor Steinmetz, MusB, MS, CCC-SLP, TSSLD
	Free Websites To Work on Building Tier 2 Vocabulary	Hallie Sherman, MS, CCC-SLP
10:00 - 10:10 a.m.	Break + Vendor Networking	
Session VII		
10:10-11:40 a.m.	Framework For Managing Contentious IEP Meetings	Marian Lowther, MS, CCC-SLP
	What New Grads Need to Know: State Licensure, Certification and Advocacy in SLP	Kelli Pierce, PhD, CCC-SLP Kathy Rigley, MA, CCC-SLP
	Voice Across the Lifespan Part 2: Considerations for The Aging Voice Population	Matthew Cyphert, DMA, MS, CF-SLP
	Language Assessment for Nonspeaking and Minimally Speaking Students in the K-12 Setting: Considerations and Guidelines for Triennial Evaluations for Students Who Need AAC	Jessica Fink MA, CCC-SLP Amy Berieter, M.S., CCC-SLP, ATP Sabrina Williams, M.Ed, CCC-SLP
	Stuttering Therapy from a Neurodiversity-Supporting Perspective	J. Scott Yaruss, PhD, CCC-SLP, BCS-SCF, F-ASHA, H-ASHA
11:40 - 12:10 p.m.	Lunch on Your Own/ Vendor Networking and Booths	
Session VIII		
12:10 - 1:40 p.m.	Understanding Information Processing and Memory after Traumatic Brain Injury (TBI)	Whitney Neal, PhD, CCC-SLP
	Looking to the Future: Ethical Use of Artificial Intelligence in Speech-Language Pathology	Kellyn Hall, PhD, CCC-SLP
	IMPLEMENTATION SUPPORT: 2025 MSHA Guidelines for Speech & Language Evaluation, Eligibility, and Service Delivery in Schools	Diane Katakowski, MA, CCC-SLP Mallory Frank, MA, CCC-SLP Hannah High, MA, CCC-SLP Cassandra Griffin, MA, CCC-SLP
	Praxis Bowl 1 pm (A seperate web link for this session will be emailed to students prior to the conference)	MSHA Student Affairs Committee and the Stepping Stones Group
1:40-1:50 p.m.	Break + Vendor Networking	
Session IX		
1:50-3:20 p.m.	The Conscious Therapist- Introduction to Mindfulness in Rehabilitation	Sheldon Herring, PhD, ACBIS-AP
	SLP Intervention is the Treatment of Choice for Chronic Cough (New England Journal of Medicine, 2025)	Pablo Antonio Ysunza, MD, PhD, CCC-SLP
	Screening and Progress Monitoring Language Comprehension with CUBED-3	Kristi Jones, BS, Dissemination & Implementation Specialist
	Fetal Alcohol Spectrum Disorders (FASD): Signs, Strengths, and Support	Natalie Welcher, MS, CCC-SLP
3:20-3:30 p.m.	Break + Vendor Networking	
Session X		
3:30 - 5:00 p.m.	Authentic Teams: Challenges to Team Functioning and Models for Team Development and Communication	Sheldon Herring, PhD, ACBIS-AP
	Rethinking Speech Sound Intervention: A Tier 2 Model for Early Remediation, Caseload Reduction, and Professional Renewal	Linsey Jones, MS, CCC-SLP
	Identifying Dyslexia and DLD Using Dynamic Assessments of Language	Kristi Jones, BS, Dissemination & Implementation Specialist
	Beyond Feeding: A Case-Based Look at Speech Pathology in the NICU	Krysten Isabell, MA, CCC-SLP, CNT, NTMTC Emily Boguth MA, CCC-SLP, CNT

Friday, March 20, 2026 - Agenda + Titles & Descriptions

MSHA Award Ceremony

Ana Claudia Harten, Ph.D., CCC-SLP
Eastern Michigan University

8:00-8:30 am | Main Stage

This year's MSHA award for Honors of the Association will be presented to Robin Pollens, MS,CCC-SLP. Additionally, the award for Outstanding School Clinician will be presented to Bridgette Pletz, M.A., CCC-SLP. The MSHA Foundation will present their scholarship award winners: Domonique Mitchell-Eastern Michigan University (Speech-Language Pathology) and Alana Bowers-Wayne State University (Audiology) as well. Join us in celebrating this years honorees.

MSHA Poster Presentations

Attendees must stay for all poster sessions in order to receive the CEUs for this session. No partial CEUs will be awarded.

.15 ASHA or SCECH CEUs

8:30-10:00 am | Main Stage

Visual Supports for Elementary Students with Autism Spectrum Disorder

Madisyn Setser
Eastern Michigan University

Sally Burton-Hoyle, Ed.D
Eastern Michigan University

Running for Understanding 5K Guide

Adelaide Roell
Eastern Michigan University

Sally Burton-Hoyle, Ed.D
Eastern Michigan University

Communicative Participation and Stuttering: Defining Language Beyond Fluency

Amber Tetreau
Michigan State University

Molly Stevenson, MS, CCC-SLP
Michigan State University

J. Scott Yaruss, PhD, CCC-SLP
Michigan State University

A Comprehensive Overview of Speech-Language Pathology Graduate Curricula

Kirsten Spegel, BS
Central Michigan University

Jaden Corliss, BS
Central Michigan University

Vivian Zanutel, BA
Central Michigan University

Stephanie Richards, PhD, CCC-SLP
Central Michigan University

Use of Single-Case Research Design in an Academic Setting

Paul Ganago, BA
Eastern Michigan University

Sarah Quinn, PhD
Eastern Michigan University

Inter-rater Agreement between Clinical Supervisor and Graduate Student Clinician when completing a SPEAK OUT!(R) Perceptual Voice Rating Assessment

Tammy Shilling, Ph.D. CCC-SLP
Andrews University

Brianna Back, MS, CF
Andrews University

Mica Aldridge, MS, CF
Andrews University

Clinical Identity and Cognitive Difference: Neurodivergence Among Speech-Language Pathologists

Domonique Mitchell, BA
Eastern Michigan University

Ana Claudia Harten, PhD, CCC-SLP
Eastern Michigan University

Preliteracy Skills: An Introduction to Early Literacy for Preschoolers

Megan M. Northcutt, MA, CCC-SLP, BCS-CL
H2Health

.15 ASHA or SCECH CEUs

8:30-10:00 am | Breakout Session

This presentation will focus on developing language curriculum that aligns with Michigan's PreK curriculum and standards. A review of ASHA milestones for ages 3-5 will also be conducted. The presenter will describe various curriculums that are commonly used with this age group. She will describe how to formulate language enrichment for the curriculums discussed and how to create your own pre-literacy curriculum.

Voice Across the Lifespan Part 1: Considerations for Pediatric Voice Therapy

Eleanor Steinmetz, MusB, MS, CCC-SLP, TSSLD
Michigan Otolaryngology Surgery Associates

.15 ASHA or SCECH CEUs

8:30-10:00 am | Breakout Session

Recent studies show that 12% of parents report that their child has experienced some sort of voice issue before the age of 8 years old. Among those, 9.7% of those children had a chronic voice issue that lasted more than 4 weeks. These chronic voice issues can result in a child having lower self esteem, feelings of anger and sadness, and lower levels of participation in daily activities. This can result in a child not fully participating in academic settings, as well as lead to behavioral issues. While a child's voice disorder is often not enough to justify an IEP in the public schools, a neurodivergent diagnosis is, and neurodivergent children are often predisposed to voice disorders. This presentation will focus on the current research surrounding pediatric patients and dysphonia, the overlap between voice disorders and neurodivergence in pediatric patients, as well as modifications and accommodations for common voice therapy and assessment protocols for pediatric patients.

Free Websites To Work on Building Tier 2 Vocabulary

Hallie Sherman, MS, CCC-SLP
Speech Time Fun, Inc

.15 ASHA or SCECH CEUs

8:30 - 10:00 am | Breakout Session

There are many free websites and tools out there that SLPs can use virtually or in person that can provide engaging lessons to target Tier 2 vocabulary words. Hallie will demonstrate the benefit of focusing vocabulary instruction on Tier 2 vocabulary words and free websites that will help clinicians teach it and practice understanding and using Tier 2 vocabulary words with their school-aged students.

Framework For Managing Contentious IEP Meetings

Marian Lowther, MS, CCC-SLP
University of South Florida and Virtual Speech Language Pathologist

.15 ASHA or SCECH CEUs

10:10-11:40 am | Breakout Session

School Speech-Language Pathologists attend numerous IEPs meetings, while other team members may only attend a couple which can result in different viewpoints among the members. Sometimes these different perspectives and expectations can lead to conflicts among IEP members. In this session participants will explore family perspectives including the stages of grief and how families might respond. Then participants will dive into establishing rules and expectations for IEP meetings as well as steps to resolve contentious meetings.

What New Grads Need to Know: State Licensure, Certification and Advocacy in SLP

Kelli Pierce, PhD, CCC-SLP
Central Michigan University

Kathy Rigley, MA, CCC-SLP
Western Michigan University

.15 ASHA or SCECH CEUs

10:10-11:40 am | Breakout Session

Collaboration between speech-language pathologists, audiologists, educators and parents provides an excellent opportunity to develop auditory skills in young children. Auditory and language processing skills are foundational for communication, literacy and classroom success. The brain is very plastic and moldable, especially in young children, providing opportunities to develop specified auditory processing skills. Participants will explore how early identification, auditory access, and intentional listening experiences shape brain organization, spoken language outcomes, and classroom readiness. Presentation goals include but are not limited to: 1) Empowering professionals with knowledge about auditory processing and offering hope for skill development rather than symptom management; 2) Clarifying how auditory challenges can sometimes mimic attention difficulties in classroom settings, particularly in noisy environments. This session integrates research, clinical principles, and real-world examples to illustrate how auditory development unfolds from birth through early childhood. Emphasis will be placed on the progression of sound development, language processing and four of the seven categories of auditory processing (amblyaudia, dichotic dysaudia, decoding, and tolerance fading memory) with definitions, identifying characteristics/differences and practical ideas for home, school and speech-language therapy.

Voice Across the Lifespan Part 2: Considerations for The Aging Voice Population

Matthew Cyphert, DMA, MS, CF-SLP
Michigan Otolaryngology Surgery Associates

.15 ASHA or SCECH CEUs

10:10-11:40 am | Breakout Session

As of 2024, reports indicate that the U.S. senior population is at 59.2 million individuals and is projected to reach 82 million by the year 2050. This steady increase in the senior population in the United States is attributed to the aging "baby boomers" generation as well as longer lifespans due to scientific advancement. With a large patient population who are living longer, awareness of the impacts of aging on communication, and specifically on the vocal mechanism, is necessary. Recent studies indicate that ten to 30% of U.S. seniors over the age of 65 will experience voice problems. Within this population, presbylarynges, or a loss of mass in the vocalis muscle, is a common diagnosis that results in referral for voice-specialized speech pathology services. Throughout the course of this presentation and discussion, we will discuss evidence based protocols for diagnosing, evaluating, and treating presbylarynges. This information will be applied to two case studies addressing varied presentations of presbylarynges (mild and severe/profound).

Language Assessment for Nonspeaking and Minimally Speaking Students in the K-12 Setting: Considerations and Guidelines for Triennial Evaluations for Students Who Need AAC

Jessica Fink MA, CCC-SLP
Boothby Therapy Services

Amy Berieter, M.S., CCC-SLP, ATP
Boothby Therapy Services

Sabrina Williams, M.Ed, CCC-SLP
Boothby Therapy Services

.15 ASHA or SCECH CEUs

10:10-11:40 am | Breakout Session

Current practice for triennial evaluation for nonspeaking and minimally speaking individuals who use or should use AAC can be undefined, incomplete, and underutilized—in some cases, thorough assessment is overlooked because a student, "can not participate with testing" or "does not demonstrate skills." Within this presentation, we hope to inform providers of the ethical and legal importance of comprehensive triennial assessment for AAC users, and provide them with evidence-based guidelines and resources, a template of sorts, for what to consider and complete when practicing re-evaluation, including a variety of specific non-standardized and standardized assessment metrics. Implications and consideration of evaluation findings for AAC systems or re-evaluations will also be discussed.

Stuttering Therapy from a Neurodiversity-Supporting Perspective

J. Scott Yaruss, PhD, CCC-SLP, BCS-SCF, F-ASHA, H-ASHA
Michigan State University

.15 ASHA or SCECH CEUs

10:10-11:40 am | Breakout Session

Views about stuttering are changing. As the field increasingly comes to see stuttering as an example of neurodiversity, many clinicians are left wondering if and how they can help school-age children and teens who stutter. This presentation will provide an updated view of stuttering therapy and describe a comprehensive, stutter-affirming therapy approach for children and teens ages 6 to 18. Examples of topics to be addressed include ways of helping students and caregivers understand and accept stuttering, as well as skills for stuttering and speaking more easily, with the ultimate goal of helping students communicate freely, naturally, spontaneously, and authentically.

Understanding Information Processing and Memory after Traumatic Brain Injury (TBI)

Whitney Neal, PhD, CCC-SLP
Special Tree Rehabilitation

.15 ASHA or SCECH CEUs

12:10-1:40 pm | Breakout Session

The purpose of this course is to provide clinical SLPs with education and resources for the treatment of information processing and memory deficits following traumatic brain injury (TBI) in children or adults. Course content will over the sequela of information processing and memory symptoms caused by TBI, and direct the participant toward target treatment areas and strategies of intervention. Additional topics will be presented on related cognitive-communication deficits (e.g. neurofatigue) that may impact information processing and memory.

Looking to the Future: Ethical Use of Artificial Intelligence in Speech-Language Pathology

Kellyn Hall, PhD, CCC-SLP
North Carolina Central University

.15 ASHA or SCECH CEUs

12:10-1:40 pm | Breakout Session

Artificial intelligence tools are increasingly used by speech-language pathologists, yet many clinicians are unsure how to evaluate their use from an ethical and professional standpoint. This session focuses on ethical decision-making, clinical judgment, and professional responsibility related to AI use in speech-language pathology. Participants will review common AI tools currently used by SLPs and examine examples of successful, appropriate applications in clinical practice. Emphasis is placed on distinguishing low-stakes, efficiency focused uses from high-stakes applications that involve clinical judgment. Through guided case examples and discussion, participants will identify ethical risks related to accuracy, bias, privacy, informed consent, and scope of practice. The session concludes with practical guidance on how to begin using AI ethically while maintaining clinician accountability and protecting client welfare across practice settings.

This course will satisfy the ASHA requirement for Ethics.

IMPLEMENTATION SUPPORT: 2025 MSHA Guidelines for Speech & Language Evaluation, Eligibility, and Service Delivery in Schools

Diane Katakowski, MA, CCC-SLP
Chair MSHA Public Schools Committee

MSHA Public Schools Committee
Mallory Frank, MA, CCC-SLP
Hannah High, MA, CCC-SLP
Cassandra Griffin, MA, CCC-SLP

.15 ASHA or SCECH CEUs

12:10-1:40 pm | Breakout Session

Calling all school SLPs!
- Are you familiar with the 2025 MSHA Guidelines for Speech & Language Evaluation, Eligibility and Service Delivery in Schools document?
- Have you read or engaged in formal learning around the guidelines but you still have questions?
- Are you running into barriers or questions about how to implement the 2025 MSHA Guidelines with fidelity in your schools or district?

Join our Implementation Support session to connect with other Michigan school SLPs and the MSHA Public Schools Committee to discuss how to live into the 2025 MSHA Guidelines. Collective use of the guidelines aims to ensure consistency in implementation of school SLP roles and responsibilities (i.e., prevention, assessment, intervention, program design, data collection & analysis and compliance activities) across the state of Michigan. Case studies, celebrations, and strategies for overcoming barriers while using the 2025 MSHA Guidelines will be shared.

The Stepping Stones Group Presents: Knowledge Quest (previously known as the Praxis Bowl)

MSHA Student and University Affairs Commitee
Kathy Rigley

.15 ASHA or SCECH CEUs

1:00-2:30 pm | Seperate Platform

SLP graduate students who would like to participate in the Knowledge hosted by The Stepping Stones will follow the link that was provided to you in email. Come have some fun and test you CSD knowledge across ASHA's Big 9. No preperation needed! There will be prizes.

The Conscious Therapist- Introduction to Mindfulness in Rehabilitation

Sheldon Herring, PhD, ACBIS-AP
Prisma Health Roger C. Peace Rehabilitation Hospital

.15 ASHA or SCECH CEUs

1:50-3:20 pm | Breakout Session

Rehabilitation, whether in the neurologic or academic setting, can be an extremely stressful and demanding endeavor. The Conscious Therapist demonstrates mindfulness through awareness of thoughts, feelings, bodily sensations, to be present for patients/students/co-workers despite growing challenges. Numerous internal and external factors inherent to working with special populations such as brain injury, place great demand on the clinician. These unique challenges to mindfulness require a unique approach to increase resilience, therapist satisfaction and ultimately therapist impact on the lives of those they serve. At the end of this session, participants will be able to: state the neural mechanisms for emotional self-regulation, awareness and social cognition as applied to their own work as clinicians; identify the implications of mindfulness based practice on both personal development and clinical effectiveness within neurological rehabilitation; identify ways in which their own personal style impacts interactions with clients, families, and their professional colleagues.

SLP Intervention is the Treatment of Choice for Chronic Cough (New England Journal of Medicine, 2025)

Pablo Antonio Ysunza, MD, PhD, CCC-SLP
Corwell Health William Beaumont University Hospital

.15 ASHA or SCECH CEUs

1:50-3:20 pm | Breakout Session

The diagnosis and management of chronic cough have been well described in evidence-based guidelines, which provide effective approaches for identifying and treating the many underlying causes. However, the detailed and time-consuming nature of these guidelines can pose challenges to their practical application in many cases. This presentation aims to review the definitions, diagnostic evaluations, and treatment options for chronic cough, with a particular focus on unexplained or refractory cases. A review of the scientific literature will be presented, outlining the typical clinical course, diagnostic strategies, and management approaches for chronic cough. Recent pharmacological options that may aid in treatment will also be discussed.

Screening and Progress Monitoring Language Comprehension with CUBED-3

Kristi Jones, BS, Dissemination & Implementation Specialist
Language Dynamics Group

.15 ASHA or SCECH CEUs

1:50-3:20 pm | Breakout Session

Most U.S. students are not screened or frequently monitored for their comprehension or use of complex academic language. When language is assessed, current universal screening, benchmarking, and progress monitoring tools have limited evidence of validity. Alternatively, language sample analysis can facilitate the measurement of students' academic language. Research indicates that narrative language sampling and analyses have good inter-rater reliability, strong alternate form reliability, and strong evidence of validity. This presentation will demonstrate the procedures for measuring students' comprehension and use of complex academic language. Attendees will learn how innovative procedures like real-time scoring and advanced artificial intelligence (AI) tools streamline the assessment of language comprehension. Using AI in the analysis of student language samples not only enhances assessment efficiency but also improves the identification of students requiring targeted language intervention. The presentation will model how these results can drive the delivery of explicit, systematic, and cumulative structured literacy and contextualized language intervention. Use of AI and other assessment innovations can empower school teams to make data-based decisions, enabling the integration of structured literacy approaches into classroom and clinical settings to foster equitable language and literacy growth.

Fetal Alcohol Spectrum Disorders (FASD): Signs, Strengths, and Support

Natalie Welcher, MS, CCC-SLP
Natalie L. Welcher - SLP, LLC

.15 ASHA or SCECH CEUs

1:50-3:20 pm | Breakout Session

Fetal Alcohol Spectrum Disorders (FASD): Signs, strengths, and support Three major issues related to fetal alcohol spectrum disorders (FASD) are stigma, misconceptions, and lack of accessibility to support. Oftentimes, the misconception within the speech pathology and audiology world revolves around our roles in identification, assessment, and treatment of FASD. If a speech, language, or hearing professional devotes even a little time to improve their knowledge of FASD then their roles should become quite clear. We are vital interdisciplinary team members in an individual's journey with FASD. Given the shocking prevalence of FASD within the United States, even more common than autism spectrum disorders (ASD), we all have likely encountered several individuals with an FASD. But how would we even know? This presentation will provide basic "FASD 101" information that can increase general knowledge of prenatal alcohol exposure and potentially reduce risk. As a result, we are going to start indexing current and past clients and students by thinking of their strengths and difficulties commonly related to FASD. This will engage our diagnostic abilities as allied and medical health professionals to determine if an individual meets criteria for an FASD diagnosis. The key is not receiving the diagnosis but also knowing what to do next for the individual and their support system. Foundational information on intervention approaches, as well as individualized and environmental supports will be shared. Through a collaborative and interactive format, each presentation attendee will be able to add knowledge of FASD signs, strengths, and supports to their clinical skill set.

Authentic Teams: Challenges to Team Functioning and Models for Team Development and Communication

Sheldon Herring, PhD, ACBIS-AP
Prisma Health Roger C. Peace Rehabilitation Hospital

.15 ASHA or SCECH CEUs

3:30-5:00 pm | Breakout Session

Prigatano noted that "rehabilitation program(s) are a dynamic entity... either in a state of development or decline". One important contributor to any program is the extent to which the science of team functioning is incorporated into team structure and supports. This workshop will review the Five Dysfunctions of a Team (by Lencioni) and how interdisciplinary rehab constitutes a "Complex Operation" according to Edmundson's model of Teaming. The Authentic Team model will be introduced and team/program practices that are necessary to support effective teamwork (Deliberately Developmental Organization), and therefore effective clinical work across a range of challenging work environments.

Rethinking Speech Sound Intervention: A Tier 2 Model for Early Remediation, Caseload Reduction, and Professional Renewal

Linsey Jones, MS, CCC-SLP
Kenowa Hills Public Schools

.15 ASHA or SCECH CEUs

3:30-5:00 pm | Breakout Session

School-based SLPs are serving more students with increasingly complex communication needs-often while managing large caseloads filled with students demonstrating mild speech sound errors. This growing imbalance contributes to overwhelm, reduced instructional focus, and professional burnout. This session introduces a structured, data-driven Tier 2 speech sound intervention model embedded within an MTSS framework that provides early, targeted remediation for kindergarten students with mild articulation errors. This intervention is in it's third year of implementation in a school district in Grand Rapids, MI. Participants will explore how this model-rooted in prevention, consistent scheduling, and a focus on accuracy-to-automaticity has led to a significant reduction in new speech sound-only IEPs, lasting progress for students, and improved service delivery efficiency. District-level outcome data demonstrate that when SLPs address low-complexity needs through a formal intervention system, they reclaim time to focus on higher-need students, improve collaboration, and experience greater job satisfaction.

Attendees will leave with actionable strategies for screening, progress monitoring, and implementation, as well as tools for communicating the ethical and systemic value of early intervention within a comprehensive MTSS approach.

Identifying Dyslexia and DLD Using Dynamic Assessments of Language

Kristi Jones, BS, Dissemination & Implementation Specialist
Language Dynamics Group

.15 ASHA or SCECH CEUs

3:30-5:00 pm | Breakout Session

State legislation across the U.S. mandates universal dyslexia screening, yet developmental language disorder (DLD) remains overlooked despite its similar prevalence and impact on academic success. Traditional norm referenced assessments often fail culturally and linguistically diverse students, leading to inaccurate diagnoses and over-identification due to test biases. The presentation introduces a groundbreaking screening-to-intervention model emphasizing equity, precision, and instructional alignment. It employs dynamic assessment to identify students at risk based on learning responsiveness rather than static performance alone. Research will be presented highlighting the dynamic measures of narrative language and decoding, DYMOND, as a fair, culturally responsive method to detect language-based disabilities. Results show high sensitivity (95%) and specificity (91%) in diverse children aged 5;0 to 14;5 years, proving dynamic assessment paired with static measures can effectively identify language disorder and dyslexia. Attendees will engage in interactive activities, exploring differences between static and dynamic assessments and observing video models of language and literacy evaluations. By leveraging the best research-based tools that fulfil legislative requirements, school teams can transform MTSS into a valid, equitable, and instructionally powerful system that differentiates difference from disorder, and helps determine eligibility for special education while also informing intervention targets for students with dyslexia and DLD.

Beyond Feeding: A Case-Based Look at Speech Pathology in the NICU

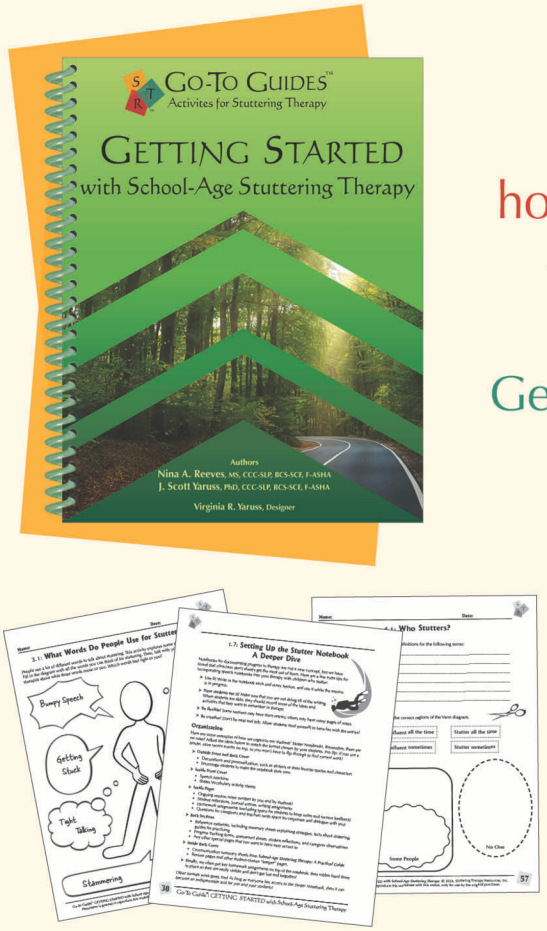
Krysten Isabell, MA, CCC-SLP, CNT, NTMTC
Henry Ford Health

Emily Boguth MA, CCC-SLP, CNT
Henry Ford Health

.15 ASHA or SCECH CEUs

3:30-5:00 pm | Breakout Session

Speech-language pathologists are known for feeding support in the Neonatal Intensive Care Unit (NICU); however, the scope of practice extends well beyond oral feeding alone. This presentation, Beyond Feeding: A Case-Based Look at Speech Pathology in the NICU, will explore the multifaceted role of the speech-language pathologist in supporting neurodevelopment, neurobehavioral regulation, early communication, and feeding readiness in medically fragile infants. Using case examples, participants will examine how developmental care principles inform clinical reasoning and guide individualized intervention across varying medical presentations. Emphasis will be placed on recognizing early risk factors, understanding systems-based whole-body development, a habilitative approach to care, and understanding how early NICU-based interventions may influence long-term outcomes. Rather than focusing on feeding in isolation, care is framed within a holistic understanding of the infant's neurodevelopment and medical complexity. This session aims to equip participants with a whole-infant perspective that strengthens clinical reasoning and supports evidence informed practice across the continuum of care.



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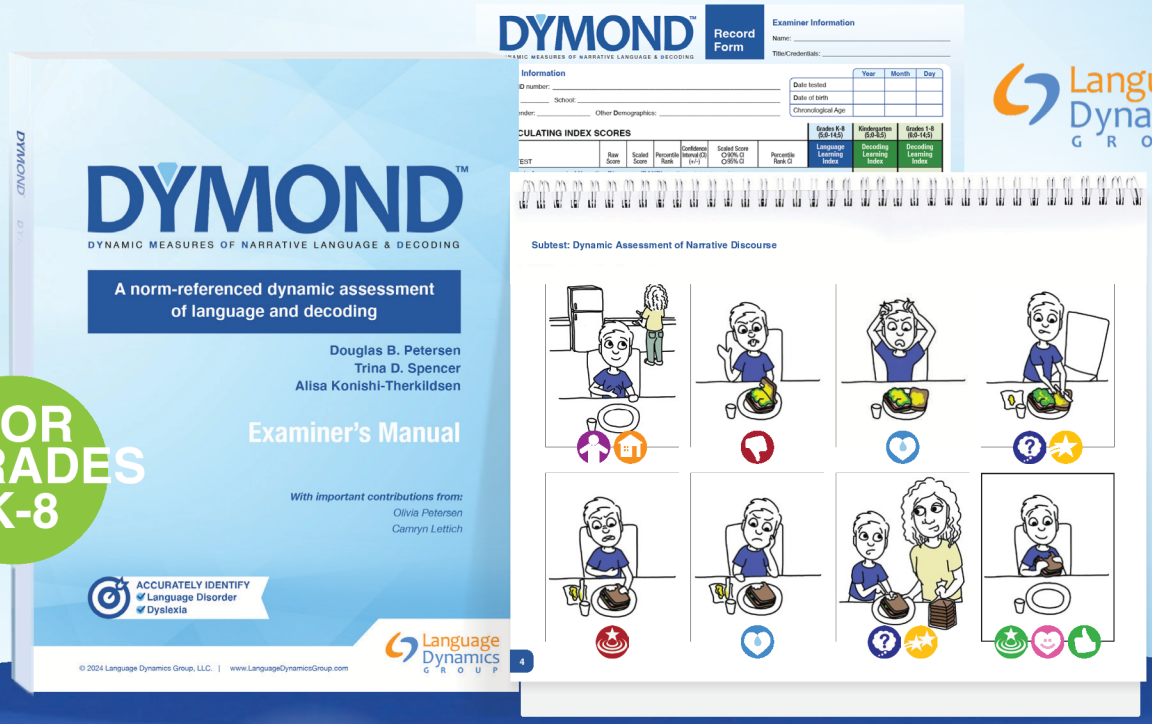

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On Demand Sessions

These sessions are available anytime beginning Thursday 3/19/26 through 3/29/26. If you would like to receive CEU credit for these sessions, complete your CEU form after finishing all live and on-demand sessions. The CEU form listing all sessions you attended must be submitted no later than 4/1/26.

On Demand Sessions		
Amount of CEU's	**Presentation**	**Speaker**
0.2	The Silent Obstacle: How Implicit Bias Shapes LGBTQIA+ Experiences in Healthcare and the Workplace	Gregory Spray, PhD, CCC-SLP
0.1	Enhancing Efficiency and Generativity in Eye-Gaze AAC Users Through Matrix Training: A Case Study	Sarah Killinger, MA, CCC-SLP, BCBA
0.1	Overview- MSHA Guidelines	Diane Kaitakowski, MA, CCC-SLP Mallory Frank, MA, CCC-SLP
0.1	Foundations & Big Ideas of the 2025 MSHA Guidelines	Diane Kaitakowski, MA, CCC-SLP Mallory Frank, MA, CCC-SLP
0.05	MSHA Guidelines: SLI-Articulation	Diane Kaitakowski, MA, CCC-SLP Mallory Frank, MA, CCC-SLP
0.05	MSHA Guidelines: SLI-Language	Diane Kaitakowski, MA, CCC-SLP Mallory Frank, MA, CCC-SLP
0.05	MSHA Guidelines: SLI-Fluency	Diane Kaitakowski, MA, CCC-SLP Mallory Frank, MA, CCC-SLP
0.05	MSHA Guidelines: SLI-Voice	Diane Kaitakowski, MA, CCC-SLP Mallory Frank, MA, CCC-SLP
0.15	Leveraging Technology for Adult Neuro Treatment and Carryover: The Virtual Rehab Center	Megan Sutton, MS, CCC-SLP Shezena Shahid, MS, CCC-SLP
0.1	From Waste to Access: Health Equity, Food Systems, and Post-Expiration Dysphagia Supplies	Hillary Cooper, MA, CCC-SLP, Doctoral Candidate Catriona Steele, PhD, CCC-SLP, S-LP(C), Reg. CASLPO, ASHA Honors, F-ESSD

The Silent Obstacle: How Implicit Bias Shapes LGBTQIA+ Experiences in Healthcare and the Workplace

Gregory Spray, PhD, CCC-SLP
Former MSHA President & Former CSAP President, Auburn University

.2 ASHA or SCECH CEUs
On Demand Session

Inclusive and affirming practices are essential in speech-language pathology to ensure equitable care for LGBTQIA+ clients and supportive environments for colleagues. This course will provide an overview of key LGBTQIA+ terminology, emphasizing the significance of language in fostering respect and understanding. Participants will explore challenges LGBTQIA+ individuals face in healthcare and educational settings, particularly barriers affecting assessment, treatment, and prevention. Additionally, the session will examine the role of intersecting identities in shaping client-clinician relationships, workplace dynamics, and mentorship experiences. Attendees will gain practical strategies to create affirming spaces that enhance communication, trust, and professional collaboration. This session will specifically address implicit bias.

This course will satisfy the ASHA and Michigan requirement for Implicit Bias.

Enhancing Efficiency and Generativity in Eye-Gaze AAC Users Through Matrix Training: A Case Study

Sarah Killinger, MA, CCC-SLP, BCBA
Comprehensive Speech and Therapy Center

.1 ASHA or SCECH CEUs
On Demand Session

Errorless learning is a teaching method that helps learners with skill deficits acquire new skills without making mistakes that can hinder progress. Matrix training encourages learners to generate new responses by combining previously taught elements. Building fluency helps learners maintain skills over time, reducing the need for repeated instruction. This presentation is a case study of an eye gaze user's language acquisition through matrix training, errorless learning, and fluency building.

Overview: MSHA Guidelines for Speech & Language Evaluation, Eligibility, and Service Delivery in Schools

Diane Katakowski, MA, CCC-SLP
Chair MSHA Public Schools Committee

Mallory Frank, MA, CCC-SLP
Macomb Intermediate School District

.1 ASHA or SCECH CEUs
On Demand Session

This session is the first in a series of six modules that Michigan school SLPs can use to learn about the 2025 guidelines. This first session provides an overview of the content and layout of the 2025 Guidelines and shares access with school SLPs who wish to explore and implement in their local school contexts. Learners will engage with recorded content, followed by a final ten-minute independent reflection period in the session to connect key concepts from the MSHA Guidelines document to their professional practice using the Learner Materials Guide.

Foundations & Big Ideas: MSHA Guidelines for Speech & LanguageEvaluation, Eligibility, and Service Delivery in Schools

Diane Katakowski, MA, CCC-SLP
Chair MSHA Public Schools Committee

Mallory Frank, MA, CCC-SLP
Macomb Intermediate School District

.1 ASHA or SCECH CEUs
On Demand Session

This session is the second in a series of six recorded modules that Michigan school SLPs can use to learn about the 2025 MSHA Guidelines for Speech & Language Evaluation, Eligibility and Service Delivery. This second session provides an in-depth look at the foundation and big ideas of school SLP practice in Michigan. Learners will understand the legal requirements, professional evidence and ethical drivers behind school SLP practice. Content will cover evaluation requirements and planning, multi-tiered systems of support, assessment practices, special populations, and entrance/ exit criteria as defined by IDEA and MARSE. Intervention planning considerations and service delivery models for students with IEPs will be discussed. Supporting forms to guide decision-making will be shared. Learners will engage with recorded content, followed by a final ten-minute independent reflection period in the session to connect key concepts from the MSHA Guidelines document to their professional practice using the Learner Materials Guide.

SLI - Articulation: MSHA Guidelines for Speech & Language Evaluation, Eligibility, and Service Delivery in Schools

Diane Katakowski, MA, CCC-SLP
Chair MSHA Public Schools Committee

Mallory Frank, MA, CCC-SLP
Macomb Intermediate School District

.05 ASHA or SCECH CEUs
On Demand Session

This session is the third in a series of six recorded modules that Michigan school SLPs can use to learn about the 2025 MSHA Guidelines for Speech & Language Evaluation, Eligibility and Service Delivery. This third session provides an in-depth exploration of entrance and exit criteria for SLI - Articulation under IDEA and MARSE requirements as well as best practices in evaluation and intervention according to ASHA. Learners will understand the legal requirements, professional evidence and ethical drivers behind school SLP practice relevant to SLI - Articulation. Supporting forms to guide decision-making for this area of eligibility will be shared. Learners will engage with recorded content, followed by a final ten-minute independent reflection period in the session to connect key concepts from the MSHA Guidelines document to their professional practice using the Learner Materials Guide.

SLI-Language: MSHA Guidelines for Speech & Language Evaluation, Eligibility, and Service Delivery in Schools

Diane Katakowski, MA, CCC-SLP
Chair MSHA Public Schools Committee

Mallory Frank, MA, CCC-SLP
Macomb Intermediate School District

.05 ASHA or SCECH CEUs
On Demand Session

This session is the fourth in a series of six recorded modules that Michigan school SLPs can use to learn about the 2025 MSHA Guidelines for Speech & Language Evaluation, Eligibility and Service Delivery. This fourth session provides an in-depth exploration of entrance and exit criteria for SLI - Language under IDEA and MARSE requirements as well as best practices in evaluation and intervention according to ASHA. Learners will understand the legal requirements, professional evidence and ethical drivers behind school SLP practice relevant to SLI - Language. Supporting forms to guide decision-making for this area of eligibility will be shared. Learners will engage with recorded content, followed by a final ten-minute independent reflection period in the session to connect key concepts from the MSHA Guidelines document to their professional practice using the Learner Materials Guide. Learners will engage with recorded content, followed by a final ten-minute independent reflection period in the session to connect key concepts from the MSHA Guidelines document to their professional practice using the Learner Materials Guide.

SLI-Fluency: MSHA Guidelines for Speech & Language Evaluation, Eligibility, and Service Delivery in Schools

Diane Katakowski, MA, CCC-SLP
Chair MSHA Public Schools Committee

Mallory Frank, MA, CCC-SLP
Macomb Intermediate School District

.05 ASHA or SCECH CEUs
On Demand Session

This session is the fifth in a series of six recorded modules that Michigan school SLPs can use to learn about the 2025 MSHA Guidelines for Speech & Language Evaluation, Eligibility and Service Delivery. This fifth session provides an in-depth exploration of entrance and exit criteria for SLI - Fluency under IDEA and MARSE requirements as well as best practices in evaluation and intervention according to ASHA. Learners will understand the legal requirements, professional evidence and ethical drivers behind school SLP practice relevant to SLI - Fluency. Supporting forms to guide neurodiversity-affirming practices and decision-making for this area of eligibility will be shared. Learners will engage with recorded content, followed by a final ten-minute independent reflection period in the session to connect key concepts from the MSHA Guidelines document to their professional practice using the Learner Materials Guide.

SLI-Voice: MSHA Guidelines for Speech & Language Evaluation, Eligibility, and Service Delivery in Schools

Diane Katakowski, MA, CCC-SLP
Chair MSHA Public Schools Committee

Mallory Frank, MA, CCC-SLP
Macomb Intermediate School District

.05 ASHA or SCECH CEUs
On Demand Session

This session is the sixth in a series of six recorded modules that Michigan school SLPs can use to learn about the 2025 MSHA Guidelines for Speech & Language Evaluation, Eligibility and Service Delivery. This sixth session provides an in-depth exploration of entrance and exit criteria for SLI - Voice under IDEA and MARSE requirements as well as best practices in evaluation and intervention according to ASHA. Learners will understand the legal requirements, professional evidence and ethical drivers behind school SLP practice relevant to SLI - Voice. Supporting forms to guide decision-making for this area of eligibility will be shared. Learners will engage with recorded content, followed by a final ten-minute independent reflection period in the session to connect key concepts from the MSHA Guidelines document to their professional practice using the Learner Materials Guide.

Leveraging Technology for Adult Neuro Treatment and Carryover: The Virtual Rehab Center

Megan Sutton, MS, CCC-SLP
Tactus Therapy

Shezena Shahid, MS, CCC-SLP
Tactus Therapy

.15 ASHA or SCECH CEUs
On Demand Session

In adult neurorehabilitation, clinicians must balance evidence-based treatment, functional relevance, treatment intensity, and carryover beyond the therapy session, all within real-world constraints of time, documentation, and patient access. This 90-minute presentation will explore a comprehensive, clinically grounded approach to adult neuro treatment using the Tactus Virtual Rehab Center. Through live demonstration and case-based discussion, participants will see how a centralized digital platform can support planning, treatment, home practice, and patient education across multiple neurogenic disorders. The session will include clinical case studies, representing aphasia, cognitive-communication disorders, and dysphagia, to illustrate how treatment selection, cueing, and progression can be individualized while maintaining an evidence-based framework. Participants will learn how the Virtual Rehab Center integrates research-driven treatment design, intensity principles, and health-literacy-informed handouts to support both clinician efficiency and patient engagement. Current evidence related to treatment intensity, home practice, and digital therapy delivery will be reviewed. Attendees will leave with concrete strategies for improving treatment carryover, supporting patient independence, and leveraging digital tools to deliver comprehensive, evidence-based adult neurorehabilitation.

From Waste to Access: Health Equity, Food Systems, and Post-Expiration Dysphagia Supplies

Hillary Cooper, MA, CCC-SLP, Doctoral Candidate
McDaniel College

Catriona Steele, PhD, CCC-SLP, S-LP(C), Reg. CASLPO, ASHA Honors, F-ESSD
University of Toronto, Canada

.1 ASHA or SCECH CEUs
On Demand Session

Access to commercial thickening agents remains a significant and under-recognized health equity issue in dysphagia management. In the United States, insurance coverage for thickeners is inconsistent, leaving many individuals with dysphagia—particularly those with low income—unable to afford medically necessary products. At the same time, large quantities of unopened dysphagia supplies are discarded after manufacturer "best by" dates, due to the absence of research-based guidance on their functional viability post-expiration. This session situates dysphagia supply access within broader discussions of health equity, food insecurity, food waste, and charitable distribution policy. Attendees will first review the current landscape of insurance coverage for thickeners, the role of food banks in distributing expired dry goods, and the scale of food waste in the United States. The session will then present a proof-of-concept study examining whether SimplyThick EasyMix maintains functional thickening properties beyond its expiration date using IDDSI Flow Testing. Six expired batches (mildly and moderately thick) were tested weekly over 37 weeks. While five of six batches demonstrated statistically significant reductions in thickness over time, all samples remained within their original IDDSI level parameters at the conclusion of the study period. Although further research is warranted to determine safety via microbiological testing, these findings suggest the potential for reducing waste and increasing equitable access through carefully developed safety and distribution guidelines. This session concludes by connecting this research to real-world implementation through nonprofit and community programs such as Dysphagia Outreach Project, highlighting how research can inform policies that both reduce waste and expand access to essential dysphagia supplies.

Join Us!

MSHA Annual Meeting (open to all members)

Date: Friday, March 20, 2026
Time: 5:15 pm
Where: via Zoom, https://zoom.us/j/92542548859?pwd=5EobNmffWEqDRRRGuyVg91kWwKxhan.1
Meeting ID: 925 4254 8859
Passcode: 989889

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Annual Conference

Date: TBD. Follow us on social media to be the first to know!

I hope you have enjoyed your time of learning and networking over the last few days! I look forward to seeing you virtually next year for our annual conference! Please don't hesitate to reach out with any questions you may have regarding the 2027 conference by emailing conference@mislha.org. Follow us on social media to learn more about conference dates and exciting news from our MSHA commitees.

Leslie DeNardis, MA CCC-SLP
2027 MSHA Conference Chair

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But have you heard about the **Tactus Virtual Rehab Center** yet?

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Tactus Virtual Rehab Center

Use this form to keep track of which courses you attended for easy transfer to the CEU submission form.

Thursday, March 19, 2026		
Time	Presentation Attended	Number of CEUs
8:30-10:00 am		
10:10-11:40 am		
12:10-1:40 pm		
1:50-3:20 pm		
3:30-5:00 pm		

Friday, March 20, 2026		
Time	Presentation Attended	Number of CEUs
8:30-10:00 am		
10:10-11:40 am		
12:10-1:40 pm		
1:50-3:20 pm		
3:30-5:00 pm		

On Demand Sessions Attended		
	Presentation Attended	Number of CEUs
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
	Total CEUs	

Notes

Notes

VIRTUAL SLP CONFERENCE
check-in
Does my company offer new graduate incentives like a bonus up to 5K?
Is my work schedule flexible enough?
Do I have opportunities for career and clinical growth?
Does my company offer front loaded PTO to support my work/life balance?
If you answered 'not sure' to any of these... it might be time to check in with us.
Have I checked out opportunities at ovationrehab.com/careers?
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Please considering filling out our overall conference feedback form so we can continue to grow and evolve our conference offerings:

https://forms.gle/npi8QerzoVHhzY4x6

MSHA | Michigan Speech Language Hearing Association

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Thank You!