

THIS IS A PRELIMINARY PROGRAM...DAY AND TIMES OF SESSIONS ARE SUBJECT TO CHANGE. WE WILL UPDATE THE PROGRAM AS CHANGES ARE MADE.

Igniting Innovations Across the Lifespan

MSHA Annual Conference, April 18-20, 2024

MSHA Preliminary Program

This program is offered for a maximum of 2.3 ASHA CEUs at Various Levels in Professional areas.



**ASHA CE
APPROVED PROVIDER**

Michigan
Speech-Language-Hearing
Association

The Michigan Speech-Language-Hearing Association is approved to sponsor State Board Continuing Education Units (SCECH-CEUs) through the Michigan Department of Education. Participants at the MSHA Conference may earn a minimum of .5 or a maximum of 2.1 SCECH-CEUs.

Thursday, April 18, 2024

Mini-Seminar: 9:00 – 10:00 am

.1 ASHA or SCECH CEUs Instructional Level: Intermediate

Common Ethical Dilemmas and How to Address Them

Invited Speaker: Theresa Rodgers, M.A., CCC-SLP, F-ASHA, SLP Consulting Services

Prior to joining ASHA, Katie Meyer practiced law for over 20 years, providing legal advice to non-profit organizations and for-profit companies. As ASHA's Director of Ethics, she oversees ASHA's ethics program and assists the Board of Ethics in all aspects of its disciplinary process.

This class will satisfy the ASHA requirement for Ethics.

Double Mini-Seminar: 9:00-11:00 am

.2 ASHA or SCECH CEUs Instructional Level: Intermediate

Functional Voice Evaluation Using Laryngeal High-Speed Videoendoscopy

Speaker: Maryam Naghibolhosseini, Ph.D., Michigan State University

Laryngeal imaging is a powerful tool to visualize the laryngeal structures and vocal function during voice assessment. The most frequently used method for laryngeal imaging is videoendoscopy with stroboscopy. This session will explain basics of videoendoscopy with stroboscopy and its limitations in functional voice evaluation. High-speed videoendoscopy is another laryngeal imaging technique that can provide detailed information about the vocal fold vibrations and laryngeal maneuvers in both sustained phonation and connected speech. This session will also explain how we can benefit from high-speed videoendoscopy in assessment of voice disorders. The recent research findings on using high-speed videoendoscopy to study voice production and the potentials of artificial intelligence in doing so will be discussed.

Mini-Seminar: 10:00 – 11:00 am

.1 ASHA or SCECH CEUs Instructional Level: Intermediate

Supporting and Empowering School-Age Children Who Stutter: Resilience and Advocacy

Speaker: Derek Daniels, Ph.D., CCC-SLP, Wayne State University

School-age children who stutter can experience negative psychosocial experiences. Research has shown that resilience can be a protective factor for counteracting adverse experiences. This presentation will cover principles of resilience and advocacy as ways to support and empower school-age children who stutter.

Mini-Seminar: 10:30 – 11:30 am

.1 ASHA or SCECH CEUs *Instructional Level: Intermediate*

Pain Management

Invited Speaker: Cathleen Johnson, OTD, OTRL, FMIOTA, Michigan Occupational Therapy Association.

This presentation will provide participants with an understanding of the components of pain. Specifically a review of the physiology of pain ramifications. Pain Assessment will be shared to ensure participants recognize the variety of assessments available to support their selection of the right assessment based upon the client. The training will review available interventions to support non-pharmacological intervention. Lastly, educational tools will be discussed and referenced.

This class will satisfy the SLP License requirement for a class in Pain Management.

Lunch – On Your Own

Double Mini-Seminar: 1:30 – 3:30 pm

.2 ASHA or SCECH CEUs *Instructional Level: Intermediate*

Navigating Challenges: Strategies for Effective Clinical Supervision of Struggling Students.

Invited Speaker: Jenica Joseph, Ph.D., CCC-SLP, and Philip Stone, M.A., CCC-SLP, Andrews University

Effective clinical supervision of struggling students in healthcare professions is crucial for their professional growth, development, and the delivery of quality patient/client care. This workshop will address some applied strategies that will help to assist in student strategic remediation in a growth mindset structure while ensuring patient care, progress, and growth.

This class will satisfy the ASHA requirement for Supervision.

Short Course: 1:30 – 4:45 pm

.3 ASHA or SCECH CEUs *Instructional Level: Intermediate*

Neuroplasticity and its Application in Speech Pathology Intervention

Invited Speaker: Arlena Henry, M.A., CCC-SLP, LSVT, Corewell Health

Neuroplasticity is the brain's ability to adapt to change. The need for the brain to adapt may be a result of environment, illness, or injury. Maximizing the benefits of neuroplasticity requires implementation of principles of neuroplasticity, of which there are ten, in a particular task or activity. A speech-language pathologist may facilitate improved treatment outcomes when neuroplasticity is embedded into his or her skilled intervention. This presentation will explore the ten principles of neuroplasticity and discuss how implementing these principles in speech pathology treatment affects outcomes. Furthermore, examples will be discussed regarding how to incorporate principles of neuroplasticity into various treatment activities.

Short Course: 1:30 – 4:45 pm

.3 ASHA or SCECH CEUs *Instructional Level: Intermediate*

Incorporation of Myofunctional Treatment to Enhance Speech Sound Production Outcomes.

Invited Speaker: Marileda Tomé PhD., CCC-SLP from Andrews University

Many factors can influence speech sound production, including malocclusion, weak lip closure, poor tongue resting position, and facial growth and development impairments. ASHA has published guidelines regarding using orofacial myofunctional therapy (OMT) in speech-language pathology treatment (ASHA, 2019), suggesting that OMT is within the scope of practice. Although some techniques still need further research to demonstrate their efficacy, clinical practice shows that disorders in this area can significantly interfere with the treatment outcome for clients with speech sound disorders. For example, an abnormally short or altered attachment of the lingual frenulum can restrict tongue mobility to varying degrees, and some speech compensations can be developed. Mouth breathing is another critical condition affecting orofacial development, nutrition, body posture, and speech sound production. This presentation will show some of the most common orofacial myofunctional disorders and what must be observed when working with a client with speech sound disorders (SSD).

Savvy Selection of Assessments for Language and Literacy Including Dyslexia

Speaker: *Michele Anderson, Ph.D., CCC-SLP from Brookes Publishing Company, Baltimore*

As SLPs and others on educational teams implement guidelines for identifying students with dyslexia required under changing state legislation, they need evidence-based models which do not ignore other forms of language/literacy disorders. The overlap between students with dyslexia and those with Developmental Language Disorder (DLD) is significant. Understanding the psychometric properties and models of our assessments is critical to providing easy to understand results to our **multidisciplinary teams** leading to better identification of students. Clear understanding of test results also helps with clinical determinations of **which team members are best-suited to address specific academic issues**.

Demystifying Cleft Palate Speech Disorders: A User-Friendly Guide to Assessment and Treatment

Speaker: *Ana Claudia Harten, Ph.D., CCC-SLP from Eastern Michigan University, and Marissa Habeshy, M.S., CCC-SLP from University of Michigan C.S. Mott Children's Hospital Craniofacial Anomalies Program.*

Children born with cleft palate are at a high risk for delays in development of early speech sounds and speech sound disorders (SSD). Early intervention is particularly important to avoid detrimental effects of SSD on children's social, emotional and educational outcomes. Providing therapy for children with cleft palate can be daunting for community SLPs who are not specialized in cleft palate and who do not provide services for this population often. SLPs are particularly challenged by the range of needs that children born with cleft palate have and the timeline of their care. In this presentation, participants will have an opportunity to practice how to differentiate between cleft speech characteristics, including active (compensatory) and passive (obligatory) misarticulations as well as resonance characteristics associated with velopharyngeal dysfunction (VPD). The presenters will provide an overview of the timeline care pathway for those born with cleft palate, highlight the importance of the collaboration between craniofacial team SLPs and community SLPs, as well as review different types of therapy that SLPs can use with children presenting active misarticulations or delayed speech sound development related to cleft palate and VPD. A compilation of audio/video recordings, case studies, and images will be presented to provide "hands-on" opportunities for practice and understanding.

The Long and Short of It: Balancing Simplicity and Complexity in the Language Models We Provide to Young Autistic Children

Speaker: *Courtney E. Venker, Ph.D., CCC-SLP, Jennifer Johnson, M.S, CCC-SLP, from Michigan State University and Kendra Peffers, M.A., CF -SLP from University of Michigan*

The vast majority of children on the autism spectrum demonstrate delays in early language development. Many interventions have been developed to address these delays, and many of these interventions incorporate recommendations for how adults (e.g., SLPs, caregivers) should modify their spoken language in ways that are hoped to support autistic children's language development. One of the most common intervention recommendations is for adults to simplify their speech, by drastically shortening their utterances (e.g., talking only in single words) and/or removing grammatical aspects of spoken language (e.g., articles, prepositions, grammatical morphemes).

Using an evidence-based practice framework, this seminar will discuss what we know about balancing simplicity and complexity in the language models we provide to young autistic children. We will talk about evidence related to children's language outcomes, as well as parent and caregiver perspectives. We will also discuss—and facilitate audience conversation about—how research evidence relates to current popular ("trending") clinical recommendations for how to model language for young autistic children.

Picture This: Diversity, Equity, Inclusion, and Justice in Children's Literature

Speaker: *Tiniyja Burney, M.A., CCC-SLP from Honeybee Literacy, LLC, and Katie Squires, Ph.D., CCC-SLP from Central Michigan University*

Most SLPs realize that books are a powerful therapy tool and would like to select books that represent their clientele. In this seminar, they will be provided with a road map to identify racism, tokenism, and stereotypes present in popular stories. A brief history will be provided that identifies barriers to CLD book publication and access.

Mini-Seminar: 3:30 – 4:30 pm

.1 ASHA or SCECH CEUs *Instructional Level: Intermediate*

Human Trafficking

Invited Speaker: *Brenda Nordstrom, DNP, BS, RN, PMGT-BC, CHPN, Lakeshore Human Trafficking Task Force*

Brenda Nordstrom is a seasoned nurse with 30+ years of experience in diverse healthcare roles. She's now a nursing faculty educator and a dedicated advocate for human trafficking victims within the healthcare system. Brenda recently completed her Doctor of Nursing Practice degree, focusing on equipping healthcare professionals to identify and respond effectively to human trafficking victims.

This class will satisfy the SLP License requirement for a class in Human Trafficking

MSHA Executive Board / Advisory Assembly Meeting and Annual Business Meeting: 4:30- 5:30 pm

Speaker: *Rosalyn Davis, Ph.D., CCC-SLP, MSHA President*

Join us as we review current issues affecting SLPs and AUDs in the state of Michigan with our current Executive Board Members and Advisory Assembly Members. Light refreshments will be provided and MSHA Members will be encouraged to ask questions and express concerns.

Double Miniseminar: 6:00 – 8:00 pm

.2 ASHA or SCECH CEUs *Instructional Level: Intermediate*

Implicit Bias Training

Invited Speaker: *Larry Davis M.A., LPC, NCC, ACS from Oakland Community Health Network*

Larry Davis is a Licensed Professional Counselor, MA, LPC, NCC, and is based out of Farmington Hills, Michigan, United States. Larry specializes in the counseling of Women's Issues, Trauma and PTSD, Codependency, etc. The therapist has experience in handling cases of Addiction, Alcohol Use, Anger Management, Anxiety, Borderline Personality, Career Counseling, Chronic Impulsivity, Coping Skills, Depression, Drug Abuse, Dual Diagnosis, Internet Addiction, Narcissistic Personality, Racial Identity, Relationship Issues, Self Esteem, Sexual Abuse, Substance Use, and more. The types of therapies Larry offers include Clinical Supervision and Licensed Supervisors -, Cognitive Behavioral Therapy, Culturally Sensitive Therapy, Existential, Gestalt Therapy, Interpersonal Psychotherapy, Motivational Interviewing, Narrative, Positive Psychology, Reality Therapy, and Trauma-Focused Cognitive Behavioral Therapy.

This class will satisfy the ASHA and LARA requirements for Implicit Bias.

Dinner – On Your Own

Welcome Reception: 8:00 – 9:30 pm

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

Friday, April 19, 2024

Short Course: 8:30 – 11:45 am

.3 ASHA or SCECH CEUs *Instructional Level: Intermediate*

AAC and Difficult Conversations: A Practical Course for Speech-Language Pathologists

Invited Speaker: *Teresa Thompson, M.A., CCC-SLP from Lingraphica*

This course will discuss the prevalence of abuse among AAC users, define difficult conversations and the SLPs role, give tips and resources to assist with difficult conversations, show example cases of how AAC was utilized to successfully navigate difficult conversations in patient-centered, ethical, and responsible ways and involve group discussion of solutions.

Short Course: 8:30 – 11:45 am

.3 ASHA or SCECH CEUs Instructional Level: Intermediate

The Play Awhile Approach: Core Values for Play-Based Therapy (and Life!)

Speaker: Olivia Rhoades, M.A., CCC-SLP, from Play Awhile LLC

The Play Awhile Approach teaches speech-language pathologists how to center play as the primary therapeutic modality by implementing our 5 core values of play, transforming outdated practices into respectful, affirming, joyful therapy sessions. Our 5 Core Values: Yes, And: Acknowledge a playful bid and make it even more fun. Plan Less, Play More: say goodbye to insta-perfect therapy plans to make room for authentic play. Process or Product: keep the goal in mind while you follow a playful whim. Play to Your Needs: accommodate first, then play to meet a need. With Respect, Redirect: when the answer isn't "yes, and", choose the least restrictive redirection. Like colors in a rainbow, each of our core values is beautiful on its own, but when put together, the result is simply stunning. Participants will learn about each core value of The Play Awhile approach and how to seamlessly integrate them into neurodiversity affirming therapy. By learning to laugh, people of all ages and abilities can laugh to learn!

Mini-Seminar: 8:30 – 9:30 am

.1 ASHA or SCECH CEUs Instructional Level: Intermediate

Thickening Outside the Box- A Systematic Thickening Wean Protocol

Speaker: Elizabeth Mekler, M.A. CCC-SLP, CLC, and Erica Wisnosky, M.A., CCC-SLP from Michigan Medicine, Mott Children's Hospital

Thickening liquids has long been a strategy for prevention of aspiration. There are times, however, when children will end up on thickened liquids for prolonged periods, without clear evidence of increased airway protection when attempting to swallow thinner liquids. A systematic thickening wean protocol has been utilized at other institutions, promoting swallowing safety and the ability to transition to the least restrictive diet by slowing thinning out the viscosity the child is offered. This presentation is a review of the thickening wean protocol implemented by Speech Language Pathology department at Michigan Medicine, Mott Children's Hospital, the outcomes over the course of the first 18 months of the protocol, and discussion of how to implement at other institutions. Specific case studies to be included.

Mini-Seminar: 8:30 – 9:30 am

.1 ASHA or SCECH CEUs Instructional Level: Intermediate

My Students Are Far Behind in Their Basic Learning Skills – How to Overcome the COVID Literacy Gap with HearBuilder Online Technology

Speaker: Kevin Stuckey, M.Ed., CCC-SLP, from Super Duper Publications

This presentation addresses how speech pathologists and parents can help children ages 4- 12 catch up on basic language and literacy skills that they have fallen behind on due to COVID interruption to in-class learning. It focuses on students who are having difficulty paying attention, following directions, listening carefully, remembering information, and reading. Two excellent online resources – HearBuilder Online Foundational Literacy Program and the Super Duper Digital Library have been shown to be effective in helping children improve these skills quickly and efficiently. HearBuilder is the ONLY online, research-based, foundational literacy program that helps children learn four essential skills – following directions, auditory memory, phonological awareness, and sequencing. Children work step-by-step at their own pace, independently without the need for constant adult supervision – and HearBuilder keeps track of their progress.

Mini Seminar: 10:30 – 11:30 am

.1 ASHA or SCECH CEUs Instructional Level: Introductory

It Takes Two: How Supervisors and Fellows Can Collaborate to Create the Ultimate Clinical Fellowship Experience

Speakers: Meira Abidov, M.S., CCC-SLP and Carolyn Stevens, M.S., CF-SLP, from Henry Ford Health

In this lecture, a current clinical fellowship supervisor and clinical fellow will discuss how supervisors and fellows can collaborate to create an individualized, successful fellowship experience for both parties. We will share insights from several long-time clinical fellowship supervisors about what they look for in a CF candidate and what traits can contribute to a clinical fellow succeeding or struggling. We will also summarize the experiences of multiple clinical fellows from around the country, including how their own and their supervisors' approaches made the difference between a positive and negative experience. Finally, there will be an interactive Q/ A portion to address audience questions.

Student Round Table: Graduate and Undergraduate Students 9:00 – 11:00 am

.2 ASHA or SCECH CEUs

Undergraduate and graduate students are invited to come together to talk about and explore various aspects of the field of speech language pathology. Experienced SLPs from a variety of clinical settings will hold a panel discussion, followed by breakout sessions to dive deeper into your interests! Learn about how school-based SLP work differs from working in a medical setting or private practice. SLPs make amazing

leaders and advocates - come and hear from some greats in the field as you navigate your own journey to becoming a speech language pathology professional!

Mini-Seminar: 9:30 – 10:30 am

.1 ASHA or SCECH CEUs *Instructional Level: Intermediate*

Speech Language Pathologists in School Leadership

Speaker: *Nicole Grace, M.A., CCC-SLP from COOR Intermediate School District*

This presentation aims to provide a comprehensive understanding of the requirements outlined in the Michigan Administrative Rules for Special Education (MARSE) guidelines for individuals aspiring to assume leadership positions as Supervisors and/or Directors of Special Education. Focusing on the intersection of clinical experience and leadership roles, the proposal emphasizes the unique qualifications that speech-language pathologists (SLPs) bring to the realm of special education administration.

Double Mini-Seminar: 9:30 – 11:30 am

.2 ASHA or SCECH CEUs *Instructional Level: Intermediate*

Ethical Clinical Supervision: Power Dynamics, Generational Differences, and Cultural Competence

Speaker: *Nicole M. Ferguson, AuD., from Central Michigan University*

This presentation delves into the critical aspects of ethics in clinical supervision, centering on the interplay of power dynamics, generational differences, and cultural competence. Anchored in evidence-based approaches, the session aims to empower clinical supervisors with essential knowledge and practical strategies. Participants will be introduced to foundational ethical principles and decision-making models specific to clinical supervision. The exploration of power dynamics reveals their profound influence on supervisee development and decision-making, paving the way for strategies to mitigate the inherent imbalances. Generational differences come to the fore, illuminating challenges and opportunities in the supervisory relationship between “less-experienced” students and “more experienced” supervision and the tools to cultivate an ethical, culturally competent, and harmonious supervisory approach, fostering the growth and success of future audiologists. Cultural competence takes center stage, addressing the importance of fostering an inclusive and culturally responsive supervisory environment. Participants will confront unconscious biases, embrace diversity, and explore effective communication strategies across cultures.

▲ MSHA Awards Luncheon: 11:45 am – 1:15 pm

.1 ASHA

Instructional Level: Intermediate

Join us for a delicious luncheon for those who pre-registered followed by the presentation of the **MSHA Honors of the Association** to *Alice Silbergleit Ph.D., CCC-SLP* followed by our Keynote Speaker, **Laura DeThorne, Ph.D., CCC-SLP, Western Michigan University speaking on *Lived Experience as Means to Ignite Change: My Own Parental and Professional Journey***. Dr. DeThorne spent the first decade of her career focused on the genetic and environmental influences on child language impairment, which was heavily steeped in the medical model of disability and traditional experimental research methodologies. During that same decade she gave birth to two sons whose language trajectories were remarkably different, one of whom now identifies as autistic. She will highlight how this parental journey has shifted her own perspective on communication, autism, and the scientific approach in ways that she hopes will spark more collaborative and just supports for the autistic community and beyond.

Short Course: 1:30 – 4:45 pm

.3 ASHA or SCECH CEUs *Instructional Level: Intermediate*

SUGAR: A Sweet Introduction to Language Sampling

Invited Speaker: *Stacey Pavelko, Ph.D., CCC-SLP, FNAP from Binghamton University*

This interactive presentation discusses the SUGAR (Sampling Utterances and Grammatical Analysis Revised) method of language sampling and analysis. Results from several research studies indicated that language samples can be collected, transcribed and analyzed using SUGAR in approximately 20 minutes and that the resultant LSA metrics can be used to accurately and efficiently identify children with language impairment. This session will discuss the background of the SUGAR method, introduce robust sampling, and introduce the SUGAR method of transcribing and analyzing language samples.

Short Course: 1:30 – 4:45 pm

.3 ASHA or SCECH CEUs *Instructional Level: Intermediate*

Pediatric Dysphagia: Assessment & Treatment of Infant Feeding & Swallowing

Invited Speaker: *Jennifer Hall, M.A., CCC-SLP from Corewell Health, Helen DeVos Children's Hospital*

A recent 2023 article from Language, Speech, and Hearing Services in Schools, "Pediatric Dysphagia: A Look Into the Training Received During Graduate Speech-Language Pathology Programs to Support This Population," revealed that less than 1% (0.4%) of academic courses analyzed were categorized as pediatric swallowing and feeding (https://doi.org/10.1044/2022_LSHSS-22-00114). As medical technology and advancements in treatment progress, the survival rate among pre-term infants and infants with complex medical diagnoses continues to increase. As a result, speech-language pathologists will be required to provide informed pediatric dysphagia services to these growing populations. This lecture will first review developmentally normal infant feeding and swallowing (0-12 months) in order to establish a foundation for assessment and treatment of infant dysphagia among common populations (ie, pre-term, craniofacial, cardiac, etc). Additionally, learners will be able to identify resources to support ongoing education among the pediatric dysphagia population.

Double Mini-Seminar: 1:30 – 3:30 pm

.2 ASHA or SCECH CEUs *Instructional Level: Intermediate*

AAC PANEL

Speakers: *To be Announced*

Join us to hear from some of the amazing individuals across the state of Michigan who use AAC to support their communication. This will be a panel discussion sharing about personal experiences using AAC as well as thoughts on ways to improve our practice as speech pathologists when interacting with AAC users and their families.

Double Mini-Seminar: 1:30 – 3:30 pm

.2 ASHA or SCECH CEUs *Instructional Level: Introductory*

Empowering and Equipping Today's Clinical Supervisor

Speakers: *Kathy Rigley, M.A., CCC-SLP from Western Michigan University, Jill Bates from Calvin University, Kristin Hicks, M.A., CCC-SLP from Michigan State University, Diane Jandron, M.A., CCC-SLP from Northern Michigan University, and Theresa Jones, M.S., CCC-SLP from Central Michigan University.*

Today's landscape in healthcare and education significantly impacts the needs of today's graduate students as well as those mentoring them. To effectively meet the needs of both graduate students and those training them, universities and clinical sites must work collaboratively and creatively with one another. This workshop is designed to explore the benefits and challenges often associated with graduate student supervision, develop, and share practical tools to support clinical supervisors, and discuss unique ways that universities can support their community partners. This workshop format will include a presentation, panel discussion, and a brainstorming session to develop shared insight into the needs and priorities of clinical supervisors and those of today's graduate students. In addition to the university panelists, a number of community partners will be invited to serve on the panel in order to share mutual perspectives with participants. Participants will also learn about how they can earn continuing education credit toward their state of Michigan professional licensure. This presentation is designed for all levels of professionals who do or may be interested in supervising graduate students.

Mini-Seminar: 1:30 – 2:30 pm

.1 ASHA or SCECH CEUs *Instructional Level: Intermediate*

The Evidence Basis and Guidelines for Cognitive Rehabilitation in Brain Injury

Speakers: *Allison Mezo, M.A., CCC-SLP, CBIS, and Dr. Martin Waalkes, Ph.D., ABPP (rp), CBIST, from Hope Network Neuro Rehabilitation*

This presentation reviews recent research regarding the importance and effectiveness of cognitive rehabilitation. It details the latest guidelines for effective implementation of cognitive rehabilitation in TBI recovery plans.

Mini-Seminar: 1:30 – 2:30 pm

.1 ASHA or SCECH CEUs *Instructional Level: Introductory*

The Power of Joint Attention

Speaker: *Rose Griffin, CCC-SLP, BCBA from ABA Speech*

In this course, participants will learn about the importance of joint attention. Participants will learn about many specific actionable strategies that they can use to embed work on joint attention in their therapy sessions.

Muscle Tension Dysphonia: Not Just About “Relaxing”

Speakers: *Elizabeth Erardi, M.S., CF-SLP, Paige Valente, M.S., CF-SLP from Lakeshore Professional Voice Center*

In speech-language pathology, training in evaluation and treatment of voice disorders is limited, therefore subtle differences in diagnosis may prove difficult for the novice clinician. In this introductory presentation, we will focus on a very common voice diagnosis, muscle tension dysphonia (MTD). MTD is caused by increased tension of the paralaryngeal and laryngeal musculature. There are two different types of MTD: primary and secondary. Primary MTD occurs when muscular tension in the laryngeal and supralaryngeal system is the source of dysphonia. Secondary MTD coexists with one or more other voice disorders, in which the muscle tension is compensatory due to an underlying laryngeal pathology. However, it is possible that different subtypes exist within these two categories. We will discuss the appropriate use of a variety of tools to diagnose MTD, including videostroboscopy, patient interview, patient related outcome measures, acoustic, and aerodynamic measures. As the gold standard of care for MTD is voice therapy, this mini-seminar will also address therapeutic decision making for individuals with MTD. Participants will leave with a better understanding of the diagnosis of MTD and its subtypes along with tools to better their clinical problem-solving in patients with MTD.

▲ Poster Sessions: Authors present from 5:00 – 6:00 pm on Friday

Poster Sessions will be on display in **Room D**, located downstairs at the VanDyk Convention Center. A during the conference. A maximum of **.1 CEU is available if you visit 4 Poster Sessions** during the conference. ***Student Poster Sessions will be added prior to the conference.***

Exhibitors’ Cocktail Party & Prize Raffle: 5:00 – 7:00 pm

Everyone Welcome! Cash bar available and everyone gets 1 free drink. MSHF Silent Auction & Exhibitors’ Prize Raffle at 6:00 pm. Join Us!

Praxis Trivia Quiz Bowl: 7:00 – 8:00 pm

Teams representing students from our Michigan Universities will compete for bragging rights – and a trophy! Faculty & Friends urged to cheer on their teams. Light refreshments will be provided.

Saturday, April 20, 2024**Beyond Slurred Speech: A How-To-Guide to the Differential Diagnosis of Motor Speech Disorders in Adults and Children**

Invited Speaker: *Alice Silbergleit, Ph.D., CCC-SLP, Meira Abidov, M.S., CCC-SLP and Christy Schweitzer, M.A., CCC-SLP from Henry Ford Health*

One of the biggest challenges that speech-language pathologists encounter in practice is the differential diagnosis of motor speech disorders such as dysarthria and apraxia. Understanding patterns of speech production provides insight into lesion localization, assists in patient education and treatment planning and promotes team collaboration with healthcare professionals involved in patient care. This session will focus on empowering speech-language pathologists to differentially diagnose dysarthria by providing easy to understand salient features of the various types of dysarthria and the five subsystems of speech production that make up the motor speech diagnosis. Additionally, this session will review the prominent features of both acquired and childhood apraxia of speech and how to differentiate between the diagnoses of apraxia and dysarthria given their possibly similar clinical presentations. Pertinent neuroanatomy and neuropathways will be reviewed as well as the connection between cranial nerve musculature as related to the production of speech sounds. A listening lab featuring numerous audio/video samples of both children and adults with motor speech disorders will take place, allowing the audience to practice assessing the salient features of patients’ speech production in real-time and in an interactive manner.

Short Course: 8:30 – 11:45 am

.3 ASHA or SCECH CEUs *Instructional Level: Intermediate*

SUGAR Cubes: The Building Blocks of Language Sample Analysis

Invited Speaker: *Stacey Pavelko, Ph.D., CCC-SLP, FNAP from Binghamton University*

This interactive presentation discusses the SUGAR (Sampling Utterances and Grammatical Analysis Revised) method of language sampling and analysis. Results from several research studies indicated that language samples can be collected, transcribed and analyzed using SUGAR in approximately 20 minutes and that the resultant LSA metrics can be used to accurately and efficiently identify children with language impairment. This session will discuss how to use results obtained from a SUGAR language sample to make clinical decisions and identify potential therapy targets.

Double Mini Seminar: 8:30 – 10:30 am

.2 ASHA or SCECH CEUs *Instructional Level: Intermediate*

Igniting Innovation: Aphasia Brag & Steal

Speakers: *Katie Strong, Ph.D., CCC-SLP, ASHF from Central Michigan University, Lori Gray, Ph.D., L.P, from Western Michigan University, Becca Johnson, Christie McPharlin, M.S., CCC-SLP, from MST LLC, Allison Mezo, M.A., CCC-SLP, CBIS from Hope Network Neuro Rehabilitation, Kait Moses, M.A., CCC-SLP from Moses Center LLC and Robin Pollens, M.S., CCC-SLP from Western Michigan University.*

Come join us for a dynamic session designed to ignite innovative ideas for evidence-based aphasia intervention. Six aphasia advocates from across the state of Michigan will each present a brief 'Brag & Steal' highlighting a creative, interesting, or meaningful activity or intervention they have provided for a person living with aphasia or in support of people with aphasia. This session will have a brief moderated discussion following each presentation. Come ready to be inspired and return to the office on Monday with evidence-based ideas to implement into your aphasia practice.

Mini Seminar: 8:30 – 9:30 am

.1 ASHA or SCECH CEUs *Instructional Level: Intermediate*

Going Beyond Traditional Literacy Intervention

Speakers: *Mary King, M.A., CCC-SLP, and Janet Ringle-Bartels, MSPA-CCC from Children's Therapy Corner*

Are you ready to look beyond phonological awareness and basic reading comprehension in your work with children who struggle with literacy? The aim of this seminar is to provide a holistic approach to support children in literacy skills while acknowledging that all ways of learning are valid. During this seminar, we will discuss how to go beyond traditional literacy intervention to consider the following six areas: executive functioning, language organization, receptive language, phonological awareness, vision, and motivation. You will learn to consider the whole child's profile of strengths and abilities when evaluating and treating literacy.

Mini Seminar: 8:30 – 9:30 am

.1 ASHA or SCECH CEUs *Instructional Level: Introductory*

Gender Affirming Voice Therapy: Where do I Start

Speaker: *Ramya Konnai, Ph.D., CCC-SLP from Henry Ford West Bloomfield Hospital*

Gender Affirming Voice Therapy (GAVT) has shown a rapid expansion in the last decade. Per the 2015 U.S. Transgender Survey, voice therapy is the second most desired treatment of gender expansive or non-confirming individuals placing it above many of other necessary treatments currently covered for gender affirmation care. Voice/speech therapy is regarded as an essential service for this population as multiple studies have affirmed that it is effective in helping to adjust voice, resonance, and communicative characteristics in a manner that more closely affirms an individual's gender (Carew et al 2007). This presentation will help the beginner to practicing voice clinician to learn how to assess and provide GAVT to transgender individuals. Aspects of pitch and resonance training, changes to articulation and prosody, and non-verbal communication will be highlighted with case examples.

Mini Seminar: 10:30 – 11:30 am

.1 ASHA or SCECH CEUs *Instructional Level: Introductory*

SNF Collaborative Practice in the Real World- Interprofessional Coaching for People with Dementia

Speakers: *Susan Browning, M.A., CCC-SLP from Star Behavior Consultation and Natalie F. Douglas, Ph.D., CCC-SLP from Central Michigan University*

Whether a person is admitted for short term rehab or resides in the facility long term due to a progressive, neurological illness, almost all people receiving care in a Skilled Nursing Facility (SNF) have some type of cognitive-communication disorder. Through interprofessional

collaboration with the healthcare team, including Certified Nursing Assistants (CNA), the SLP plays a key role in providing medically necessary interventions that optimize outcomes. In this session, an evidence-based, person-centered, coaching strategy will be described that improves outcomes for people living with dementia (PLWD) in SNFs. Documentation and billing practices, through a real-world lens, will be discussed. Finally, we will highlight the value of SLP services to SNF priorities such as decreasing refusals of care, falls, and rehospitalizations as it relates to the Minimum Data Set, known as the MDS.

▲ Public School Forum Luncheon: 11:45 am – 1:15 pm

.1 ASHA *Instructional Level: Intermediate*

A delicious lunch for those who pre-register will be followed by a presentation by **Karen Dunholter, MSW**, on ***Developing Deeper Relationships: Creating a Safe and Supportive School Environment to Foster Deeper Relationships***. When students are provided with a sense of safety and support within the school environment, they are better equipped to cultivate profound and meaningful connections. As educators and staff members, it is crucial for us to actively engage in practices that nurture these connections, thereby fostering strong relationships among students.

In this informative presentation, we will delve into the essential components of establishing a secure and supportive atmosphere that encourages relationship-building. Our discussion will focus on addressing the key needs for fostering connections and implementing effective strategies rooted in trauma-informed care principles. Join us as we explore the vital role of staff in facilitation meaningful connections and enhancing the overall well-being of our community.

▲ Medical SLP Forum Luncheon: 11:45 am – 1:15 pm

.1 ASHA *Instructional Level: Intermediate*

A Delicious lunch for those who pre-register and the presentation of MSHA's ***Outstanding Clinician Award*** to **Erica Boettcher** from Henry Ford Health followed by a presentation by **Katie Strong, Ph.D., CCC-SLP, Central Michigan University, *Igniting Our Innovation by Saying "Yes, and ..." to Thinking About and Doing New Things to Support Person-Centered Care***. Regardless of where we work in healthcare, person-centered care is touted as best practice. In theory and in our hearts, we know that care guided and informed by patients' preference, values, and goals is best practice and essential to providing high quality services. In practice however, providing such services can be challenging. Barriers such as organizational values, leadership, workload, and resistance to change are real. However, we can rise above to provide services that are collaborative, empower decision-making, and support emotional, social, and other aspects of our patients' lives.

Short Course: 1:30 – 4:45 pm

.3 ASHA or SCECH CEUs *Instructional Level: Intermediate*

Pathways to Self-Advocacy: Speech-Language Pathologists as Allies for Autistic Individuals

Invited Speaker: Siva Priya Santhanam, Ph.D., CCC-SLP from Bowling Green State University

The short course will equip speech-language pathologists (SLPs) with the knowledge and practical tools to foster autistic self-advocacy. This course will blend research insights with real-world applications to describe how SLPs can become invaluable allies in dismantling barriers to self-advocacy in academic and work settings. We will discuss factors shaping autistic self-advocacy, and complexities that make self-advocacy challenging. At the end of the short course, SLPs will leave with actionable tools, lesson plans, and activities to guide autistic individuals toward greater self-expression and autonomy.

Short Course: 1:30 – 4:45 pm

.3 ASHA or SCECH CEUs *Instructional Level: Intermediate*

Compassion Fatigue, Burnout, and Moral Injury

Invited Speaker: Karen Dunholter, MSW from Southgate Community Schools

Throughout her 20-year career as a School Social Worker, Karen has had the privilege of working in a variety of settings, including General Education and Special Education K-12, as well as alternative high schools. Additionally, she has dedicated ten years of her time to facilitating grief groups for children in Detroit who have lost someone to homicide. Before transitioning to working in schools, she worked with chronically mentally ill adults in the Community Mental Health setting and supported mentally ill teenagers during my graduate studies.

Mini-Seminar: 1:30 – 2:30 pm

.1 ASHA or SCECH CEUs *Instructional Level: Intermediate*

A Tutorial for Spelling Assessment

Speaker: Katie Squires, Ph.D., CCC-SLP, BCS-CL from Central Michigan University

Spelling is a language-based skill (Baillet, 2004) and as such, falls under the scope of a speech language pathologist (SLP); however, a survey conducted by Knueppel (2015) revealed that most of the SLPs surveyed did not provide spelling instruction and lacked confidence in their training to assess or intervene in the area of spelling. In this session, participants will learn how to identify the linguistic features of

morphology, phonology, etymology, and orthography in a student's writing sample and create goals to address the linguistic deficits that are negatively impacting spelling.

Mini-Seminar: 1:30 – 2:30 pm

.1 ASHA or SCECH CEUs *Instructional Level: Introductory*

Natural Language Acquisition; Gestalt Language Processing in Older Students

Speakers: Susan Browning, M.A., CCC-SLP, Rachel Birchmeier, M.A., CCC-SLP, and Bailey Coutteau, M.S., CCC-SLP from STAR Behavior Consultants

Innovative and dynamic therapy approaches are a must for all clients, but especially autistic clients. As language and communication continue to develop and expand across the lifespan, so do new discoveries in research design, development, and therapeutic techniques. This session will discuss past and current research trends in echolalia and communication within the gestalt style. Presenters will discuss specific, active cases with older students, ages 10 to 16, who are now receiving speech therapy services under the natural language acquisition framework after years of traditional, analytic-style speech and applied behavior analysis/ABA therapies. Additional areas of discussion will include active collaboration with the interdisciplinary team, including applied behavioral analysis team members and occupational therapists. Specific parent and client feedback will be discussed as part of the evidenced-based practice triangle, including information on their child's communication challenges before beginning gestalt-style therapy and what has changed nearly a year post start of therapy. Participants will be able to gain knowledge on specific therapy techniques, data collection and analysis and coding and documentation considerations related to this type of speech therapy related to addressing receptive and expressive language impairments in older students. The information is applicable for speech-language pathologists working across multiple settings, including schools and outpatient/private practice.

Double Mini-Seminar: 1:30 – 3:30 pm

.2 ASHA or SCECH CEUs *Instructional Level: Introductory*

Interprofessional Collaboration: A Framework for Providing Care

Speakers: Marissa Swanson, M.A., CCC-SLP/ BCaBa , Scott Thorbjornsen M.A., CCC-SLP, Rachel Redmond M. Ed., BCBA. LBA, Tori Sharp, M.S., OTRL, Tori DeKarske, COTA/L, Kit Bednark, M.A., QBHP, and Hanna Gibbs, RBT, from Comprehensive Speech & Therapy Center

Comprehensive Speech and Therapy Center is a multidisciplinary clinic in Jackson, Michigan that has been working to build a model for interprofessional practices. This presentation will discuss the current state of interprofessional practices in speech-language pathology, barriers to interprofessional collaboration, strategies for overcoming barriers, and ways to apply this to your practice. The presentation will also include specific case studies. A panel discussion with professionals from multiple disciplines will follow the presentation.

Mini-Seminar: 1:30 – 2:30 pm

.1 ASHA or SCECH CEUs *Instructional Level: Introductory*

Promoting Literacy Development through Collaboration and Research Supported Practices

Speakers: Amy M. Lowrie, M.N.S., CCC-SLP from Eaton Regional Education Service Agency and Ann M. Castle, Ph.D., from Michigan State University, Department of Teacher Educator

The Literacy Essentials provide research-supported instructional practices for improving literacy outcomes for Michigan's students (MAISA GELN, 2023). Development of these essentials began in 2015 with a wide array of stakeholders taking part in the process. Collectively, the Literacy Essentials provide a "practice guide" and are considered the Standard of Care for Michigan's children. This presentation will provide an overview of the Literacy Essentials with a specific focus on the practices of reading aloud and building vocabulary. We support collaboration between School Based Speech Language Pathologists (SLPs) and classroom teachers, who both can play a key role in promoting emergent literacy skills. Both classroom teachers and SLPs have limited awareness of the expertise and scope of practice of each discipline, which leads to missed opportunities for collaboration (Stephenson, Serry & Snow, 2023). Teachers and SLPs can and should collaborate more effectively to meet the needs of their students. Practical applications of this will be discussed.

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

www.michiganspeechhearing.org

And look for: **2024 Instructional Personnel Relationship Disclosure Information**

January 2024 MSHA Conference Preliminary Program

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All the information you need for the MSHA Conference can be found on the website.

Conference Registration Form can be found at:

https://www.michiganspeechhearing.org/annual_conference.php