

Revvng the Communication Engine in the Motor City: Bridging Research & Clinical Practice

MSHA Annual Conference March 19-21, 2020 MotorCity Hotel and Conference Center, Detroit, Michigan

MSHA Preliminary Program: 2020 MSHA Annual Conference

This program is offered for up to 2.4 ASHA CEUs at Various Levels in Professional areas.



The Michigan Speech-Language-Hearing Association is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

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

Thursday, March 19, 2020

Breakfast Pastries: Exhibits Hall Salon A *Sponsored by Michigan Medicine, Department of Speech-Language Pathology and Speech Neurophysiology Lab, Department of Psychiatry*

Everyone Welcome! Coffee, pastries and fruit.

Short Course: 8:30 – 11:45 am .3 ASHA CEUs and SCECH CEUs *Instructional Level: Introductory*

▲ Mindfulness 101: Experiencing Your Mind and the Neurology Behind It

Speakers: **Jaime Michise, M.S., CCC-SLP**, University of North Texas, and **Scott Palasik, Ph.D., CCC-SLP**, University of Akron

Jaime Michise has been a Speech-Language Pathologist for ten years. She began her career at Cincinnati Children's Hospital Medical Center where she was an active member of the fluency team. Recently, Jaime spent two years living and working in Nagoya, Japan. Jaime now lives in Frisco, Texas where she has a private practice working with people who stutter and teaches adjunctly at the University of North Texas and Bowling Green State University. She also continues to work with children internationally. Jaime has published research and presented at the international, national, state, and local levels. Jaime is also a facilitator at Camp Shout Out and a co-founder of the Act to Live Podcast.



Scott Palasik is an Associate Professor and directs the Mindfulness Behaviors and Social Cognition Stuttering Lab at the University of Akron. He teaches stuttering, voice, and counseling courses at the graduate level. He has published research and presented at the international, national, state, and local levels. Scott is a writer/creative collaborator/musician and feature in the documentary WHEN I STUTTER (2017) and a producer for the follow-up film, SHOUT OUT, about kids who stutter at Camp Shout Out where he works as a facilitator. Finally, he is co-founder of the Act to Live Podcast and the 3C Digital Media Network.

Recently, the field of communication disorders has begun incorporating mindfulness into therapy with clients. By learning to be more present, clients can create space needed to increase their awareness of the physical and psychological behaviors of their communication disorder. In the field of neuroscience, research has shown that mindfulness approaches are physically changing the structures and chemistry of the brain. This line of research provides support for continued training in mindfulness practices and the impact on people with communication disorders. This experiential session will guide attendees through various mindfulness practices and provide pointers for incorporating mindfulness practices into therapy. Presenters will also summarize some of the current neurological research that exists as it is related to mindfulness practices.

Short Course: 8:30 – 11:45 am .3 ASHA CEUs and SCECH CEUs *Instructional Level: Intermediate*

▲ Nasoendoscopy for the Medical SLP: One Scope, Multiple Applications

Speakers: **Natalie R. Wombacher, M.S., CCC-SLP**; **Kate McConville, M.A., CCC-SLP**; and **Margaret K. Tiner, M.S., CCC-SLP, BCS-S**, Michigan Medicine

Natalie Wombacher is the craniofacial Speech-Language Pathologist at the University of Michigan in the Department of Pediatric Plastic Surgery. Her clinical interests include perceptual and instrumental assessment of velopharyngeal dysfunction in children with cleft palate and other craniofacial anomalies as well as clinical outcomes following management of velopharyngeal dysfunction in the cleft palate and craniofacial populations. Natalie was a craniofacial speech fellow at Nationwide Children's Hospital, Columbus, Ohio.

Kate McConville is a Senior Speech-Language Pathologist at Michigan Medicine. She specializes in assessing and treating voice disorders across the lifespan. Prior to joining the Speech Pathology and Vocal Health teams at Michigan Medicine, Kate trained at the University of Wisconsin, Madison, and served as the manager of the voice clinic there. Her research interests include factors promoting patient adherence and patient experiences as a consequence of upper airway disorders.



Thursday Morning Continued

Margaret Tiner is a Senior Speech-Language Pathologist and lead clinician who specializes in the evaluation and treatment of adults with speech, voice, resonance, and swallowing impairments related to head and neck cancer, laryngeal dysfunction and breathing disorders. She has lectured extensively at the local, state, and national level. Her clinical research interests involve the role of prosthetic rehabilitation on articulation, swallowing and resonance, and optimization of care through multidisciplinary teams. Margaret holds a B.S. in communication disorders from the University of Houston and a M.S. from Bowling Green State University. She attained board certification in swallowing and swallowing disorders in 2014. Prior to joining the University of Michigan in 2007, she was the supervisor of Speech Pathology at Plaza Medical Center in Fort Worth, was on staff at John Peter Smith Hospital and practiced within The North Texas Affiliated Medical Group.



Flexible nasendoscopy is a valuable tool for assessment and treatment of a wide variety of populations managed by the medical SLP. This includes nasendoscopy for assessment of palatal function, laryngeal endoscopy/videostroboscopy for the assessment of vocal function, and FEES for assessment of swallowing function. Although each of these applications comprise separate and distinct evaluations, the overlapping knowledge required to perform any endoscopic assessment of communicative or swallowing function is of value in orienting to endoscopy or gaining competence in another application of endoscopy. This presentation will examine the common applications of flexible nasoendoscopy for the medical SLP, along with relevant anatomy, physiology and pathophysiology. We will discuss important elements of interpretation across each application and review basic safety and tolerability guidelines.

Double Miniseminar: 8:30 – 10:30 am .2 ASHA or SCECH CEUs Instructional Level: Advanced

▲ Speech and Language Assessment During an Awake Craniotomy

Speakers: Timothy Carrier, M.A., CCC-SLP and Sam Haider, M.D., MBA, Henry Ford Health System

Timothy Carrier is in the Department of Neurology and specializes in acute care dysphagia, adult neurological disorders, and trach/vent patient management. He is the primary SLP for intraoperative language testing during awake craniotomies as well as the lead SLP in the multi-disciplinary Hoenselaar ALS clinic. He also works with the head and neck cancer patient population.



Sam Haider is a Neurosurgery Resident in the Department of Neurological Surgery. He is from New York, graduating from Union College with a B.A. in Biology and Philosophy. He completed an M.B.A. in Healthcare Management concurrently with receiving his M.D. at Albany Medical College where he was inducted into the Alpha Omega Alpha Honor Society and Gold Humanism Honor Society. Dr. Haider has a special interest in neurosurgical oncology and the socioeconomics of cancer care. The diverse clinical experience, interdepartmental collaboration, operative training, and research opportunities at Henry Ford Health System make it the perfect milieu for exceptional patient-oriented cancer care.



Awake craniotomy is the preferred option for removal of brain tumors in a select population of patients when lesions are located in the left hemisphere. One of the main goals of surgery is preservation of speech and language skills. In this presentation, the Speech-Language Pathologist and the neurosurgeon will review intraoperative interdisciplinary protocols and collaboration. The SLP will educate the audience on the process of pre-operative language testing and determination of candidacy for the procedure as well as the SLP role during surgery. Photos and videos will be used to enhance the presentation. At Henry Ford Health System, SLPs have been performing intraoperative language testing for over 25 years.

Double Miniseminar: 9:45 – 11:45 am .2 ASHA or SCECH CEUs Instructional Level: Introductory

▲ Determining Client Candidacy in Telepractice

Speaker: Kirsten Conely, M.A., CCC-SLP, Presence Learning

Kirsten has been a Speech-Language Pathologist for well over a decade. She received her B.A. from Michigan State University and her M.A. from Ithaca College in New York. She has provided services to all age ranges within a variety of settings. Since 2015, Kirsten has provided services and supervised clinicians via a telepractice model.



This session will focus on considerations for determining client candidacy for telepractice. We will share focus areas to help guide the SLP decision making process for client candidacy and present case studies highlighting the importance of determining client appropriateness prior to assessment or intervention via telepractice.

Double Miniseminar: 9:45 – 11:45 am .2 ASHA or SCECH CEUs *Instructional Level: Intermediate***▲ Respiratory Muscle Strength Training for Voice and Swallowing****Speakers:** Ramya Konnai, Ph.D., CCC-SLP and Anjli Lodhavia, M.A., CCC-SLP, Henry Ford Health System

Ramya Konnai is a Senior Speech-Language Pathologist at Henry Ford West Bloomfield Hospital. She obtained her Ph.D. from Bowling Green State University, and her clinical and research interest is on vocal fold physiology and neurogenic speech disorders. She has over 15 years of clinical experience and works closely with individuals with voice and swallowing disorders, movement disorders, and strokes in a fast-paced outpatient clinic.

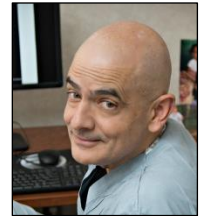


Anjli Lodhavia is an outpatient Speech-Language Pathologist at Henry Ford Health System. She obtained her graduate degree from Rush University in Chicago and her undergraduate degree from Northwestern University in Evanston. She has 5 years of clinical experience and enjoys treating adults with voice and upper airway disorders, swallowing disorders, movement disorders, and acquired brain injury.

Participants will be introduced to two different respiratory muscle strength training devices—the Expiratory Muscle Strength Trainer 150 and the Breather. Effects of these devices on voice, speech, and swallowing will be discussed. EMST-150 specifically has been shown to help improve cough and swallow function in Parkinson's disease and stroke. It also helps with expiration and airway protection in ALS, COPD, and spinal cord injury. Research on The Breather is limited but can be used with patients with increased respiratory deficits where EMST-150 use is restricted. Pertinent literature supporting the use of these devices will be summarized. Benefits and limitations of the devices will be addressed.

Double Miniseminar: 9:45 – 11:45 am .2 ASHA or SCECH CEUs *Instructional Level: Intermediate***▲ MBSS or FEES or Both****Speaker:** Pablo Antonio Ysunza, M.D., Ph.D., CCC-SLP, Beaumont Health System, Royal Oak

Modified Barium Swallow Study (MBSS) and Flexible Endoscopic Evaluation of Swallowing (FEES) are well accepted diagnostic markers for assessing oropharyngeal swallowing. However, the clinical information provided by each one of these procedures is different. The objective of this class is to present the anatomical and physiological information that MBSS and FEES can provide highlighting the differences between these procedures. The basic anatomy and physiology of the swallowing mechanism will be thoroughly reviewed. Recordings of MBSS and FEES in different clinical situations will be presented and discussed. MBSS and FEES provide useful clinical information on oropharyngeal swallow. One of these procedures may be preferred in some cases and in some cases both may be necessary.

**Miniseminar: 10:45 – 11:45 am** .1 ASHA or SCECH CEU *Instructional Level: Intermediate***▲ Psychogenic Stuttering: Diagnosis and Treatment****Speaker:** Jennifer Peacock, M.A., CCC-SLP, Henry Ford Health System

Jennifer Peacock is a Speech-Language Pathologist at Henry Ford Hospital, where she has worked for 19 years. She also serves as the Assistant Director for the Division of Speech-Language Sciences and Disorders. Her areas of expertise include stuttering and neurogenic disorders.



Acquired stuttering in adulthood is not common, but when it occurs, it is essential that clinicians have the knowledge to differentially diagnose between neurogenic and psychogenic stuttering. The terminology *psychogenic* versus *functional* deficits will be discussed. Information for differential diagnosis will be presented as well as treatment suggestions for those with psychogenic stuttering.

Lunch 11:45 am – 1:30 pm – On Your Own**Short Course: 1:30 – 4:45 pm** .3 ASHA or SCECH CEUs *Instructional Level: Intermediate***▲ Early Childhood Stuttering Therapy: A Practical Approach****Speaker:** J. Scott Yaruss, Ph.D., CCC-SLP, BCS-F, ASHA Fellow, Michigan State University

J. Scott Yaruss has spent his career helping SLPs improve their ability to appropriately assess and meaningfully treat stuttering in children, adolescents, and adults. He has published 70 peer-reviewed articles in scholarly journals and given more than 400 continuing education courses on stuttering around the world. He is the author of several books including *School-Age Stuttering Therapy: A Practical Guide*; *Early Childhood Stuttering Therapy: A Practical Guide*; and the *Overall Assessment of the Speaker's Experiences (OASES)* all published by Stuttering Therapy Resources, Inc.



Thursday Afternoon Continued

Stuttering in preschool and young school-age children can be one of the more challenging disorders for speech-language pathologists to treat. Many clinicians have wondered about which children need treatment and what are the most effective ways to help children overcome their difficulties with speech fluency. Common questions include: What is the difference between normal disfluency and stuttering? How does stuttering relate to a child's overall language development? When should I conduct an evaluation of a young child who stutters? Will evaluating a young child make stuttering worse? How long should I wait before recommending treatment? Should I be working with the parents or the child or both? How do I get parents involved in therapy? What if they won't participate? What if the child becomes aware of his stuttering? What if he keeps stuttering? What if the child does not want to be in therapy?

This workshop is designed to help clinicians answer these and other difficult questions so they will be able to provide effective treatment for young children who stutter. The workshop will begin with an overview of key concepts in stuttering therapy, including specific techniques for helping young children who stutter improve their speech fluency and overall communication. The presenter will provide specific examples of treatment goals, strategies, and therapy activities that can be adapted for a variety of settings. Particular attention will be paid to strategies for working with parents, including sample dialogues so participants will understand how to answer the questions parents often ask. Participants will have the opportunity to ask about specific children on their caseloads so they will leave the workshop with a better understanding of the nature of stuttering and with increased confidence in their ability to help young children who stutter and their families overcome the burden of this challenging disorder.

Double Miniseminar: 1:30 – 3:30 pm .2 ASHA or SCECH CEUs *Instructional Level:* Introductory

▲ Foundations of Competence in Clinical Education

Speaker: Kathryn Hillenbrand, M.A., CCC-SLP, Western Michigan University

Kathryn Hillenbrand is a Master Faculty Specialist at WMU. She has a B.A. from WMU and her M.A. from Northwestern University in Evanston, Illinois. She has served MSHA for many years as a contributor to annual conferences and as a Vice President for Continuing Professional Education.



Providing clinical education (supervision) for a graduate student or mentorship of a Clinical Fellow requires knowledge and skills beyond those required for work as an audiologist or speech-language pathologist. Effective January 1, 2020 Audiologists and Speech-Language Pathologists who serve as clinical educators must have at least nine months of practice experience post-certification and must attest that they have had at least 2 hours of professional development in clinical education. This session is designed to provide foundational professional development toward competence in clinical education to meet the new ASHA minimum requirement.

This class will satisfy the new 2020 ASHA requirement on supervision.

Double Miniseminar: 1:30 – 3:30 pm .2 ASHA or SCECH CEUs *Instructional Level:* Intermediate

▲ Do You Have X-Ray Vision? A Review of Medically Complex Dysphagia Cases

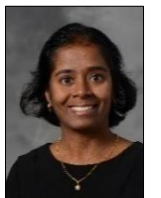
Speakers: Erica Boettcher, M.A., CCC-SLP; Ramya Konnai, Ph.D., CCC-SLP; and Tim Carrier, M.A., CCC-SLP, Henry Ford Health System

Erica Boettcher is the Inpatient Clinical Coordinator at Henry Ford West Bloomfield Hospital. She obtained her B.A. from Michigan State University and her M.A. from Eastern Michigan University. She has been with the Henry Ford Health System for over 14 years. She has more than 25 years of experience in the medical field as a Speech-Language Pathologist with her interest in adults with neurological disorders. She is the lead clinician for the Huntington Disease clinic and serves as the Patient Care Coordinator for the cleft clinic.

Ramya Konnai is a Senior Speech-Language Pathologist at Henry Ford West Bloomfield Hospital. She obtained her Ph.D. from Bowling Green State University, Ohio. Her clinical and research interests are on vocal fold physiology and neurogenic speech disorders. She has over 15 years of clinical experience and works closely with individuals with voice and swallowing disorders, movement disorders, and stroke in a fast-paced outpatient clinic.

Tim Carrier has been a Speech-Language Pathologist at Henry Ford Hospital in Detroit for the past five years. He specializes in acute care dysphagia, adult neurological disorders, and trach/vent patient management. He is also the primary SLP in the multi-disciplinary Hoenselaar ALS clinic, assists with speech and language mapping during awake craniotomies, and works with the head and neck cancer patient population.

Videofluoroscopic swallow studies (VFSSs) are a routine part of a Speech-Language Pathologist's day in the medical field, but not all patients are routine. Some patients have complex medical issues or abnormal anatomy, challenging even the most experienced clinicians. We have compiled 15 unique adult patient cases, including severe kyphosis with head drop and esophageal transection and exclusion with esophagostomy, to present to the audience for discussion. We wish to present what we faced and ask the audience to provide their input.



Double Miniseminar: 1:30 – 3:30 pm .2 ASHA or SCECH CEUs *Instructional Level: Intermediate*

▲ Interdisciplinary Collaboration in the Treatment of Young Children with Autism Spectrum Disorder: Optimizing Communication and Behavior

Speakers: Christy Schweitzer, M.A., CCC-SLP and Stuart Segal, LPC, BCBA, Henry Ford Health System

Christy Schweitzer is the Coordinator of Pediatric Speech-Language Pathology at Henry Ford Health System in Detroit. She has been with Henry Ford for 13 years. She has worked with individuals with communication disorders ranging in age from birth through adulthood. Her areas of interest include autism spectrum disorders, childhood apraxia of speech, and developmental language disorders. She is also part of the multidisciplinary diagnostic team at the Henry Ford Center for Autism and Developmental Disabilities and works collaboratively with the Applied Behavior Analysis (ABA) therapy clinics within Henry Ford.



Stuart Segal is licensed in the state of Michigan as a professional counselor and is board certified as a behavior analyst. He holds master's degrees in counseling and forensic psychology and has earned a certificate in behavioral analysis. He has professional experience working in a busy emergency department as well as an inpatient clinic. He has been working with children and adults on the autism spectrum since 2015. He currently manages the Hamtramck Center for Autism and Developmental Disabilities through Henry Ford Hospital. Stuart is particularly interested in expanding the utilization of applied behavior analysis into a more expansive array of mental health concerns, as well as building relationships with professionals from other specializations in order to encourage more effective collaboration and greater patient outcomes.

Young children with ASD often demonstrate sensory preferences or negative behaviors which interfere with their ability to participate in language-learning activities. Speech-Language Pathologists working with these children are challenged to manage these behaviors while simultaneously providing effective communication intervention. In this presentation, a Speech-Language Pathologist and a Behavior Analyst describe a collaborative treatment model for young children with ASD currently being used to effectively manage children's behaviors while teaching early communication skills. Using case studies and video samples, this presentation will describe how the SLP and ABA therapy staff combine their unique skill sets to improve overall outcomes of early intervention.

Double Miniseminar: 1:30 – 3:30 pm .2 ASHA or SCECH CEUs *Instructional Level: Intermediate*

▲ Keeping the Engine Running: Supporting Communication in Individuals with Chronic Language and Cognitive Challenges

Speakers: Katie A. Strong, Ph.D., CCC-SLP and Natalie F. Douglas, Ph.D., CCC-SLP, Central Michigan University

Katie Strong is an Assistant Professor at Central Michigan University's Department of Communication Sciences and Disorders. Her research explores how therapists can support people with aphasia rebuild identity by co-constructing stories about who they are. Katie's professional activities include Lansing Area Aphasia Support Group Founding Member, Owner Strong Speech Consulting, Inc., Aphasia Task Force for the American Congress of Rehabilitation Medicine Member, and Aphasia Access Conversations Podcast Host.



Natalie Douglas is an Associate Professor in the Department of Communication Sciences & Disorders at Central Michigan University. Her research aims to advance best, person-centered practices in communication and quality of life interventions for people with dementia, aphasia and other acquired communication disorders in adults. She additionally works to empower local healthcare teams to support quality improvement initiatives and person-centered care through applying principles of implementation science. Find out more about her work at www.practicalimplementation.org



If you're looking to kick your engine out of idle and into turbocharge for your work with individuals with chronic communication challenges, this session is for you. Join us as we outline practical evidence-based solutions for providing therapy services to adults with chronic communication disorders. First, we will highlight participatory based approaches for both aphasia and dementia populations. Then we will discuss applying the A-FROM framework beyond aphasia populations to include other chronic populations such as dementia, particularly to target identity and personhood. Finally, case examples will be used to highlight interventions that support authentic communication, naturalistic contexts and purposeful engagement. Our goal is you'll leave this session with your engine revved up with innovative evidence-based ideas to implement back in the office on Monday.

Miniseminar: 1:30 – 2:30 pm .1 ASHA or SCECH CEU *Instructional Level: Introductory*

▲ Looking Beyond the Scores: Auditory and Language Assessment for Children with Hearing Loss

Speaker: Amanda Hopkins, M.S., CCC-SLP, LSLS Cert., AVT, Washtenaw Intermediate School District

Amanda Hopkins is a Speech-Language Pathologist and certified Auditory Verbal Therapist. She works with children with hearing loss in Early On, a center-based program preschool through 4th grade, and consults with local district speech pathologists. She specializes in working with professionals and families who have children with hearing loss.



Thursday Afternoon Continued

Children with hearing loss have an individual and unique set of auditory, speech, and language needs due to the configuration and severity of their hearing loss. Due to this there are many factors that need to be considered when assessing a child with hearing loss. Once an assessment has been completed, the results must be interpreted with care, taking into consideration the impact of the child's hearing loss on his or her performance. This session will provide professionals information on specific materials that can be used for assessment and how to interpret the results.

Double Miniseminar: 2:45 – 4:45 pm .2 ASHA or SCECH CEUs *Instructional Level:* Introductory

▲ Feeding and Swallowing in the Neonate

Speakers: Krysten Isabell, M.A., CCC-SLP, and Emily Boguth, M.A., CCC-SLP, Henry Ford Health System

Krysten Isabell and Emily Boguth both specialize in medical speech-language pathology in the acute care and neonatal ICU environment.

Neonatal Intensive Care Units (NICUs) across the globe have been increasingly focused on developmental and comprehensive care. Speech-Language-Pathologists play an integral role in the NICU from supporting infant's feeding from non-nutritive intervention, to breast and bottle feeding and beyond, and to educating physicians, nurses and caregivers. This session will describe the SLPs role in the NICU from birth to one year. The authors will present information on embryology as it relates to feeding, evaluation of feeding and swallowing techniques and various interventions to support feeding in the fragile infants. Other topics of discussion include multidisciplinary care, overcoming obstacles in the NICU, and common complications and management post discharge from the NICU.



Miniseminar: 3:30 – 4:30 pm .1 ASHA or SCECH CEUs *Instructional Level:* Introductory

▲ Speech-Language Pathology Assistants & the State of Michigan

Speaker: Janet Deppe, M.S., CCC-SLP, FNAP, Director, State Affairs, Government Affairs and Public Policy, ASHA

Janet Deppe facilitates and coordinates the work and priorities of the state team, develops and coordinates the State and Board Outreach Initiative, liaisons with state association leadership to identify issues impacting members, provides support and resources to further state legislative and regulatory initiatives and assists states with credentialing, licensing and association management issues. Janet serves as the political strategist for state association leaders developing action plans, strategic plans, identifying stakeholder and decision makers, providing grassroots advocacy training, developing marketing materials, talking points, and testimony. She monitors health, and education legislation and regulations in states, and represents the association at federal and state meetings. Janet works with government agencies to maintain quality standards for speech-language pathologists and audiologists. Janet serves as the association's representative to coalitions such as the Coalition for Patient Rights, consisting of over 35 national organizations committed to helping consumers access quality health care services and the National Coalition on Personnel Shortages in Special Education and Related Services providing data on employment trends, and state staffing and recruitment initiatives and development of a National Coalition web resource. She also serves as the ex-officio to ASHA's School Finance Committee. Janet has presented at state and national meetings on a wide variety of topics including grassroots advocacy and solutions to personnel shortages.



This class will address protecting the SLP scope of practice while regulating speech-language pathology assistants.

Miniseminar: 3:45 – 4:45 pm .1 ASHA or SCECH CEUs *Instructional Level:* Intermediate

▲ Snap Core First-Pathway to Literacy

Speakers: Jennifer Walters, OTR/L and Joel Allchin, M.A., CCC-SLP, Tobii Dynavox

Jennifer is a Registered Occupational Therapist. She received her degree in Occupational Therapy at Eastern Michigan University. Jennifer has close to 7 years of experience in AAC. Her clinical background includes neurology, orthopedics, geriatrics, home health and traumatic brain injury. Jennifer loves working at Tobii Dynavox and feels that there is nothing more rewarding than helping someone find their voice.

Joel has been a consultant with Tobii Dynavox since 2008. He earned B.A.s in Marketing and Speech-Language Pathology as well as an M.A. in Speech-Language Pathology from Michigan State University. He is a licensed SLP with over 15 years of experience. His prior clinical work focused in the outpatient therapy setting with his primary position at an assistive technology center. His other clinical specialty area is in pediatric feeding disorders.

Learn about the communication solutions from Snap + Core First that support communication engagement, literacy and language growth by focusing on techniques for customization, simplification, and implementation.

Miniseminar: 3:45 – 4:45 pm .1 ASHA or SCECH CEUs *Instructional Level:* Introductory to Intermediate

▲ Connecting Graduate Students to Their Future: Telepractice Pedagogy in the Classroom

Speaker: Laura E. Lenkey, Ph.D., CCC-SLP, Grand Valley State University

Laura E. Lenkey is an Assistant Professor at Grand Valley State University instructing in Adult Neurogenic and Cognitive Communication Disorders. She obtained her Ph.D. from Florida State University, B.S. and M.A. from Northern Illinois University. She began her career in academia in 2016 bringing with her over 35 years of experience in private practice primarily focusing on serving individuals with brain injuries resulting in cognitive communication disorders. Her current focus is on investigating and advocating for evidenced-based training in and implementation of telepractice.



There is a substantial degree of emerging evidence supporting telepractice as a functional means for the delivery of speech-language pathology services. Telepractice service delivery training for SLPs are readily accessible in a variety of platforms. Basic skill requirements, practice with, training satisfaction and competency perspectives for effective telepractice delivery remain relatively uninvestigated. Our goal is to investigate graduate student's experiential perspectives of telepractice training and delivery as a pedagogical tool within the non-clinical academic environment. Speech-language pathology graduate students' telepractice experiential reflections were analyzed to determine perspectives on training, experience, implementation, and practice application. Thematic analysis suggest perspectives on use of telepractice as a graduate level pedagogical tool has merit in academic training for therapeutic implementation and professional application.

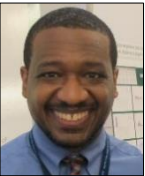
MSHA Executive Board/Advisory Assembly Meeting and Annual Business Meeting: 4:30 - 6:00 pm

.1 ASHA and SCECH CEU *Instructional Level:* Intermediate

▲ Moving from Caseload to Workload: Advocating for Yourself and Your Clients

Speakers: Gregory J. Spray, M.A., CCC-SLP, MSHA President; Derek Daniels, Ph.D., CCC-SLP, MSHA President-Elect; and Janet Deppe, M.S., CCC-SLP, FNAP, Director, State Affairs, Government Affairs and Public Policy, ASHA

Many clinicians have reported an increase in the number of clients on their caseloads. This course will discuss how the profession can advocate for a workload approach. Janet Deppe will also join MSHA Executive Board and Advisory Assembly members during this class as well as for the MSHA Annual Business Meeting.



Dinner – On Your Own

Miniseminar: 6:30 – 8:30 pm .2 ASHA or SCECH CEUs *Instructional Level:* Introductory

▲ Facing Chronic Pain as a Warrior

Invited Speaker: J. Bruce Hillenberg, Ph.D., ABPP, President of the Midwest Pain Society, retired Chief of Pain Management services for Beaumont Health

J. Bruce Hillenberg received his Ph.D. in clinical psychology from West Virginia University in 1984. He is board-certified in clinical health psychology. For the past 35 years he has provided clinical services in several health systems, led program development and workflow innovation projects as an administrator, and conducted research on stress and pain management. His clinical interests include nonpharmacological pain management, depression and anxiety disorders, post-traumatic stress disorder, post-traumatic growth, coping with chronic health problems, and stress and burnout among healthcare providers. Hillenberg retired as Chief of Pain Management Services for Beaumont Health in June 2019 and has a part-time private practice in Bloomfield Hills. Bruce Hillenberg is currently the President of the Midwest Pain Society and leading the development of the Michigan Psychological Association Pain Psychology Network. In his personal space, Bruce enjoys his family, cooking and sharing food with friends, gardening, reading, walking in the woods, exercise and yoga.



The multidimensional nature of chronic pain will be presented from the perspective of a pain psychologist. This will include prevalence, etiology, individual and family psychosocial consequences, factors that maintain the condition, and barriers to evidence-based treatment. A brief history of the opioid crisis in the United States will also be covered. Bruce Hillenberg will describe a path that individuals living with chronic pain can take to live a productive, meaningful and grateful life. Courage and fearlessness, mind-body integration, self-compassion, mindfulness, increasing social support and building a meaningful daily life will be described as key elements of the path toward being a warrior in the face of pain.

This class will satisfy the SLP License requirement for Pain Management. MSHA will issue certificates of completion to all attendees which can be used to verify their completion of this requirement to LARA.

Welcome Reception: 8:30 pm Sponsored by Wayne State University, Department of Communication Sciences and Disorders

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, March 20, 2020

Breakfast Pastries: Exhibits Hall Salon A *Sponsored by Henry Ford Health System, Division of Speech-Language Sciences and Disorders, Department of Neurology*

Everyone Welcome! Coffee, pastries and fruit.

Short Course: 8:30 – 11:45 am .3 ASHA and SCECH CEUs *Instructional Level: Intermediate*

▲ Managing Unilateral, Mild, Moderate, & Fluctuating Hearing Losses in Children

Invited Speaker: Carol Flexer, Ph.D., CCC-A, LSLS Cert. AVT, Distinguished Professor Emeritus, Audiology, The University of Akron, Ohio



Carol Flexer is an international lecturer in pediatric and educational audiology and author of more than 155 publications. She is a past president of the Educational Audiology Association, the American Academy of Audiology, and the Alexander Graham Bell Academy for Listening and Spoken Language.

Families, school personnel, and medical personnel often have difficulty recognizing the needs of children with mild, unilateral, fluctuating and moderate hearing losses. Because these children seem to hear and function in some situations, it is difficult for families and school personnel to understand their auditory barriers. While these children hear loud speech and speech close by in a quiet environment, they do not hear soft speech or hear well in competing noise or at a distance. As a result, they miss critical information. Children must have acoustic accessibility throughout the day to facilitate auditory brain development and to enable them to use audition to learn language and develop literacy.

Short Course: 8:30 – 11:45 am .3 ASHA and SCECH CEUs *Instructional Level: Introductory*

▲ Suicide: Prevalence, Risks and Treatment and Healthcare Provider Stress and Burnout

Invited Speaker: J. Bruce Hillenberg, Ph.D., ABPP, President of the Midwest Pain Society, retired Chief of Pain Management services for Beaumont Health



J. Bruce Hillenberg received his Ph.D. in clinical psychology from West Virginia University in 1984. He is board-certified in clinical health psychology. For the past 35 years he has provided clinical services in several health systems, led program development and workflow innovation projects as an administrator, and conducted research on stress and pain management. His clinical interests include nonpharmacological pain management, depression and anxiety disorders, post-traumatic stress disorder, post-traumatic growth, coping with chronic health problems, and stress and burnout among healthcare providers. Hillenberg retired as Chief of Pain Management Services for Beaumont Health in June 2019 and has a part-time private practice in Bloomfield Hills. Bruce Hillenberg is currently the President of the Midwest Pain Society and leading the development of the Michigan Psychological Association Pain Psychology Network. In his personal space, Bruce enjoys his family, cooking and sharing food with friends, gardening, reading, walking in the woods, exercise and yoga

Suicide is a public health crisis in the United States. The population of the United States is under duress, which is fanning the flames of this serious problem. Additionally, those with physical and mental health conditions are at increased risk for suicide. This presentation will cover the prevalence, demographic trends, risk factors, and guidelines for effective screening, prevention and treatment. Critical risk factors such as mood and substance use disorders, social isolation, and perceived burdensomeness will be covered. Screening, triaging risk and appropriate referrals by non-mental health professionals will be emphasized. Participants will be asked to identify the assessment and referral challenges they experience in the work setting. Hillenberg will describe how he treats patients at risk of suicide in his practice.

Multiple surveys of physicians and other healthcare providers reveals that stress and burnout are increasing problems in the field. Doing more with less, dealing with layers of bureaucracy, rising healthcare costs, and increasingly stressed-out patients and family members is creating a tense situation on the frontlines of healthcare. Providers get into the field to help patients—some of the barriers mentioned make the process more difficult and can lead to psychological wounds that can impact pervade the providers morale. Bruce Hillenberg will describe how workplace advocacy and self-care can build the resilience and purposefulness that is essential to limit the effects of stress and burnout. Several key self-care strategies will be described. Participants will be encouraged to share their personal experiences of stress and burnout, collective wisdom and coping strategies.

Short Course: 8:30 – 11:45 am .3 ASHA and SCECH CEUs *Instructional Level: Intermediate*

▲ Lively Letters Full Training and Certification for Development of Phonemic Awareness, Speech Production, and Phonics, Part 1

Invited Speaker: Nancy Telian, M.S., CCC-SLP, Co-Director, Reading with TLC, Adjunct Faculty, MGH Institute of Health Professions



Nancy Telian is the author of the Lively Letters program and is founding co-director of Reading with TLC. A Speech-Language Pathologist for forty years, she has specialized in the diagnosis and treatment of reading disorders for the past 30

years, and continues to maintain a private practice in Weymouth, Massachusetts. Nancy is an adjunct faculty member at Boston's MGH Institute of Health Professions Graduate Program in Communication Sciences and Disorders where she had served as a clinical supervisor. She was involved in the Massachusetts Department of Education Bay State Reading Initiative, having served as a reviewer of the state's training modules for phonemic awareness and phonics, and was also a master teacher trainer for the Massachusetts Department of Education Teacher Training Institutes under the Reading First Grant and the No Child Left Behind Act. A frequent speaker at state and national conventions, including the national ASHA Convention, Ms. Telian has also presented professional training workshops to thousands of speech-language pathologists, educators and clinicians within the United States and in Canada, not only providing sessions in the Reading with TLC approach, but also on various topics of literacy. Her program, **Lively Letters**, which she created in the early 1990s while working as an SLP in the Boston Public Schools, is being used throughout schools, clinics and university settings across the nation and globally. Known for bringing her passions to work through art and music, she also composed and performed the music for the **Lively Letters Character Songs** and is the composer and performer of the piano CD, **From Dream to Reality**.

This is Part 1 of a full-day class. Part 2 of this class will be presented Friday afternoon from 1:30 – 4:45 p.m. You must attend both classes to receive the Certificate of Training.

Are you simultaneously addressing speech and literacy? After becoming acquainted with the research base for this session including suggestions for diagnosing reading disorders, you will become fully trained and certified by the author in the research-based program that's as powerful as it is fun. **Lively Letters** has been used globally by SLPs and their colleagues since 1990 to simultaneously and quickly train phonemic awareness, speech, and phonics. Walk away with proven strategies to use on Monday for teaching letter sounds and sound production skills using oral kinesthetic cues, hand/body motions, and mnemonic stories - all paired with embedded visuals and music. Participants will be able to practice techniques for developing sound blending, segmenting, and manipulation, while also training phonetic decoding and encoding of words for reading and spelling. Special strategies will also be shared for preventing errors during consonant blend production of words, for addressing rapid naming issues, and for sounding out multisyllable words.

Double Miniseminar: 8:30 – 10:30 am .2 ASHA and SCECH CEUs *Instructional Level:* Intermediate

▲ Aphasia Roundtables: Aphasia Services and Activities in Michigan

Speakers: Robin Pollens, M.S., CCC-SLP, Western Michigan University; Katie A. Strong, Ph.D., CCC-SLP, Central Michigan University; Suma Devanga, Ph.D., CCC-SLP, Western Michigan University; and Sandra Glista, M.S., CCC-SLP, Western Michigan University, Emerita Clinical Faculty

Robin Pollens is the Coordinator of the WMU Aphasia Communication Enhancement (ACE) Program and provides clinical education and supervision for graduate students. She is an Adjunct Assistant Professor at Western Michigan University, Department of Speech, Language and Hearing Services. Robin also provides direct services as a PRN speech-language pathologist in the home health setting. She has presented or published on topics related to aphasia participation treatment, aphasia education, palliative care, and ethics.

Katie Strong is an Assistant Professor at Central Michigan University's Department of Communication Sciences and Disorders. Her research explores how therapists can support people with aphasia rebuild identity by co-constructing stories about who they are. Katie's professional activities include Lansing Area Aphasia Support Group Founding Member, Owner Strong Speech Consulting, Inc., Aphasia Task Force for the American Congress of Rehabilitation Medicine Member, and Aphasia Access Conversations Podcast Host.

Suma Devanga, Ph.D. CCC-SLP is an Assistant Professor in the Dept. of Speech, Language and Hearing Sciences at Western Michigan University. Suma is also the Director of the Neurogenic Communication Intervention lab at WMU, where she conducts research on social-based interventions for aphasia using discourse analysis methods. She also teaches undergraduate and graduate courses on neuroscience, aphasia and other acquired neurogenic communication disorders.

Sandra Glista is an Emerita Master Clinical Faculty in the Dept. of Speech, Language and Hearing Sciences at Western Michigan University. With Robin Pollens, Sandra developed the Aphasia Communication Enhancement Program, and is a founding member of Aphasia Access. She taught graduate student classes and clinical practica in adult neurogenic communication disorders and continues to advocate for inclusive and comprehensive communication access for people living with aphasia.

Do you provide services to people living with aphasia in your setting? Are there conversation groups or activities for people with aphasia in your community? Do you see people with primary progressive aphasia? Join us for round table discussions about aphasia services offered in our state. Goals include: 1) learning about services for people living with aphasia in Michigan, 2) discussing a format to provide this information to the community, and 3) brainstorming future needs or plans. People living with aphasia want to address goals for participating in life and can benefit from group support. Families want to identify services they can access following hospital discharge or for chronic and/or progressive issues. Collaborative discussions could prompt ideas and data on services in our state.



Friday Morning Continued**Miniseminar: 8:45 – 9:45 am** .1 ASHA and SCECH CEU *Instructional Level: Introductory***▲ Entering Medical Speech-Language Pathology: What the Novice Clinician Needs to Know****Speaker: Kelly Jones, M.A., CF-SLP**, Henry Ford Health System

Kelly Jones is a current fellow in the medical speech-language pathology program at Henry Ford Hospital, Detroit, MI. She is a recent graduate of Michigan State University with a B.S. in Neuroscience and M.A. in Communicative Sciences and Disorders. Areas of interest include dysphagia, tracheostomy, and intraoperative language mapping, with additional involvement in a multidisciplinary ALS clinic.



Graduate programs for communication sciences and disorders within the state of Michigan do not offer specialized tracks for individuals interested in medical Speech-Language Pathology, and opportunities for additional training are often sparse and competitive. This session will review a typical day and caseload for a medical SLP, including key points in dysphagia evaluations for a patient in an acute care setting. Areas of discussion will include steps to performing a clinical swallowing evaluation and when to refer for VFSS/FEES. This talk will highlight typical medical procedures and basic medical SLP overview (e.g. voice restoration following tracheostomy). Finally, we will address how to apply for medically based fellowships or transitioning into acute care for the certified clinician.

Student Round Table: Undergraduate Students 10:00 – 11:30 am**Sponsored by Northern Michigan University, Speech, Language and Hearing Sciences Program**

The process of applying to graduate schools is stressful, and you may have many questions about your options for schools across the state. Come and meet current graduate students from universities in the state of Michigan. These students will provide you with candid information regarding their personal experience, the application process, tips for writing those pesky admissions essays, and what to do if you're not accepted the first time. During this session you will also have the opportunity to have speech-language pathologists and graduate school faculty provide help with your resume! Find out everything you want to know and more! Light snacks provided. This class will be moderated by **Danae Brownell, M.A., CFY-SLP**, Student Affairs Representative on the MSHA Advisory Assembly.

**Miniseminar: 10:45 – 11:45 am** .1 ASHA and SCECH CEU *Instructional Level: Introductory***▲ Enhancing Voice Therapy Benefits of a Therapeutic Choir and the Development of the Motor City UpBeats!**

Speakers: Alice K. Silbergleit, Ph.D., CCC-SLP, Henry Ford Health System; **Elizabeth Esqueda, MM**, Co-Founder and Director Motor City *UpBeats* Therapeutic Choir; and **Natalie O'Connor, B.A.**, Master of Arts candidate in Speech-Language Pathology, Department of Communication Disorders and Sciences, Wayne State University

Alice Silbergleit specializes in the evaluation and treatment of individuals with a variety of voice disorders from neurological impairment or other medical conditions. She is the co-founder of the Motor City UpBeats! Therapeutic Choir.

Elizabeth Esqueda has an M.A. in voice performance and teaches voice students in private and group settings. She is an active singer/soloist in the metro Detroit area. She is the co-founder and director of the Motor City UpBeats! Therapeutic Choir.

Natalie O'Connor is the administrative assistant of the Motor City UpBeats! Therapeutic Choir.

(Alice and Natalie are pictured here.)



Speech-Language Pathologists (SLPs) frequently work with individuals with a variety of voice and respiratory disorders. Evidence based practice of voice therapy for individuals with Parkinson disease (PD) has been well established with LSVT-LOUD. However, it is common for clients to report that they stop practicing once therapy has ended. Reports in the literature reveal improvement of voice and swallowing skills in PD through the practice of singing. The Motor City *UpBeats* Therapeutic Choir was formed in order to help individuals stay in vocal shape following voice therapy. Research on the benefits of singing, methods of maintaining healthy breathing/voicing coordination in a fun environment through guidance of an expert vocal coach, and how to market a new choir and practice demonstrations/performance of the choir will be presented.

▲ MSHA Awards Luncheon: 11:45 am – 1:15 pm .1 ASHA CEU *Instructional Level: Intermediate*

Join us for a delicious luncheon for those who pre-registered followed by the presentation of MSHA **Honors of the Association**, and the **MSHF (MSHA Foundation) Student Scholarship Awards**.

After the presentation of awards, MSHA members will be treated to a *Keynote* presentation by **Carol Flexer, Ph.D., CCC-A, LSLC Cert. AVT, Distinguished Professor Emeritus, Audiology, the University of Akron, Acoustic Accessibility**.

Short Course: 1:30 – 4:45 pm .3 ASHA and SCECH CEUs *Instructional Level: Intermediate*

▲ Hearing Loss, Executive Functions and Theory of Mind: Audiologists and Speech-Language Pathologists Collaborate

Invited Speaker: Carol Flexer, Ph.D., CCC-A, LSLS Cert. AVT, Distinguished Professor Emeritus, Audiology, The University of Akron, Ohio
This class is sponsored by Eastern Michigan University, Speech-Language Pathology Program.

Carol Flexer is an international lecturer in pediatric and educational audiology and author of more than 155 publications. She is a past president of the Educational Audiology Association, the American Academy of Audiology, and the Alexander Graham Bell Academy for Listening and Spoken Language.



This 3-hour short course will feature a research to practice format. As an audiologist, I'm going to focus on auditory brain access through technology, followed by intensive auditory language stimulation in social environments. Information will apply to all children, with an emphasis on children with hearing loss.

The first part of the course will include a discussion of sleep as related to the development of executive functions and learning. A conversation about executive functions will then occur. Executive functions, mediated through the frontal lobe, involve planning, decision making, and above all, inhibiting inappropriate and/or ineffective behaviors. Executive functions then will be linked to Theory of Mind (ToM) for the next part of the course. ToM is the capacity to infer other people's mental states, and to use this information to predict behavior. Participants will take home strategies for "growing the child's brain" for social-emotional enrichment and for the development of Executive Functions. The overall purpose of this short course is to provide information about the pivotal role of auditory brain growth and auditory exposure in the development of spoken communication, reading, social-emotional skills and cognitive functions in all children.

Short Course: 1:30 – 4:45 pm .3 ASHA and SCECH CEUs *Instructional Level: Intermediate*

▲ Lively Letters Full Training and Certification for Development of Phonemic Awareness, Speech Production, and Phonics, Part 2

Invited Speaker: Nancy Telian, M.S., CCC-SLP, Co-Director, Reading with TLC, Adjunct Faculty, MGH Institute of Health Professions

*Nancy Telian is the author of the **Lively Letters** program and is founding co-director of Reading with TLC. A Speech-Language Pathologist for forty years, she has specialized in the diagnosis and treatment of reading disorders for the past 30 years, and continues to maintain a private practice in Weymouth, Massachusetts. Nancy is an adjunct faculty member at Boston's MGH Institute of Health Professions Graduate Program in Communication Sciences and Disorders where she had served as a clinical supervisor. She was involved in the Massachusetts Department of Education Bay State Reading Initiative, having served as a reviewer of the state's training modules for phonemic awareness and phonics, and was also a master teacher trainer for the Massachusetts Department of Education Teacher Training Institutes under the Reading First Grant and the No Child Left Behind Act. A frequent speaker at state and national conventions, including the national ASHA Convention, Ms. Telian has also presented professional training workshops to thousands of speech-language pathologists, educators and clinicians within the United States and in Canada, not only providing sessions in the Reading with TLC approach, but also on various topics of literacy. Her program, **Lively Letters**, which she created in the early 1990s while working as an SLP in the Boston Public Schools, is being used throughout schools, clinics and university settings across the nation and globally. Known for bringing her passions to work through art and music, she also composed and performed the music for the **Lively Letters Character Songs** and is the composer and performer of the piano CD, **From Dream to Reality**.*



This is Part 2 of a full-day class. Part 1 of this class will be presented Friday morning from 8:30 – 11:45 a.m. You must attend both classes to receive the Certificate of Training.

Are you simultaneously addressing speech and literacy? After becoming acquainted with the research base for this session including suggestions for diagnosing reading disorders, you will become fully trained and certified by the author in the research-based program that's as powerful as it is fun. **Lively Letters** has been used globally by SLPs and their colleagues since 1990 to simultaneously and quickly train phonemic awareness, speech, and phonics. Walk away with proven strategies to use on Monday for teaching letter sounds and sound production skills using oral kinesthetic cues, hand/body motions, and mnemonic stories - all paired with embedded visuals and music. Participants will be able to practice techniques for developing sound blending, segmenting, and manipulation, while also training phonetic decoding and encoding of words for reading and spelling. Special strategies will also be shared for preventing errors during consonant blend production of words, for addressing rapid naming issues, and for sounding out multisyllable words.

Miniseminar: 1:30 – 3:00 pm .15 ASHA and .1 SCECH CEU *Instructional Level: Intermediate*

▲ Executive Function Skills Following Brain Injury

Speakers: Lisa Mammoser, M.A., CCC-SLP and Carolyn Doty, M.A., CCC-SLP, Beaumont Health

Lisa Mammoser received her B.A. from Western Michigan University and her M.A. from Wayne State University. Lisa has worked for Beaumont Health for over 25 years. She has specialized in working with adults who have sustained brain injuries (from an accident/ stroke, tumor, etc.) as well as those individuals diagnosed with dementia. Her job entails doing diagnostic evaluations as well as treatment. Lisa has been a paid author of treatment materials with Brubaker Books since 2005.



Friday Afternoon Continued

Carolyn Doty has a B.S. in Communication Disorders from Northern Michigan University and an M.A. in Speech and Language Pathology from Western Michigan University. Carolyn has worked at Beaumont Health for 31 years as a staff Speech-Language-Pathologist and supervisor in the Speech and Language Pathology Department at Beaumont Health. Currently she is the Clinical Manager in the Center for Adult Communication Disorders. She has been a paid author of treatment materials with Brubaker Books since 2005. Carolyn's areas of specialty include aphasia, apraxia and cognitive-communication disorders following stroke and brain injury. **(Pictured above, l-r: Lisa Mammoser and Carolyn Doty).**

Executive Functions (EF) can be impaired following brain injury. SLPs will learn the value of formal and informal assessments in order to identify functional deficits with the key components of EF. In this class we will describe individual and group treatment approaches. Participants will learn how to develop a functional plan of care which includes caregiver participation, telemedicine, group treatment and support groups.

Miniseminar: 1:30 – 2:30 pm .1 ASHA and SCECH CEU *Instructional Level: Intermediate*

▲ Myasthenia Gravis and Dysphagia

Speaker: Sheila Harkaway, M.S., CCC-SLP, Michigan Medicine

Sheila completed her undergraduate training at Eastern Michigan University and her graduate training at Rush University in Chicago. She completed her fellowship year at Michigan Medicine and has been working there since 2013. She is the speech-language pathology lead for the inpatient rehabilitation unit and is one of the speech-language pathologists that works in the Michigan Medicine Multidisciplinary ALS clinic. Her passion is managing motor speech, language, cognitive-communication and swallowing in patients with neurologic and neurodegenerative diagnoses.



Management of dysphagia in patients with myasthenia gravis can be challenging when you are unfamiliar with this diagnosis. We will review what myasthenia gravis is, medical intervention to treat myasthenia gravis, the typical presentation of dysphagia and the role of the speech-language pathologist in evaluation and treatment in patients suffering from this neuromuscular disease.

Miniseminar: 1:30 – 2:30 pm .1 ASHA and SCECH CEU *Instructional Level: Intermediate*

▲ Speech and Language Pathology Across the Globe

Speaker: Dobrinka Georgieva, Ph.D., South-West University "Neofit Rilski," Blagoevgrad, Bulgaria

Dobrinka Georgieva is a Full Professor in Logopedics (Social Medicine and Public Health Organization) at South-West University "N. Rilski" College of Public Health, Healthcare and Sports, department of Logopedics (SWU), Blagoevgrad, and Medical University, Varna, Bulgaria. Her teaching, research, and clinical interests are in the area of fluency and voice disorders, as well as History of Logopedics and General Logopedics. She has authored numerous research and clinical papers, chapters in books and books for stuttering, stuttering intervention and voice disorders. In addition, Georgieva has presented widely at national and international conferences and congresses on the topics mentioned above.

She currently coordinates many international and national projects and initiatives (World Bank project; National Science Fund; Erasmus+ and Fulbright). Georgieva was the leading person developing the Bulgarian Logopedics specialty recognition and evaluation in the field of Public Health. She is a Fulbright alumna (2013) and a member of the Cincinnati Children's Hospital Medical Center, Communication Sciences and Disorders Research Center. Dobrinka is a member of the US State Department's Global, Certified European Fluency Specialists, the IFA Liaison Committee member, education committee member and consultant. She is the Founder and director of the SWU Stuttering Research Center.



Participants will learn about student training in speech-language pathology in European Union countries, Central and Southeastern European countries like Poland, Slovenia, Bulgaria, Czech Republic, Serbia, Bosnia and Herzegovina, and Turkey. Participants will also learn about different SLP training programs as well as the SLP professional development in 28 European Union countries.

University Chairs and Directors Meeting: 1:30 – 2:30 pm

Student Round Table: Graduate Students 2:30 – 4:00 pm

Sponsored by Western Michigan University, Department of Speech, Language and Hearing Sciences

Interested in getting valuable input on your resume, passing the PRAXIS, sharpening interviewing skills, and additional information about potential job settings? Attend this session to meet current speech-language pathologists completing their Clinical Fellowship Year (CFY) who have experience in passing the PRAXIS and with the CFY hiring process. Get all your questions answered and obtain valuable tips, ideas, and input from professionals. Light snacks will be provided. This class will be moderated by **Danae Brownell, M.A., CFY-SLP**, Student Affairs Representative on the MSHA Advisory Assembly.



Panel Discussion: 2:45 – 3:45 pm .1 ASHA CEU and SCECH CEU *Instructional Level: Intermediate*

▲ What is a Board-Certified Specialist and Why Should I Want to Be One?

Speakers: Kathryn Atkinson, M.A., CCC-SLP/BC-ANCD; Katie Squires, Ph.D., CCC-SLP, BCS-CL; Laurie Bahlke, M.A., CCC-SLP, BCS-S, Central Michigan University

Kathryn Atkinson is a Master Clinical Educator at Central Michigan University providing clinical and academic instruction to undergraduate and graduate students. She received and has maintained Board Certification in Neurologic Communication Disorders in Adults from the Academy of Neurologic Communication Sciences & Disorders (ANCD) since 2009.

Katie Squires is an Associate Professor at Central Michigan University. She is board certified in Child Language and Language Disorders. She teaches coursework in language and literacy and supervises clients engaged in literacy evaluations and treatment in CMU's on campus clinic.

Laurie Bahlke is an SLP Master Clinical Educator in the Communication Sciences & Disorders Department at Central Michigan University, providing clinical and academic instruction to undergraduate and graduate students. She obtained Board Certification in Swallowing and Swallowing Disorders in 2016 and clinically provides services to both the pediatric and adult populations.

Due to the broad range of cognitive, communication and swallowing disorders across the lifespan, many SLPs choose to become clinical experts with specific populations. SLPs can add to their professional expertise and demonstrate high-quality service provision by pursuing and obtaining board certification in different disorders. Currently, ASHA provides BCS in the following disorders: child language and language disorders, fluency, and swallowing; while the ANCD provides certification in pediatric and adult neurologic communication disorders. In a panel discussion, the presenters will provide their expertise on obtaining board certification and the benefits of certification in their specialty. In addition, requirements of maintaining board certification will be presented. Time for Q & A and audience interaction will be encouraged.



Miniseminar: 3:00 – 5:00 pm .2 ASHA CEUs and SCECH CEUs *Instructional Level: Intermediate*

▲ Everything You've Ever Wanted to Ask a Laryngectomee About a Laryngectomy

Speaker: Susan Fleming, Ph.D., CCC-SLP, Speech Enhancement Services

This class will explore the anatomy and speech production before and after a total laryngectomy. The three methods of laryngeal speech production will be discussed. Attendees will be shown various electrolarynges and voice prostheses. A panel of five persons - all laryngectomees and their spouses, will describe aspects of their experiences, e.g., finding out about the carcinoma, treatment modalities used, post-operative problems, management of their preferred speaking methods, and impact and management of communication challenges. Members of the audience will then be given the opportunity to ask the panelists questions relevant to their laryngectomy experiences.



Snack Break: 3:00 pm Exhibits Hall Salon A Everyone Welcome! Cookies and coffee. *Sponsored by Central Michigan University, Department of Communication Disorders*

Miniseminar: 4:00 – 5:00 pm .1 ASHA and SCECH CEU *Instructional Level: Introductory*

▲ Addressing Human Trafficking in our Community

Speaker: Kathy Maitland, B.A., Executive Director, Michigan Abolitionist Project (MAP)

Kathy Maitland is a graduate of Spring Arbor University with a B.A. in Organization Development. Since 2013 she has served as the Executive Director of the Michigan Abolitionist Project (MAP), an anti-trafficking organization that is addressing slavery in Michigan. Kathy is dedicated to building awareness of modern slavery at churches, on college campuses, civic groups, conferences, and in the local community. In January 2016 MAP was the recipient of the 2016 Liberator Award for organization. Kathy has helped build MAP's network of Community Groups in Michigan. This growing number of Community Group meet in cities across Michigan. Each group is dedicated to ongoing efforts of educating and engaging their local communities in the cause to prevent and end slavery. Kathy has served on the Michigan Human Trafficking Task Force and Senator Judy Emmons's citizen advisory board. In 2015 she was appointed to Governor Snyder's Human Trafficking Commission and served two terms. She was also an active participant on the federally funded Joint Anti-Trafficking Task Force in southeast Michigan.



This class will address what human trafficking is, what red flags to look for, how to partner with the anti-trafficking movement, and the vulnerability of disabled persons in human trafficking. Since its inception, MAP has consistently worked to build public awareness and engage the community in addressing human trafficking. As MAP gains influence and continues to experience growth, we have also sharpened our focus to concentrate on this three-point strategy: **Educate:** We educate because there is a lot to learn about the complexities of human trafficking and how to prevent it; **Engage:** We inspire people to take action and we help them engage in activities that address root causes; **Eradicate:** We believe human trafficking can be eradicated by ending the demand that drives exploitation. **This class will satisfy the Michigan Licensure (LARA) requirement for a class on ending human trafficking. It is required once for the SLP License.**

▲ Poster Sessions: Authors present from 4:30 – 6:00 pm on Friday *Poster Sessions* will be on display throughout the Salon A Exhibits Hall and MSHA Registration area during the conference. A maximum of .1 ASHA and SCECH CEU is available if you visit 4 *Poster Sessions* during the conference. ***More Student Poster Sessions will be added prior to the conference.***

Predictors of Aphasia Treatment Outcomes – A Bulgarian Experience

Presenters: Dobrinka Georgieva, Ph.D., South-West University “Neofit Rilski”, Blagoevgrad, Bulgaria; Dobrinka Kalpachka, University Hospital St. Anna, Sofia, Bulgaria; and Rossen Kalpachka, M.D., University Hospital St. Anna, Sofia, Bulgaria

Overall Assessment of the Speaker’s Experience of Stuttering (OASES): Outcomes of Intensive Stuttering Treatment in Bulgaria

Presenters: Dobrinka Georgieva, Ph.D., and Rositsa Stoilova, South-West University “Neofit Rilski”, Blagoevgrad, Bulgaria

Time of Onset of Early Stuttering

Presenter: Miglena Simonska, Ph.D., South-West University “Neofit Rilski”, Blagoevgrad, Bulgaria

Perspectives of Mental Health Professionals Addressing the Psychosocial Needs of Persons Impacted by Aphasia

Presenters: Jenna Randolph, B.A.A.; Katie Strong, Ph.D., CCC-SLP; Stephanie Richards, Ph.D., CCC-SLP; and Natalie Douglas, Ph.D., CCC-SLP, Central Michigan University

Life Reflection Through Songwriting: An Interpretative Phenomenological Analysis of Songs Co-Constructed by Individuals with Aphasia

Presenters: Abby McConnon, B.S.; Katie Strong, Ph.D., CCC-SLP; and Natalie Douglas, Ph.D., CCC-SLP, Central Michigan University; and Thomas Sather, Ph.D., CCC-SLP, University of Wisconsin Eau Claire

Correlation Between Client Behavior, Therapy Productivity and Statistical Improvement after a Three-Week Auditory Processing, Language and Literacy Intensive Intervention Program

Presenters: Joyce Figueroa, Lara Scheidler-Smith, M.A., CCC-SLP, and Darah Regal, Au.D., CCC-A, Andrews University

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

Everyone Welcome! Cash bars available and everyone gets 1 free drink. MSHA 50/50 Raffle ~ MSHF Silent Auction & Exhibitors’ Prize Raffle at 6:00 pm. Join Us!

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 provided.

Open House: 8:00 pm

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

Everyone Welcome! Join us to relax and enjoy refreshments and beverages after a long day!

Continued next page

Saturday, March 21, 2020

Short Course: 8:30 – 11:45 am .3 ASHA and SCECH CEUs *Instructional Level: Intermediate*

▲ Current and Future Directions in Swallowing Assessment and Treatment: Standardized Protocols and Cross-System Approaches, Part 1

Invited Speaker: Bonnie Martin-Harris, Ph.D., CCC-SLP, BCS-S, ASHA Fellow, Alice Gabrielle Twight Professor and Associate Dean for Academic Affairs, Roxelyn and Richard Pepper Department of Communication Sciences and Disorders School of Communication, Otolaryngology, Head and Neck Surgery and Radiation Oncology, Feinberg School of Medicine, Northwestern University



Bonnie Martin-Harris formerly worked as Professor and Director of the Ph.D. in Health and Rehabilitation Science Program and Evelyn Trammell Institute for Voice and Swallowing at the Medical University of South Carolina. She has a Ph.D. in Communication Sciences and Disorders from Northwestern. Her research focuses on swallowing disorders, voice disorders, respiration and swallowing coordination, and swallowing impairment and rehabilitation following head or neck cancer. She has worked with veterans recovering from oropharyngeal cancer to research new approach to therapy. Martin-Harris is a recipient of the 2016 Admiral Albert J. Baciocco Innovation Award, Medical University of South Carolina (MUSC). She is the Kay Pentax Lecturer in Upper Airway Science of the American Speech-Language-Hearing Association (2013). She is a member of the American Head and Neck Society and associate member of the Academy of Otolaryngology-Head and Neck Surgery. She is the past Chair of the Specialty Board for Board Certification in Swallowing and Swallowing Disorders, and Past-President of the Dysphagia Research Society. She is Associate Editor for the Dysphagia Journal, past Associate Editor for the Journal of Speech-Language-Hearing Research, Editorial Board member of the Canadian Journal of Speech-Language Pathology and Audiology, Editorial Board member for the Bulgarian Journal of Communication Disorders, and reviewer for multiple peer-reviewed journals. She is the author and developer of the first standardized method for videofluoroscopic assessment of swallowing impairment (Modified Barium Swallowing Impairment Profile, MBSImP™), translated to clinical practices in the US, Canada and 13 additional countries. Her work is funded by the National Institutes on Deafness and Other Communication Disorders (NIDCD), the Veteran's Administration, and the Mark and Evelyn Trammell Foundation.

Universally accepted standards for training, implementation, interpretation and reporting of swallowing assessments will facilitate collaborative practices and contribute knowledge toward optimal practices for dysphagic patients. This course will highlight the core purpose and elements of clinical and videofluoroscopic assessments of swallowing, with emphasis on reproducibility, validity and clinical feasibility of protocols and measures. Supportive evidence for standardized practice in the context of personalized patient care will be presented. Collaborative pathways toward standardizing practice that consider flexibility for different cultures and patient choice will be explained. Differences between swallowing safety and swallowing physiology will be explained, and the relevance of each to overall swallowing impairment severity will be explained. The importance of balancing patient safety with information needed to make confident oral intake recommendations will be explained and illustrated. Plans of care that include evidence-based interventions targeting core elements of swallowing function and those comprised of palliative care approaches will be discussed using case presentations. The relevance of respiratory-swallowing coordination in clinical assessment and treatment will be explained. Developing cutting edge approaches that use non-invasive wearable sensors to monitor swallowing will be demonstrated using case presentations. The potential role of artificial intelligence and machine learning to enhance the reliability of swallowing measures and predict swallowing outcomes will be introduced.

Part 2 of this class will be presented Saturday afternoon from 1:30 – 4:45 pm.

Short Course: 8:30 – 11:45 am .3 ASHA and SCECH CEUs *Instructional Level: Intermediate*

▲ Childhood Apraxia of Speech in Preschool and School-Aged Children. Part 1: Assessment, Treatment Planning, and Motor Learning

Invited Speaker: Jonathan L. Preston, Ph.D., CCC-SLP, Syracuse University

Jonathan Preston is an Associate Professor in the Department of Communication Sciences and Disorders at Syracuse University in New York. He directs the Speech Production Laboratory. His research involves assessment and treatment of speech sound disorders, including persisting articulation difficulties and childhood apraxia of speech. Other areas of interests include visual feedback treatments for speech, including ultrasound imaging of the tongue; speech sound errors, phonological processing, neurolinguistic basis of speech, language, and literacy difficulties.



This class will begin with an overview of assessment and differential diagnosis of Childhood Apraxia of Speech (CAS) vs other speech sound disorders. Goal selection and progress monitoring of acquisition and learning will be described. Principles of motor learning will be discussed as they relate to treatment of speech sound disorders.

Part 2 of this class will be presented Saturday afternoon from 1:30 – 4:45 pm.

Saturday Morning Continued

Double Miniseminar: 8:30 – 10:30 am .2 ASHA and SCECH CEUs *Instructional Level: Introductory*

▲ Are You All Ears? Connecting With Clients Through Active-Mindful Listening

Speakers: **Scott T. Palasik, Ph.D., CCC-SLP**, University of Akron; **James Panico, Ph.D., CCC-SLP**, Southern Illinois University, Edwardsville; and **Derek Daniels, Ph.D., CCC-SLP**, Wayne State University

Scott Palasik is an Associate Professor at the University of Akron. He teaches stuttering, voice, and counseling courses and supervises graduate students. He researches mindfulness, acceptance and commitment therapy, and social cognitive perceptions with people who stutter. He's also a co-host of the Act To Live Podcast and co-founded the 3C Digital Media Network.

James Panico is an Associate Professor at Southern Illinois University, Edwardsville, where he teaches courses in stuttering, clinical methods, professional issues, and counseling in addition to clinical supervision. His primary research interests include listener perceptions of stuttering.

Derek Daniels is an Associate Professor at Wayne State University. He teaches courses in stuttering, and language development. He provides clinical services to people who stutter, and is Director of the Stuttering Research Lab. His research interests include stuttering as it relates to identity and psychosocial experiences. Derek is President-Elect of MSHA.



The field of speech-language pathology has long valued the importance of listening as a foundation to counseling clients with communication and swallowing disorders. Clinicians must be able to communicate effectively while respecting the needs, values, and cultural/linguistic backgrounds of his or her clients, family members, and caregivers. In order to perform these critical functions, clinicians must be able to effectively listen to meet the needs of their clients. This experiential session will focus on mindful-active listening as a critical skill for therapists in cultivating client well-being. It will address empathic listening, the psychology behind listening, and practical and functional strategies for therapists to engage in listening in order to create effective communication between clients, families, and SLPs. Clinical examples will emphasize specific concepts.

Miniseminar: 8:30– 9:30 am .1 ASHA and SCECH CEU *Instructional Level: Intermediate*

▲ Professional Ethics: Navigating the Current Landscape

Speaker: **Jayne A. Handelsman, Ph.D., CCC-A, ASHA Fellow**, Great Lakes Ears Nose & Throat Specialist, Petoskey

Jayne Handelsman retired from her position as the EHDI Program Coordinator for the CS Mott Children's Hospital in the University of Michigan Health System in June of 2019. She is now employed part-time at Great Lakes Ears Nose & Throat Specialists in Petoskey. Jayne is currently is a member of the Council for Academic Accreditation. Her previous service to ASHA includes service on the Board of Directors as the Vice-President for Audiology Practice (2010-2012), membership on the Board of Ethics, the Council for Clinical Certification in Audiology and Speech-Language Pathology (Chair in 2009), and the Professional Services Board, as well as serving as a site visitor for the Council on Academic Accreditation in Audiology and Speech-Language Pathology. She has a B.A. from the University of Michigan and her M.A. and Ph.D. from the University of Kansas.



The purpose of the presentation is to discuss ethics and professionalism, including a brief review of ethical standards for professional conduct. We will discuss approaches to looking at ethical dilemmas that face individuals within our discipline. Examples of areas of potential conflict will be presented including professional communication, relationships with vendors, ethical issues in practice management and academia, and supervision. Participants will have the opportunity to discuss some thought provoking questions.

Miniseminar: 8:30– 9:30 am .1 ASHA and SCECH CEU *Instructional Level: Introductory*

▲ Teaching Conversation Skills from Single Words: A Hierarchy of Twelve Objectives

Speaker: **Sharon M. Attar, M.A., CCC-SLP**, Grand Rapids Public Schools

This year Sharon Attar will complete her 25th year as an SLP serving public school students, the last 21 of which have been with the Grand Rapids Public Schools. For the past 15 years, she has specialized in students on the autism spectrum and those with cognitive impairments with a wide variety of social, cognitive, and behavioral needs.



In this miniseminar Sharon will outline a program of twelve hierarchical skills I have developed for teaching conversational reciprocity, beginning at the single-word level and ending with structured conversation with peers in a small-group format. Sample objectives suitable for the IEP and videotaped demonstrations will be provided for each skill. These skills are easily adapted for AAC users; some videotapes will present a non-speaking child using Signed English and some will present the use of Core Vocabulary. Although all but one videotape will present elementary students with primary ASD eligibility (or ECDD with suspected ASD), the presenter has also had success using these techniques with older students with cognitive impairments, as well as those with ASD.

Double Miniseminar: 9:45 – 11:45 .2 ASHA and SCECH CEUs *Instructional Level: Introductory*

▲ Interdisciplinary Collaboration of the Transgender Client: Bridging Voice Therapy with Medical and Surgical Care

Speakers: Alice K. Silbergleit, Ph.D., CCC-SLP; Jessica E. Shill, M.D.; and Laura Garcia-Rodriguez, M.D., Henry Ford Health System

Alice Silbergleit has a specialty interest in the evaluation and treatment of individuals with a variety of voice disorders including gender dysphonia. She is a member of the Henry Ford Health System Transgender Care Improvement Team.

Jessica Shill is an endocrinologist specializing in the treatment of individuals who are transgender or gender non-binary. She is a member of the Henry Ford Health System Transgender Care Improvement Team.

Laura Garcia-Rodriguez is a plastic surgeon specializing in transfemale facial feminization surgery. She is a member of the Henry Ford Health System Transgender Care Improvement Team.

(Pictured here, top: Alice Silbergleit; bottom, Laura Garcia-Rodriguez).



Speech-Language Pathologists (SLPs) are increasingly being asked to evaluate and treat individuals who are transgender or gender non-conforming. The SLP will review the voice evaluation and a hierarchy of voice therapy techniques to align with the client's desired vocal identity. Practical therapy goals and patient videos will be presented. The endocrinologist will review hormone therapy and their side effects which may interfere or compliment voice therapy and the patient's vocal goals. The plastic surgeon will review common procedures such as thyroid notch shaving for transwomen and surgical formation of a laryngeal web to assist with pitch elevation. Advantages and disadvantages to these procedures will be discussed as they relate to vocal production and laryngeal function. Photographs of procedures will be used to enhance the presentation.

Double Miniseminar: 10:30 – 11:45 am .15 ASHA and .1 SCECH CEUs *Instructional Level: Intermediate*

▲ Communication: Encouraging Liberty and Justice for All

Speakers: Sharon Mankey, MAT, CCC-SLP, and Mariesa Rang, M.A., CCC-SLP, Purdue University, Fort Wayne

Sharon Mankey is Director of the Communication Disorders Clinic at Purdue University in Fort Wayne, Indiana. She is an affiliate of ASHA Special Interest Groups 11, Administration and Supervision; and 12, Augmentative and Alternative Communication.

Mariesa Rang is a lecturer in the Department of Communication Sciences and Disorders at Purdue University. She is an Affiliate of ASHA 12, Augmentative and Alternative Communication.

In this session participants will learn how to communicate information concerning AAC to individuals who work as first responders. They will learn how to reach first responders who need information on communicating with individuals who use AAC, and how to replicate the training for first responders in their own communities or whom to contact for the training. Sharon Mankey and Mariesa Rang are two SLPs who have led the effort to train first responders to communicate with people who are nonverbal.



Miniseminar: 9:45 – 10:45 am .1 ASHA and SCECH CEU *Instructional Level: Introductory*

▲ Qualifying Students with TBI for Services: Looking Beyond Numbers

Speaker: Megan Remenap, M.S., CCC-SLP, CBIS Rainbow Rehabilitation Centers

Megan Remenap has 17 years of pediatric clinical experience and is a Certified Brain Injury Specialist. She has worked in various settings and spent the last 12 years working with kids with traumatic brain injuries. In addition to evaluating, diagnosing, and treating children, Ms. Remenap provides clinical supervision to SLP students interested in the field of TBI, is a Brain Injury Fundamentals instructor, and a mentor to new SLPs. Megan received her B.S. in Communication Disorders from Central Michigan University and her M.A. in Speech-Language Pathology from Bowling Green State University.



Traumatic brain injury is the leading cause of death and disability for children and adolescents, yet only about 27,000 kids with TBI are served in the educational system under IDEA. Kids who have a brain injury in childhood may have persistent behavioral, cognitive, social, and academic issues. Without intervention, these students may struggle through school and have difficulty transitioning into adulthood. SLPs have the education to provide adequate services to students with TBI in the school setting. This presentation will address the need to go above and beyond basic language testing to determine the most appropriate interventions for students with TBI. Best practices for evaluating students with mild, moderate, and severe brain injuries will be discussed.

Saturday Morning Continued**Miniseminar: 10:45 – 11:45 am** .1 ASHA and SCECH CEU *Instructional Level: Introductory***▲ Advancing the Plot: Cognition and Mental State****Speakers: Jaimie Farrington, M.A., CCC-SLP, CBIS** Mary Free Bed Rehabilitation Hospital and **Kim McGowan, M.A., CCP, CBIS**, Hope Network Neurorehabilitation

Jaimie Farrington is a Speech-Language Pathologist at Mary Free Bed Rehabilitation Hospital with experience treating in acute, transitional, and long-term settings. She acquired the passion for working with traumatic brain injuries early in her career. She believes in the importance of an interdisciplinary team and striving for holistic assessment and treatment of each person served. Jaimie has a B.S. in Speech Pathology and Audiology from Western Michigan University and a M.A. in Communication Disorders and Sciences from Wayne State University. She is a licensed and certified Speech Language Pathologist through the State of Michigan and the American Speech Language and Hearing Association and a Certified Brain Injury Specialist.

Kimberly McGowan is a Limited Licensed Psychologist at Hope Network Neurorehabilitation in Kalamazoo, Michigan with experience treating in acute, transitional, and long-term settings. She acquired an appreciation for working with traumatic brain injuries after leaving employment on an inpatient psychiatric unit for work with brain injury three years ago. Kim enjoys and supports the power of an interdisciplinary team; striving for holistic assessment and treatment of each person served. Kim received her B.S. in Organizational Communication from Michigan State University and a M.A. in Counseling Psychology from Western Michigan University. She has completed Certified Brain Injury Specialist training and designation.



Anxiety, worry, depression, memory loss, difficulty concentrating – these things we often wonder, as professionals, what is brain injury and what is emotional state? This presentation will describe the interaction between the frontal lobe and limbic system, help health care professionals identify emotional barriers to therapy and learn when to adjunct psychological services. This discussion will also provide effective strategies to assist patients in working through emotional response in order to make greater gains in therapy.

▲ Public School Forum Luncheon: 11:45 am – 1:15 pm .1 ASHA CEU *Instructional Level: Intermediate*

A delicious lunch for those who pre-register will be followed by a presentation led by **Michele Montmorency, M.A., CCC-SLP/A**, Haslett Public Schools, MSHA VP for Public Schools.

▲ Medical SLP Forum Luncheon: 11:45 am – 1:15 pm .1 ASHA CEU *Instructional Level: Intermediate*

A delicious lunch for those who pre-register will be followed by a presentation by **Shannon L. Savino, R.N., BSN, Benefits of Meditation and Mindfulness Practices for Patients in the Healthcare Setting**

Shannon Savino is a Registered Nurse who specialized in the area of rehabilitation nursing at Beaumont Health for over 30 years. She has a BSN at Madonna University, and has studied and mentored as an intuitive practitioner. As a case manager working with TBI patients in the outpatient rehab setting for 20 years, she was able to incorporate these practices into her daily work by teaching coworkers, patients, and the community how meditation and mindfulness practices can bring inner-balance, complement healing, and ease stress and anxiety. She has taught various workshops, educational events and lead meditation groups within the health care setting for several years. Shannon has recently transitioned out of her traditional role in health care and is now focusing on teaching and leading others in meditation and mindfulness practices.



This talk will include the benefits of meditation and mindfulness practices for patients in the healthcare setting. This will include defining, describing and demonstrating different types of meditation and mindfulness practices. These practices can enhance the patient's brain functioning, affect body's hormonal responses, while complementing healing, and affecting the patient's overall sense of well-being.

Short Course: 1:30 – 4:45 pm .3 ASHA and SCECH CEUs *Instructional Level: Intermediate***▲ Current and Future Directions in Swallowing Assessment and Treatment: Standardized Protocols and Cross-System Approaches, Part 2**

Invited Speaker: Bonnie Martin-Harris, Ph.D., CCC-SLP, BCS-S, ASHA Fellow, Alice Gabrielle Twight Professor and Associate Dean for Academic Affairs, Roxelyn and Richard Pepper Department of Communication Sciences and Disorders School of Communication, Otolaryngology-Head and Neck Surgery and Radiation Oncology, Feinberg School of Medicine, Northwestern University

Bonnie Martin-Harris formerly worked as Professor and Director of the Ph.D. in Health and Rehabilitation Science Program and Evelyn Trammell Institute for Voice and Swallowing at the Medical University of South Carolina. She has a Ph.D. in Communication Sciences and Disorders from Northwestern. Her research focuses on swallowing disorders, voice disorders, respiration and swallowing coordination, and swallowing impairment and rehabilitation following head or neck cancer. She has worked with veterans recovering from oropharyngeal cancer to research new approach to therapy. Martin-Harris is a recipient of the 2016 Admiral Albert J.



Baciocco Innovation Award, Medical University of South Carolina (MUSC). She is the Kay Pentax Lecturer in Upper Airway Science of the American Speech-Language-Hearing Association (2013). She is a member of the American Head and Neck Society and associate member of the Academy of Otolaryngology-Head and Neck Surgery. She is the past Chair of the Specialty Board for Board Certification in Swallowing and Swallowing Disorders, and Past-President of the Dysphagia Research Society. She is Associate Editor for the Dysphagia Journal, past Associate Editor for the Journal of Speech-Language-Hearing Research, Editorial Board member of the Canadian Journal of Speech-Language Pathology and Audiology, Editorial Board member for the Bulgarian Journal of Communication Disorders, and reviewer for multiple peer-reviewed journals. She is the author and developer of the first standardized method for videofluoroscopic assessment of swallowing impairment (Modified Barium Swallowing Impairment Profile, MBSImP[©]™), translated to clinical practices in the US, Canada and 13 additional countries. Her work is funded by the National Institutes on Deafness and Other Communication Disorders (NIDCD), the Veteran's Administration, and the Mark and Evelyn Trammell Foundation.

Universally accepted standards for training, implementation, interpretation and reporting of swallowing assessments will facilitate collaborative practices and contribute knowledge toward optimal practices for dysphagic patients. This course will highlight the core purpose and elements of clinical and videofluoroscopic assessments of swallowing, with emphasis on reproducibility, validity and clinical feasibility of protocols and measures. Supportive evidence for standardized practice in the context of personalized patient care will be presented. Collaborative pathways toward standardizing practice that consider flexibility for different cultures and patient choice will be explained. Differences between swallowing safety and swallowing physiology will be explained, and the relevance of each to overall swallowing impairment severity will be explained. The importance of balancing patient safety with information needed to make confident oral intake recommendations will be explained and illustrated. Plans of care that include evidence-based interventions targeting core elements of swallowing function and those comprised of palliative care approaches will be discussed using case presentations. The relevance of respiratory-swallowing coordination in clinical assessment and treatment will be explained. Developing, cutting edge approaches that use non-invasive wearable sensors to monitor swallowing will be demonstrated using case presentations. The potential role of artificial intelligence and machine learning to enhance the reliability of swallowing measures and predict swallowing outcomes will be introduced.

Part 1 of this class is presented Saturday morning from 8:30 – 11:45 am.

Short Course: 1:30 – 4:45 pm .3 ASHA and SCECH CEUs *Instructional Level: Intermediate*

▲ Childhood Apraxia of Speech in Preschool and School-Aged Children. Part 2: Evidence-Based Approaches to Treatment

Invited Speaker: Jonathan L. Preston, Ph.D., CCC-SLP, Syracuse University

Jonathan Preston is an Associate Professor in the Department of Communication Sciences and Disorders at Syracuse University in New York. He directs the Speech Production Laboratory. His research involves assessment and treatment of speech sound disorders, including persisting articulation difficulties and childhood apraxia of speech. Other areas of interests include visual feedback treatments for speech, including ultrasound imaging of the tongue; speech sound errors, phonological processing, neurolinguistic basis of speech, language, and literacy difficulties.



Evidence-based treatments for preschool and school-age children with CAS will be presented. *Dynamic Temporal and Tactile Cueing, Rapid Syllable Transition Training (ReSt), and Speech Motor Chaining* will be described to highlight some available options at different stages of therapy and for different client needs. Cueing strategies for late-developing sounds, prosody, and syllable transitioning will be discussed.

Part 1 of this class is presented Saturday morning from 8:30 – 11:45 am.

Double Miniseminar: 1:30 – 3:30 pm .2 ASHA and SCECH CEUs *Instructional Level: Introductory*

▲ WHEN I STUTTER Documentary Film Screening with Q & A About the Psychosocial Impact of Stuttering

Speaker: Scott T. Palasik, Ph.D., CCC-SLP, BCS-F, The University of Akron

Scott is an Associate Professor and directs the Mindfulness Behaviors and Social Cognition Stuttering Lab at the University of Akron. He teaches stuttering, voice, and counseling courses at the graduate level. He has published research and presented at the international, national, state, and local levels. Scott is a writer/creative collaborator/musician and is featured in the documentary WHEN I STUTTER (2017) and a producer for the follow-up film, SHOUT OUT, about kids who stutter at Camp Shout Out where he works as a facilitator. Finally, he is co-founder of the ACT To Live Podcast and of 3C Digital Media Network LLC.



"WHEN I STUTTER" is a full-length documentary film by Speech-Language Pathologist/Filmmaker John Gomez and written by John Gomez, Scott Palasik, and Dennis Fulgoni. The film's purpose is to demonstrate the profound psychological impact that stuttering can have on one's life and the importance of treating the "whole person" in therapy. The film has been in 12 film festivals worldwide, winner of multiple awards, translated into 13 languages, and continues to be screened around the world at Conferences and private events since its World Premiere in 2017. This presentation will include the screening of the film, followed by a question and answer session with Scott Palasik, and the psychosocial impact stuttering has on people of all ages who stutter.

Saturday Afternoon Continued**Double Miniseminar: 1:30 – 3:30 pm** .2 ASHA and SCECH CEUs *Instructional Level: Intermediate***▲ Incorporating Movement Activities into Therapy to Comprehensively Treat Preschoolers with Autism Spectrum Disorder****Speakers: Kelly Vess, M.A., CCC-SLP and Joseph Evens, M.A., O.T.R.,** Grosse Pointe Public School System

*Kelly Vess has 16 years of experience specializing in preschool-aged intervention at Barnes Early Childhood Center in Grosse Pointe. She continually researches and develops evidence-based assessment and treatment practices that focus on optimizing therapeutic gains within realistic caseload and time demands. Besides working as a Speech-Language Pathologist, Kelly is a Clinical Instructor for Wayne State and Eastern Michigan Universities. In collaboration with Wayne State University's speech language pathology program, she develops and directs evidence-based intervention programs for diverse populations of preschoolers. Kelly is the author of *Speech Sound Disorders: Holistic Evaluation and Treatment*, with Thieme Medical Publishers. Video clips and excerpts from this book will be shared to clearly illustrate evidence-based practices.*



*Joe Evens is an Occupational Therapist for Grosse Pointe Public School Systems. At Wayne State University, he earned a B.A. in Psychology and Health Sciences. He has experience working with children in a variety of settings including hospitals, clinics, school systems, and homecare settings. The areas of OT that he enjoys most and continues to research are sensory integration, primitive reflexes, school accommodation/adaptations, feeding strategies/techniques and handwriting. Joe has presented on topics such as *Movement in the Classroom*, *Adaptive Strategies for ADLs*, and *Sensory Strategies for Self-Regulation*. In addition to presenting to staff, he also has created two sensory rooms for Grosse Pointe Public Schools.*



It is estimated that 70-90% of children with Autism Spectrum Disorder (ASD) present with movement disorders. These movement disorders can negatively affect a child's ability to engage in joint attention and develop executive function skills. Importantly, numerous studies have found that professionals from a variety of educational backgrounds can be taught to improve motor functioning in children. Research has shown that functional movement skills can be learned, practiced, and reinforced through task-orientated intervention. Taking these findings into consideration, SLPs can play a pivotal role in more holistically treating preschoolers with ASD by providing educationally rich and engaging, task-oriented movement activities.

Miniseminar: 1:30 – 2:30 pm .1 ASHA and SCECH CEU *Instructional Level: Introductory***▲ SLP Management of Speech and Swallowing in Patients with Head and Neck Cancer Treated with Radiation +/- Chemotherapy****Speakers: Diana Walker, M.A., CCC-SLP and Megan Carlson, M.S., CCC-SLP,** Henry Ford Hospital

Patients with head and neck cancer are a challenging and unique population that often present with concerns for dysphagia prior to, during, and after radiation treatment. Management of these patients during radiation treatment +/- chemotherapy will be discussed including benefits of a pre-treatment evaluation, education regarding side effects of radiation during treatment, swallow exercises that may be considered, and collaboration with physicians on the bigger picture of aspiration.

**Miniseminar: 1:30 – 2:30 pm** .1 ASHA and SCECH CEU *Instructional Level: Introductory***▲ Utilizing a Lean Six Sigma Approach to Improve Quality Outcomes in Home Health****Speakers: Thomas L. Southern, K., M.A., CCC-SLP,** Residential Home Health and **Holly Schmidt, M.S., CCC-SLP, BCS-S, MBA**

Thomas Southern is a 2019 graduate of the Northwestern University SLPD program. He is a Speech-Language Pathologist at Residential Home Health (RHH) where he has been actively involved in clinical field leadership and process improvement. His clinical interests are primarily related to the use of technology with speech language and cognition impairments and their day-to-day utilization by patients to improve quality of life.

Holly Schmidt is an adjunct lecturer at Northwestern University of the SLPD program teaching Operations and Process Improvement for the SLP. In addition to this role, she is a Manager of Operations at Ann and Robert H. Lurie Children's Hospital of Chicago. She is involved in process and quality improvement work with the Emergency Department, Critical Care Transport Team and Bed Management.



How do you target patient outcomes? How do you know what is most functionally salient to that patient or caregiver within your care environment? Utilizing Lean Six Sigma process improvement methodology, Residential Home Health has designed an outcomes-based measurement program to create alignment with the new Patient Driven Groupings Model (PDGM). This course will focus primarily on the aspects of their discovery period, pilot phase modeling and data analysis. It will also explore the Disruptive Strategy concept of "Jobs To Be Done" (JTBD). Gain an understanding of how the utilization of the Lean Six Sigma process improvement concepts coupled with JTBD may guide your own business practice to adapt to the changing landscape of reimbursement reform regardless of environment.

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: 2020 Instructional Personnel Relationship Disclosure Information

Accommodations at the MotorCity Hotel and Conference Center, 2901 Grand River Ave., Detroit, Michigan 48201

Note: Free Parking for all MSHA Attendees

Reservations: Room Rate: Deluxe King or Double: \$149.00

To reserve your room call (866) 782-9622 and refer to our **Group Code: 031820MSLH** or **Block Name: 2020 MSHA Annual Conference**. Reservations received after **02/27/2020** or above the contracted room block will be subject to availability and higher room rate.



Driving Directions:

From the East:

I-94 West to M-10(Lodge Freeway) South.
Exit M-10 at Grand River Avenue.
Turn left, then right at Temple.

From the West/Metro Airport:

From I-96 East exit at I-94 East.
Exit Southbound on M-10.
Exit M-10 at Grand River Avenue.
Turn left then make a quick right at Temple.

From the North:

I-75 South to Davison Freeway West.
Merge onto M-10 South.
Exit M-10 at Grand River Avenue.
Turn left, then right at Temple.

From the South:

I-75 North to exit 49 Rosa Parks.
Turn left at Trumbull, then right at Temple.

