Professional Development Requirements

Your Florida license requires thirty hours of continuing education during the 24 month renewal cycle ending 12/31/2021. Of these, 2 hours must be in Medical Errors. In addition, ASHA requires 1 hour of Ethics with every 3-year maintenance period and a minimum of 2 hours in supervision is required only once if you provide any supervision. ASHA reports all activity to CE Broker, Florida’s authorized agent to track licensee’s CE activity. Contact CE Broker for details.

The 2021 FLASHA Annual Convention is offered for a maximum of 3.0 ASHA CEUs (Various Levels, Professional Area) with or without Medical Errors which is offered for 0.2 ASHA CEUs (Intermediate Level, Professional Area). FLASHA assumes the attendee has met the requirements set forth by the state to obtain professional development credit.

ASHA Continuing Education Units

An annual ASHA CE Registry fee is required to earn ASHA CEUs. Contact ASHA for more information.

Disclosure Information

The planners and speakers have disclosed if they have any financial or non-financial support that could have an effect on the content of the presentations in this activity. Disclosure statement summaries are available in this program and on the FLASHA website.

FLASHA is approved by the Continuing Education Board of ASHA to provide continuing education activities in speech-language pathology and audiology. ASHA CE Provider approval does not imply endorsement of course content, specific products, or clinical procedures.

Session and verification codes will be provided at the end of each session. It is your responsibility to enter these codes on the CE form found in your registration packet and turn in prior to leaving convention. A failure to do so may jeopardize obtaining CEs.

FLASHA will provide you with CE verification within 45 days upon completion. It suggested you retain the verification form for a minimum of 4 years.

Please note, session doors close 10 minutes after the session commences and no one arriving after that time will receive CE credit.
Session 1001

Keynote Session: Speech-Language Pathologists Don’t See Color?
Why is it difficult for some people to discuss issues surrounding diversity, equity, and inclusion (DEI), but easy for others? It might depend upon which faction you end up in after you have officially declared your biases. In this discussion, Dr. Humbert will use her journey to elucidate the various cliques that impact DEI efforts, especially in the field of speech-language pathology. By the end of her discussion, she hopes you will have the courage to tell YOURSELF how you really feel!
Learner Outcomes: 1. List two microaggressions that negatively impact DEI in CSD. 2. List two solutions that can positively impact DEI in CSD. 3. Name one instance where you did not promote DEI efforts in CSD.
Ianessa Humbert
3:00 pm - 4:30 pm

Session 1002 Poster

The Bright Future of AAC Use for Cerebral Palsy
Children with Cerebral Palsy are often at significant risk in several areas of their development affecting functional communication, language, and speech development. The effects of augmentative and alternative communication (AAC) as therapeutic strategies to increase receptive language in children with Cerebral Palsy are explored.
Learner Outcomes: After completing this activity, participants will be able to 1. Discuss the effects of AAC as a therapeutic intervention strategy to increase receptive language in children with cerebral palsy. 2. Describe the impact of AAC on receptive language in children with cerebral palsy. 3. Explain the different therapeutic interventions used in conjunction with AAC devices to increase receptive language in children with cerebral palsy.
Rosibel Abrahantes
Laura Prieto
Chantal Williams
4:30 pm - 5:30 pm

Session 1003 Poster

Current Barriers for CLD SLP Student Success in Graduate School
The purpose of this study is to describe the current barriers for culturally and linguistically diverse (CLD) SLP students in graduate school. Additionally, academic outcomes of FIU MS-SLP graduates will be compared with those of MS-SLP graduates from other accredited communication sciences and disorders programs that serve CLD students.
Learner Outcomes: 1. Describe barriers to admissions for MS-SLP students. 2. Describe barriers for CLD students to succeed in MS-SLP
programs. 3. Describe demographic changes and academic outcomes of CLD students in MS-SLP programs over the past decade.

Alliete Alfano
Angela Medina
4:30 pm - 5:30 pm

**Session 1004 Poster**

**Lingraphica as a Communication Method for Individuals with Broca's Aphasia**

A systematic review analyzed the effects of the Lingraphica® software on the communication skills, functional levels, and/or impairment levels of individuals diagnosed with Broca's aphasia. This presentation will provide an overview of the Lingraphica® software's features and the results of these studies. Learner Outcomes: 1. Describe the Lingraphica® software. 2. Describe the basic features of the Lingraphica® software. 3. Identify the results of evidence-based practices.

Mariateresa Muñoz
Gabriela Pedrido
Catalina Cisternas
Amber Gonzalez
Mayra Quintana
4:30 pm - 5:30 pm

**Session 1005 Poster**

**Communication Instructors' Attitudes and Beliefs about Stuttering**

This research study queried collegiate level instructors of public speaking asking if there was a gender based difference in their attitudes and beliefs about stuttering and examined for relationships between instructor level of education and: sources of knowledge, knowledge of causation and, amount of knowledge about stuttering. Learner Outcomes: 1. Describe commonly accessed knowledge sources about stuttering 2. Describe research related to the causation of stuttering 3. Explain the difference between attitudes and beliefs of individuals particularly as it relates to stuttering.

Charlotte Harvey
4:30 pm - 5:30 pm

**Session 1006**

**Advocacy, Leadership and Empowerment: Strategies for Member Success in Florida**

This session will focus on skill development in advocacy, leadership, and volunteerism related to the professions of audiology and speech-language pathology. ASHA's 2021 President will discuss strategies for successful advocacy and ways to become involved at various levels. Issues in ASHA's Public Policy Agenda (PPA) including health care, schools, professional practice and workforce topics, will be highlighted. Mechanisms for utilization of ASHA resources to achieve favorable outcomes for members and consumers in Florida will also be delineated. Learner Outcomes: 1. Delineate three legislative and/or regulatory advocacy issues important to audiologists and speech-language pathologists, 2. Describe one method members can use to instantly take action on issues using the ASHA website as well as one additional advocacy strategy, 3. Discuss three components of the Practice Portal.

Theresa Rodgers
5:30 pm - 6:30 pm
Session 1007

Tele-supervision of Simulations: How to Facilitate Debrief Sessions and Evaluate Reflective Discussions

This presentation will emphasize the critical importance of the debrief session following clinical simulations. The authors will share lessons learned for providing supervision remotely and for facilitating reflective debrief discussions. Three rubrics for measuring performance of the participants, the group, and the supervisor during a clinical simulation debrief will be presented. Outcome data using the rubrics will be shared. Tools for assessing participants' overall satisfaction with the debrief session will be discussed.

Learner Outcomes: 1. Explain the importance of debriefing learners following clinical simulations. 2. Score and interpret tools for assessing performance during a debrief, and for evaluating participants' overall satisfaction with the debrief session. 3. Summarize outcome data for evaluating the effectiveness of debrief sessions.

Clint Johnson
6:30 pm - 8:30 pm
Session 2001 Poster

**Trauma: A Speech-Language Pathologist Perspective**

This poster will explore the perceptions of speech language pathologists and how trauma influences their client’s communication skills and progress. Over 200 speech-language pathologists in multiple states were surveyed from a variety of treatment settings to determine their understanding of trauma and impact. The importance of ASHA cultural competencies and ethical guidelines will be highlighted throughout the poster.

**Learner Outcomes:**
1. Summarize how trauma impacts communication
2. Identify no less than 3 possible challenges that an individual who has experienced trauma may present in a therapy session
3. Identify no less than 3 challenges that a speech language pathologist encounters when working with a client who has experienced trauma.

*Wyndi Capeci*
*Jason McCurry*
*Jayla Davis*
*Jossyris Silfa Salas*
*Savannah Czapla*

8:00 am - 9:00 am

Session 2002 Poster

**Avoidant/Restrictive Food Intake Disorder (ARFID): A Systematic Review**

Avoidant/Restrictive Food Intake Disorder (ARFID) is a relatively new diagnosis in the “Feeding and Eating Disorders” section of the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5), which replaces the term of Feeding Disorder of Infancy or Early Childhood (FDIEC). Those diagnosed with ARFID display extreme food selectivity, leading to aversive physical, mental, and emotional health effects. This systematic review aimed to identify the characteristics associated with typically developing children between the ages of two and five years old who are diagnosed with ARFID related to feeding, psychological, psychosocial, and physiological aspects. Identifying patterns associated with ARFID can lead to early identification and treatment, which may decrease long-term aversive effects associated with this diagnosis.

**Learner Outcomes:**
1. Describe the feeding and physical characteristics of a child diagnosed with ARFID
2. Describe the psychological characteristics of a child diagnosed with ARFID
3. Describe the psychosocial characteristics of a child diagnosed with ARFID.

*Mariateresa H. Muñoz*
*Julie Morales*
*Amanda Morales*
*Danielle Diez*
*Susan Succar*
*Christina Fernandez*
*Ana Cabrera-Jarquin*

8:00 am - 9:00 am
Session 2003 Poster
Setting Up Future SLPs for Success in the Classroom: An Update!

The original proposal for this line of research was presented at the 2016 FLASHA convention. The purpose of the current presentation is to share an update on the progress of this project that includes a description of the methods authors used to develop a High Variability Phonetic Training (HVPT) program.

Learner Outcomes: After attending this session, participants will be able to: 1. Explain why a HVPT program is needed for ESL students enrolled in phonetics. 2. Describe how the HVPT program in the current study was designed. 3. Describe anticipated outcomes of implementing a HVPT program.

Angela Medina
Amanda Smith
8:00 am - 9:00 am

Session 2004 Poster
Word by Word: Targeting Semantics and Syntax with Preschoolers using AAC

The current study is based on findings extracted from an ongoing 5-year investigation, which was designed to teach preliterate 3- and 4-year-olds to produce sentences using a graphic symbol-based AAC app. Twenty participants with typical receptive language skills and severe speech impairments from the intervention group and the control group within an ongoing clinical trial will be presented to illustrate participants’ outcomes of expressive semantics and syntax using aided AAC.

Learner Outcomes: 1. Describe one possible intervention approach for targeting early semantics and syntax with children using aided AAC. 2. Describe one intervention technique to target the expressive language skills of children using aided AAC. 3. Describe types of errors children make when learning new semantic-syntactic relations using aided AAC.

Jennifer Kent-Walsh
Cathy Binger
Nancy Harrington
Seana Evelyn
Ching-Yi Liao
Nicole Rodriguez
Samantha Peña
Rocio Velasquez
Miranda Maliszewski
8:00 am - 9:00 am

Session 2005 Poster
The Effects of an Eyegaze Edge Training

Individuals with Amyotrophic Lateral Sclerosis (ALS) have difficulties moving their speech. To communicate, these individuals require the use of an augmentative and alternative communication (AAC) to express their needs. The Eyegaze Edge (a communication device) is activated with the eyes. This study investigates its effects on the expressive vocabulary of this population.

Learner Outcomes: 1. Describe the use of the Eyegaze Edge 2. Explain the effects of the Eyegaze Edge of the expressive vocabulary skills of individuals diagnosed with ALS. 3. Discuss the difference between the Eyegaze Edge and traditional approach to speech-language therapy of individuals diagnosed with ALS.

Mariateresa H. Muñoz
Paige Bohner
Francesca Huxford
Brigitte Izza
Tabitha Schaur
8:00 am - 9:00 am
**Session 2006 Poster**

**Effects of a Core Vocabulary Exchange System Edge Training**

This study used an experimental design to investigate the effectiveness of Core Vocabulary Exchange System (CVES) on vocabulary acquisition of preschoolers who have expressive language delays. The participants were randomly placed into two groups. The experimental group used CVES as the intervention method and the controlled group used a traditional therapy.

Learner Outcomes: 1. Describe the use of the CVES. 2. Explain the effects of the CVES on the expressive vocabulary skills of preschoolers. 3. Discuss the difference between the CVES and traditional approach to speech-language therapy of preschoolers.

Mariateresa Munoz
Daniella Manosalva
Priscilla Motta
Elizabeth Palacios
Karli Press
9:00 am - 10:00 am

**Session 2007 Poster**

**Communication Disorders: Trauma Workers Perceptions and Understanding**

When working in early intervention, public schools or hospital settings, you will encounter individuals who have experienced trauma. This will result in working on multi-disciplinary teams with trauma workers. This poster will explore how trauma workers servicing children in care, victims of domestic violence and recovering addicts understand communication disorders.

Learner Outcomes: 1. Learners will be able to summarize what the definition of a trauma worker 2. Learners will be able to identify no less than 3 possible areas of advocacy when working with individuals who have communication disorders and have experienced trauma 3. Learners will be able to identify no less than 3 possible areas of misunderstanding/knowledge gaps that a trauma worker can have regarding individuals with communication disorders.

Wyndi Capeci
Carly Nicodemi
Jason McCurry
Nathalie Rosado
Marisa Carr
9:00 am - 10:00 am

**Session 2008 Poster**

**Feelings and the Acceptance Spectrum in Adult Stuttering**

The purpose of this study was to explore the role culture plays in the lives of adults who stutter. Narrative responses about concepts of culture were collected via an online survey and investigated using thematic analysis procedures. Results revealed that American society, family, and ethnic identity had an impact on participants' stuttering experience.

Learner Outcomes: 1. Discuss feelings associated with stuttering. 2. Describe the acceptance spectrum. 3. Explain the clinical relevance of feelings and acceptance as it relates to fluency clients.

Angela Medina
9:00 am - 10:00 am

**Session 2009 Poster**

**Mentorship Models for the Development of Post-Graduate Healthcare Professionals**

A scoping review of supervisory models for post-graduate healthcare professionals revealed that mentorship was positively associated with
retention, decreased burnout, career success, and research involvement. While both mentees and mentors found value in mentorship programs, certain program characteristics had greater impact than others.

Learner Outcomes: 1. Describe three positive outcomes from mentorship programs 2. Identify the three most valued mentorship traits 3. Explain mentorship program elements, style, and topics.

Deborah Scheble
9:00 am - 10:00 am

Session 2010 Poster

Children's Use of Eye-Tracking Technology to Communicate

Children with complex communication needs (CCN) may also present with health and/or physical impairments. The aim of this presentation will describe the results from a systematic review that identifies the benefits of this technology as reported by parents of children with CCN and health and/ or physical limitations.

Learner Outcomes: 1. Describe the history of the development of eye-tracking technology 2. Describe basic features of the eye-tracking technology 3. Describe the results of studies investigating parental perspectives on eye-tracking technology use with their children who have complex communication needs and health/ or physical limitations.

Mariateresa H. Muñoz
Kathryn Smrcha
Elizabeth Bello
9:00 am - 10:00 am

Session 2011

Oral Care & Free Water Protocol in Relation to Aspiration Pneumonia

As medical speech-language pathologists, we are trained to look for factors that may contribute to a patient acquiring aspiration pneumonia. This presentation will provide an overview of Free Water Protocol and role of oral care in assessment and treatment of aerodigestive disorders in the adult population.

Learner Outcomes: 1. Understand and explain how the colonization of oral pathogens contributes to aspiration pneumonia (3 pillars for pneumonia). 2. Review evaluation procedures and differential diagnosis for aspiration pneumonia and oropharyngeal dysphagia and course of treatment options available (i.e., oral care programs/protocols, etc.) 3. Describe Frazier Water Protocol Guidelines and Methods to help identify patients who may benefit from a FWP.

Lauren Orwig
Jaimie Anderson
10:00 am - 11:00 am

Session 2012

ASHA's Multicultural Constituency Groups (MCCGs): Reflecting Diverse Perspectives

Leaders of three of the ASHA's Multicultural Constituency groups (MCCGs) will discuss the history, influences of each group in the fields of audiology and speech-language pathology, and future directions. Highlights from all of the MCCGs will be provided including activities within and across the groups.

Learner Outcomes: 1. Discuss each of the MCCGs’ efforts to address issues of cultural and linguistic diversity. 2. Describe the similarities and differences of each of the MCCGs as it
relates to serving diverse communities. 3. Discuss the future directions of the MCCGs.

Rachel Williams  
Linda Rosa-Lugo  
Steven Vertz  
10:00 am - 11:00 am

**Session 2013**

**Putting Play to Work**

Play is the way our little ones engage and interact with the world around them and our therapy needs to reflect this. Come learn how to incorporate your goals into play therapy using the toys and materials you already have! You will see specific activities for phonological processing disorders, articulation, and early language goals. Activities/goals will focus on preschool and kindergarten populations.

*Learner Outcomes:* 1. Explain the developmental importance of play and why our therapy should reflect this key stage. 2. Implement a variety of play-based activities in treatment sessions to target common early language and speech goals. 3. Develop and incorporate their own ideas into activities for specific goals.

Kim Swon-Lewis  
10:00 am - 11:30 am

**Session 2014**

**Investing Matters: Empowering You for Financial Freedom**

This presentation covers five simple strategies for investment success. These include diversifying one's portfolio, learning the why and how inflation and volatility occur over time, and why not emotionally reacting to the latest headlines is key to long-term investment success. This presentation will also discuss overlooked planning strategies to avoid overpaying taxes.

*Learner Outcomes:* 1. Define overlooked investment planning strategies to avoid overpaying taxes 2. Discuss 5 foundational rules to become a successful long-term investor 3. Describe how to control your business and personal cash flow by implementing a systematized savings plan.

Craig Goldslager  
10:00 am - 12:00 pm

**Session 2015**

**Swallow Physiology Masterclass**

Many clinicians do not have the tools to gather, interpret, and apply their own clinical data to understand trends in patient outcomes and justify clinical decisions. The Swallow Physiology Masterclass (Tier 1) introduces clinical data collection (data that can derived from clinical swallowing evaluation and modified barium swallow studies) and swallowing timing measures with the Videofluoroscopic Interpretation of Physiology (VIP) program.

*Learner Objectives:* 1. Identify cognitive biases that derail clinical practices from being supported by evidence versus myths and/or unsupported or assumed ideas. 2. Differentiate evidence-based practice from theory-based practice. 3. Differentiate quantitative versus qualitative data. 4. Define the “what”, “how”, and “why” of clinical swallowing assessments. 5. Differentiate qualitative versus quantitative data in a clinical assessment and in videofluoroscopic images. 6. List swallowing timing rules for quantifying swallow trigger, laryngeal vestibule closure, and upper esophageal sphincter opening. 7. Explain the physiology of swallow trigger, laryngeal vestibule closure, and upper esophageal sphincter opening.

Ianessa Humbert  
10:00 am - 1:00 pm
Power Up Pragmatic Language Assessment Accuracy and Therapy Results with Evidence Based Techniques

This session will discuss modern assessment methods of pragmatics and paralinguistic aspects of social language and explore how using these results lead to more accurate diagnosis and treatment planning, followed by a presentation of an evidence-based treatment approach for pragmatics. A real-life video-based peer modeling method that targets visual and auditory bombardment techniques, facial expressions/vocal inflections exercises, comprehension of social context cues, facial expressions, vocal inflections and tone of voice will be explained.

Learner Outcomes: 1. Define communicative intent and explain instrumental versus affective intent and Pragmatic Judgment versus Performance in context of social communication, and their implications in social skills treatment. 2. Describe how teaching paralinguistics such as paralinguistic decoding and use of paralinguistic cues is critical in improving social communication, specifically the ability to understand communicative intent and social context. 3. Design and create a protocol for the informal assessment of paralinguistic judgment and performance based on interactive self-made video-based assessment tasks.

Adriana Lavi
10:00 am - 1:00 pm

Session 2017
Dysphagia Management for Developmental Disabilities: Acute Care Challenges and Opportunities

Developmental disabilities present unique challenges in acute-care settings. In this talk, I review some challenges: collecting usable history; working with the person as well as the acute problem; and advocating for patients with practitioners on behalf of those with developmental disabilities. I also describe suggestions for meeting these challenges.

Learner Outcomes: 1. Participants will be able to explain some of the sources of difficulties in addressing dysphagia in those with developmental disabilities in the acute-care setting. 2. Participants will be able to describe some of the difficulties that arise for developmentally disabled individuals in the acute-care setting. 3. Participants will be able to discuss options for addressing dysphagia difficulties among the developmentally disabled in the acute care setting.

Marla Perkins
11:00 am - 12:00 pm

Session 2018
Stigma, Resilience and Support: Lived Experiences of Persons Who Stutter

This presentation’s purpose is to provide persons who stutter opportunities to share life experiences with stuttering, speech therapy and the impact of support groups on well-being. This consumer panel will be preceded by presentations on stigma, resilience and the A, B, Cs of stuttering. Audience questions will be solicited.
Learner Outcomes: The attendee will, upon completion of this presentation be able to:
1. Explain the meaning of stigma, citing one example
2. Explain the meaning of resilience, citing one example
3. State two benefits of support groups for PWS and their SLPs
4. describe the A, B, Cs of stuttering, citing one example of each.

Charlotte Harvey
Randy Panzarino
11:00 am - 1:00 pm

Session 2019
Schools Round Table
Here’s your opportunity to get in on a face-to-face discussion with your peers regarding hot topics school-based SLPs currently face. Be ready to discuss workload/caseload, Medicaid, documentation and other pertinent topics.
Learner Outcomes: 1. List resources to increase efficiency, 2. List contacts that you can access, 3. Define ASHA’s position statement and it’s impact on your current setting.

Wendy Capeci
12:00 pm - 1:00 pm

Session 2020
Access that App! For Children & Adults with Hearing Loss
With technology constantly improving access to functioning in the community children, teens and adults can improve their communication with others accessing apps. An overview of current apps to facilitate listening, interaction with others and education will be conducted.
Learner Outcomes: 1. Identify apps that aid children in their listening and spoken communication. 2. Identify apps that adults can use to aid their listening therapy or functioning in the community. 3. Identify apps that can aid teens in their listening and communication with peers within the community.

Kathleen Smiley
Beth Reckord
12:00 pm - 1:00 pm

Session 2021
Florida Rule Changes for SLPAs: An Update on State Licensure Rules
This session will present an update to the rules pertaining to Supervision and On-the-job training for Speech-Language Pathologist Assistants that were adopted in March of 2020. The session will explain in depth how the new protocol works that allows SLPAs who are deemed competent to work in locations separate from their supervising SLPs.
Learner Outcomes: 1. Describe the process involved in how Statutes and Rules, as governed by the Florida State Board of Speech-Language Pathology and Audiology, can be updated or changed. 2. Explain how to find the statute, rules, and forms pertaining to licensure of Speech-Language Pathologists and Speech-Language Pathologist Assistants. 3. Describe the new protocol pertaining to the supervision and on-the-job training requirements for SLPAs.

Charlene Westman
Deborah Campbell
12:00 pm - 1:00 pm

Session 2022
Increasing Outcomes by Including Families of Children with Autism
According to the literature, including families in the therapy process clearly increases positive outcomes. This session will discuss literature recommendations regarding collaboration and training of families along with describing ways
to pair goals and evidence-based strategies with child and family challenges. Finally, it will suggest time effective ways to include family training and collaboration in the therapeutic process.

Learner Outcomes: 1. Describe the advantages of including families of children with autism in the therapeutic process according to the literature 2. Select goals and intervention strategies according to Evidence Based Practice and family needs 3. Identify a variety of ways to include families in the therapeutic process.

Sylvia Diehl
2:30 pm - 3:30 pm

Session 2023

Current Research and Resources for Bilingual Children with Hearing Loss

This presentation will: 1) provide the results of a current research study looking at the speech and language development of young bilingual children with hearing loss who use hearing devices (Hearing Aids or Cochlear Implants) and 2) review the latest assessment tools available for young bilingual children with hearing loss.

Learner Outcomes: 1. Identify similarities and differences in the vocabulary development of young bilingual children with hearing loss when compared to typically hearing peers. 2. Identify similarities and differences in LENA performance and speech production of young bilingual children with hearing loss when compared to typically hearing peers. 3. Name 3 different assessment tools currently available for bilingual children with hearing loss.

Alliete Alfano
2:30 pm - 3:30 pm

Session 2024

Balancing Work and Life in the World of Schools

This seminar will focus on strategies and tips to help the busy school-based speech language pathologist balance work and life. Strategies for balancing work and life, time-management tips, and additional tools and resources will be shared. Participants will have an opportunity for discussion and brainstorming solutions.

Learning Objectives: 1. Identify strategies for balancing work and life. 2. Identify resources to utilize to balance work and life. 3. Develop a plan for time-management in order to balance work and life.

Kelly Farquharson
Lyndsey Zurawski
Jen Westmoreland
2:30 pm - 3:30 pm

Session 2025

Beyond Therapy: the Role of Dysphagia Support Groups

In this presentation, the physical, emotional, and psychosocial aspects of dysphagia will be examined. Research on the effectiveness of support groups will be reviewed as an adjunct to traditional dysphagia treatment to address overall patient well-being and reduce the psychosocial aspects of dysphagia including isolation and reduced quality of life.

Learner Outcomes: 1. Identify the physical, emotional, and psychosocial aspects of oropharyngeal dysphagia in accordance with the ICF model. 2. Explain the benefits of support groups in managing the psychosocial burden of chronic illness. 3. Apply the knowledge gained regarding the benefits of support groups to further support patients with dysphagia.
**Session 2026**

**Voice 101: Out of the Classroom and Into the Clinic**

This session is designed for students and new clinicians interested in voice. We will describe the necessary skills and knowledge to work with dysphonia patients and how to gain this after graduation. We will differentiate pathologies and talk about treatment options. This is an interactive session where all questions welcome.

**Learner Outcomes:**
1. Describe various presenting symptoms and complaints that may indicate paradoxical vocal fold motion.
2. Explain possible respiratory retraining exercises and strategies to manage PVFM symptoms.
3. Analyze a basic PVFM case study and outline the diagnostic process and treatment approaches for the patient.

_Adam Lloyd_
_Michelle Bretl_
2:30 pm - 3:30 pm

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**Session 2027**

**The PDPM - Navigating from Volume to Value in the SNF Setting**

Skilled Nursing Facilities experienced the first major Medicare payment reform since 1998 on October 1, 2019. What does this mean for the SNF SLP? This course will provide historical context, educate the clinician on the intricacies of the Patient Driven Payment Model, define what changes and what does not change, and provide best practice benchmarks in light of this new model.

**Learner Outcomes:**
1. Define PDPM and discuss why payment reform was enacted effective 10/1/19.
2. Discuss what does and what does not change for Medicare A SNF beneficiaries under the new system.
3. Define best practices for Medicare A patients moving forward for clinicians in the SNF setting.

_Victoria Cruce_
2:30 pm - 4:30 pm

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**Session 2028**

**Lateral Lisp Therapy Made Easy**

No articulation disorder strikes more fear in the hearts of SLPs more than a lateral lisp. Since lateral lisps are articulatory distortions and not developmental in nature, SLPs know that we should assess and treat early. However all too often we find that eliciting correct production is difficult and generalization takes too long. This presentation will focus on 1. properly assessing a child’s speech mechanism to uncover or rule out underlying structural/functional deficits that could impede progress in therapy, 2. teaching practical therapy tips to help SLPs elicit non-lateralized target phonemes using a phonetic approach, and 3. demonstrating how to select target words that help children move from producing those phonemes in isolation to different word positions without reverting back to lateralizing. Additionally, evidence-based strategies for carryover and generalization using principles of motor learning will also be addressed. Videos of actual therapy sessions will be presented to show examples of elicitation techniques in real world situations.

**Learner Outcomes:**
1. Identify components of a speech assessment that can help SLPs select more appropriate treatment strategies.
2. Describe how to eliminate lateral air flow and elicit target phoneme.
3. Describe how target selection and phoneme word position can improve correct production.
4. Describe how principles of motor learning can impact generalization.

_Amy Graham_
Session 2029

Informed Consent: Are Diet Waivers a Thing of the Past?

Diet waivers, while often viewed as a document that limits or releases a person, institution, or a facility from liability, can actually be considered coercion. The fear of being held liable for a negative outcome can override patient preferences. Yet allowing patients to make their own decisions through informed consent is the very process that is the care provider's best protection. Relying on their strengths as expert communication facilitators and compassionate caregivers can put SLPs in the position to help their patients be at the center of their own care and enjoy a better quality of life.

Learner Outcomes: After completing this course, participants will be able to 1. Identify why diet waivers don’t hold up in court and why they may be considered coercion. 2. Explain why informed consent is patient centered care and improves quality of life. 3. Follow the steps to complete informed consent with patients.

Katie Gollin
Nicole Day
3:30 pm - 4:30 pm

Session 2030

Memory, Sensory, and Play: Groups that Enhance Interactions with Food

The purpose of this seminar is to illustrate how memory, sensory, and play are related and its effects on feeding in the pediatric population. We will identify ways to create food-related opportunities that positively alter sensory experiences as well as outline the curriculum and feasibility of a group-based program for children pediatric feeding disorders.

Learner Outcomes: 1. Explain how sensory and play are related to memory formation, retention, and retrieval. 2. List minimal four strategies to create positive memories between food and sensory play. 3. Implement effective and engaging activities for a pediatric feeding group setting.

Cindy Herde
3:30 pm - 5:00 pm

Session 2031

Practicing during a Pandemic: Considerations for Upper Airway, Cognition, and Swallowing

In the age of a pandemic, your panelists will review common upper airway disorders, cognitive impairments, and risk factors for dysphagia for individuals recovering from COVID-19. Learner Outcomes: 1. Identify upper airway disorders post recovery from COVID-19. 2. Discuss different cognitive impairments that are frequently observed with individuals with COVID-19. 3. Review risk factors for swallowing dysfunction during COVID-19 infection and post recovery.

Raquel Garcia
Adam Lloyd
3:30 pm - 5:30 pm

Session 2032

Recovery from Aphasia in Bilingual Spanish-English Adults

This presentation will address the manifestation of aphasia in bilingual Spanish-English adults and patterns of recovery in both languages. Results revealed that for both naming and listening comprehension on the Bilingual Aphasia Test, advantage of one language over the other language may change during the early recovery period from aphasia.
Learner Outcomes: 1. Identify factors that may influence recovery in English versus Spanish in bilingual adults. 2. Discuss the strengths/weaknesses of the BAT in assessing bilingual aphasia in early recovery. 3. Explain the nature of the bilingual advantage in addressing language and communication skills.

Monica Hough
4:00 pm - 5:30 pm

Session 2033
An Introduction to Trauma Informed Education for SLPs

Trauma Informed Education is a buzzword in the education world. It has been picking up steam with giants in the community such as Dr. Nadine Burke-Harris championing awareness of Adverse Childhood Experiences. Teachers have been able to use this knowledge to understand their students and SLPs should be included in this revelation. Learner Outcomes: 1. After completing this activity, participants will be able to name 5 adverse childhood experiences. 2. Participants will be able to describe the benefits of using a trauma informed education style within the speech room. 3. Participants will be able to understand how exhibited behaviors can be due to trauma.

Rachel Archambault
4:30 pm - 5:30 pm

Session 2034
Unleash Your Inner Picasso: Using the “Arts” to Improve Communication

This presentation will review research that supports using the “arts” to improve communication skills in adults with communication disorders. Forms of artistic expression and participation will be detailed in sample clinical cases. Furthermore, specific examples of writing goals, developing activities, and implementing strategies when using the “arts” will be examined.

Learner Outcomes: 1. Discuss the benefits of using the “arts” to improve communication, socialization, and quality of life in adults living with communication disorders. 2. Describe the forms of artistic participation that contribute to the design of treatment plans when using the “arts” to improve communication skills in adults living with communication disorders. 3. Identify key elements that contribute to writing goals, planning activities, and implementing strategies when using the “arts” to improve communication skills in adults living with communication disorders.

Fred DiCarlo
4:30 pm - 5:30 pm

Session 2035
Let's Make a Rubric!

Are you needing a different way to collect session data during collaborative sessions? Have you considered using rubrics to collect your data? This session will explore the use of rubrics for streamlining data collection in the classroom during a collaborative session. We will explore how to create a rubric and how to use them in therapy.

Learner Outcomes: 1. Each participant will be able to describe how to use a rubric for data collection to parents, staff and administration. 2. Each participant will be able to explain the purpose of using a rubric for data collection. 3. Each participant will be able to create a rubric for data collection that meets the needs of the identified goal/objective for a student or a classroom-based activity.

Scott Archibald
5:00 pm - 6:00 pm
Session 2036

The Changing Image of Zika: A New Chapter

The Zika virus of today is not the same virus that was discovered in 1947. The virus mutated in the winter of 2012-2013 to become much more dangerous, especially for intra-uterine exposure. In the beginning, we focused on the microcephaly and believed that if a child was born Zika-negative (i.e., no infection), that child was free and clear of any future issues. We have learned that is not necessarily true. We have also learned that Zika has more than one mechanism of neural compromise. This presentation will discuss our current knowledge of the virus and what to be aware of for Zika-exposed babies in addition to Zika-infected babies.

Learner Outcomes:
1. Discuss two reasons conflict may occur between supervisor and supervisee, and how to manage such conflicts
2. Name two advantages of supervisor and supervisee self-analysis
3. Name two benefits of providing specific verbal and written feedback
4. Describe three questions a supervisor might ask to facilitate critical thinking skills in a supervisee.

Bob Fifer
5:00 pm - 7:00 pm

Session 2037

Growing Up With Autism

Edward, an adult with Autism, has received services since he was 3 years old. This session is a dynamic case study illustrating the evolving nature of ASD presented by the individual, discussing the course of treatment and the modifications necessary to facilitate communication and learning.

Learner Outcomes:
1. Identify the essential elements necessary for an effective treatment program for ASD and discuss the different needs an individual with ASD as they mature to adulthood.
2. Analyze treatments programs used as to their effectiveness and appropriateness for the client
3. Develop a course of treatment that addresses the ever changing nature of autism.

Jennifer Ushka
Edward Collier
5:30 pm - 7:00 pm

Session 2038

Improving Pulmonary Clearance to Prevent the Development of Aspiration Pneumonia

The development of aspiration pneumonia is a complex process, in which normal mechanisms of airway clearance play a crucial role. Implications of impaired pulmonary clearance mechanisms in patients with dysphagia will be discussed, as well as treatment programs beyond swallow rehabilitation.

Learner Outcomes:
1. Describe 3 normal processes implicated in airway clearance.
2. Explain the impact of impairment of these mechanisms in the development of lung infection.
3. Describe 3 interventions to improve pulmonary clearance in patients with dysphagia, in order to prevent pulmonary complications associated with aspiration.

Isabel Ramati
5:30 pm - 7:00 pm

Session 2039

New World = No More Dirty Mouths

Oral care is an important, but often neglected, aspect of patient care impacting outcomes across healthcare settings. This presentation
will highlight the current evidence base demonstrating the impact of implanting an oral care protocol. The attendee will gain an in-depth understanding of the steps necessary to advocate for and to implement an oral care program in any setting.

Learner Outcomes: The attendee will:
1. Identify types of pneumonia and how the 3 pillars of aspiration correlate to aspiration
2. Define the importance of oral care and how it relates to health care
3. List appropriate tools necessary to complete oral care
4. Describe the steps to complete an oral care program within your health setting.

*Margaret Donaker*

5:30 pm - 7:00 pm

**Session 2040**

**School-based SLPs’ Working Conditions in Florida Compared to the Nation**

A critical shortage of school-based speech-language pathologist persists across many school districts in the U.S. This study aims to update the literature with current information regarding the working conditions and stress levels of school-based SLPs. Working conditions of Florida SLPs are compared to the rest of the United States. Learner Outcomes: 1. Recognize the average working condition of a school-based SLP across the United States
2. Determine the factors related to occupational stress and 3. Discuss differences in work-related factors between Florida SLPs and SLPs from other states.

*Leesa Marante*

*Shannon Hall-Mills*

6:00 pm - 7:00 pm
Session 3001

Thinking About Autism in a Different Context

For years, SLPs, educators and families have expressed that individuals with ASD are "wired differently". While the latest research has identified neurological differences, both structural and functional, are the interventions developed achieving the outcomes desired? By enhancing Context Sensitivity and improving Interoception, treatments can be expanded to include objective independent functioning criteria as well as subjective quality of life criteria.

Learner Outcomes: 1. Describe the neurologic structural and functional differences in individuals with ASD. 2. Discuss Context Sensitivity, how it improves prediction and develop more effective strategies for treatment. 3. Define Interoception and how this sense impacts self-regulation skills.

Jennifer Ushka
8:00 am - 9:30 am

Session 3002

The Syndrome Complex: Identification and Intervention

Syndromes have clinical features that are often overlooked in observations of young children. A systematic approach for observations is critical in in assisting a collaborative team to assist in diagnosis and intervention. This presentation will highlight a useful observation format, characteristics of various syndromes, intervention strategies and ideas, and case studies.

Learning Objectives: At the conclusion of this presentation, participants will be able to:
1. Name characteristics of 3 of the syndromes presented. 2. Describe 3 intervention strategies presented. 3. Describe components of the observation format.

Ruth Stonestreet
8:00 am - 10:00 am

Session 3003

A Live, Hands-On Demonstration of 20 Stuttering Treatment Techniques

Are you ever afraid to treat stuttering? Come see a live demonstration of 20 stuttering treatment techniques for preschoolers all the way through adults. Then get hands-on time to practice them yourself so you can leave confident you can treat stuttering like a pro.

Learner Outcomes: After completing this activity, participants will be able to:
1. Demonstrate four indirect and direct stuttering treatment techniques for preschool children who stutter. 2. Demonstrate at least six stuttering modification techniques for school age children who stutter. 3. Demonstrate at least five fluency shaping techniques for adolescents and adults who stutter.
**Session 3004**

**Leaving Your Business is Inevitable**

Every private practice owner leaves her business at some point, either voluntarily or otherwise. Most private practice owners are so busy have not planned for the inevitable exit from their practices. This presentation will teach a seven-step process to enable private practice owners to leave on their terms.

Learner Outcomes: 1. Identify an exit strategy for leaving their practice when they want, to the successor they choose, for the amount of money they desire 2. Explain the 9 value drives that will maximize the transferable value of the private practice 3. Discuss the 8 ways a private practice owner can leave his or her business.

**Craig Goldslager**  
8:00 am - 10:00 am

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**Session 3005**

**Surviving and Thriving in the Therapy World**

During this session the most likely workplaces for SLP’s will be examined. Hospitals, schools, private practice, nursing homes and home health sites will be explored with the focus being on what an SLP should know and do to be successful. Current practitioners will begin by providing a 2-minute overview of success factors for SLP’s in their respective locations. The next round will feature each expert providing a 2 minute behind the scenes glimpse at what a typical day in that setting looks like. The third round provides participants the opportunity to sit in a small group with each presenter and rotate through until each group has met with each presenter. This is your time to ask the burning questions. To conclude the session, the moderator will review the learning objectives and highlight key aspects from the session.

Learner Outcomes: 1. Recognize three success factors associated with each of the workplaces discussed 2. Describe the key roles and responsibilities of an SLP in each setting. 3. Identify at least 3 potential advantages and disadvantages of practicing in each location for you personally.

**Joe Barimo**  
**Lisa Garrett**  
**Rachel Williams**  
8:00 am - 10:00 am

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**Session 3006**

**Voice Grand Rounds: All Star Edition**

Interesting voice cases will be presented starting with patient symptoms, history, and evaluation. Evaluation will include perceptual analysis, acoustic and aerodynamic assessment, and videostroboscopy. There will be a discussion of treatment and follow up will be presented. Additionally, there will be a panel discussion with audience participation for each case.

Learner Outcomes: Participate will be able to: 1. Discuss the current evaluation methods for voice disorders, 2. Discuss current methods for treating individuals with voice disorders, 3. Discuss possible treatment options and evaluation strategies with presenters and other attendees within the context of evidence based practice.

**Michelle Bretl**  
**Cara Bryan**  
**Austin Collum**  
**Jennylee Diaz**
The purpose of this seminar is to discuss theoretical and clinical considerations for how to choose targets for children with speech sound disorders. Not all speech sounds are created equal, thus SLPs must be equipped to differentially determine which targets will be most appropriate for individual children. Once targets are selected, the presenters will go into detail to offer ideas for how to elicit some of the more challenging speech sounds. Case examples, using videos, will be reviewed to help explain and describe helpful elicitation strategies.

Learning Objectives: 1. Identify one new approach to selecting targets that have not previously been used in practice. 2. Describe at least two new elicitation techniques for target phonemes. 3. Discuss how these target selection and elicitation approaches expand your repertoire of tools to use in speech sound treatment sessions.

Amy Graham
Kelly Farquharson
10:00 am - 12:00 pm

Session 3009

Exploring the CASLLS: Assessments, Goals, and Therapy

This presentation will give an overview of the Cottage Acquisition Scales for Listening, Language and Speech (CASLLS), introduce the new Reading CASLLS, and discuss how to incorporate CASLLS goals along with your formal goals in speech and language therapy sessions. Resources and activities will be reviewed.

Learner Outcomes: 1. State the purpose/use of the Cottage Acquisition Scales for Listening, Language and Speech (CASLLS), including the new Reading CASLLS. 2. Formulate a list of therapy activities, embedding CASLLS structures and Listening and Spoken
Language strategies. 3. Explore methods to involve the parent/caregiver and carry-over of CASLLS targets into the home.

Taylor May
Meganne Muir
10:00 am - 12:00 pm

Session 3010

New World for Standardized Care in the Fluoroscopy Suite

The purpose of this course is to improve awareness of standardized protocols used for videofluoroscopic swallow studies (VFSS), related interdisciplinary knowledge, and challenges SLPs and radiologists face interprofessionally. This session will increase the participant’s knowledge of SLP contributions to radiological research and the collaboration needed for optimizing instrumental swallowing assessments.

Learner Outcomes: 1. Understand the major need for Videofluoroscopic Swallow Study (VFSS) and the esophageal sweep 2. Become aware of current standardized methods used with VFSSs 3. Learn how ALARA is structured between standardized protocols for Videofluoroscopic Swallow Studies 4. Be aware of the future directions of VFSS and interdisciplinary relationships between the radiology department and the SLP.

Margaret Donaker
Lauren Hermann
10:00 am - 12:00 pm

Session 3011

Developing and Polishing Your Therapy World Survival and Success Tools

During this session resumes will be reviewed; mock interviews will be conducted, and career paths will be explored for the most likely workplaces for SLP’s. Hospitals, schools, private practice, nursing homes and home health sites will be featured with the focus being on what an SLP should know and do to be successful; whether someone is new to the field or is exploring options. Knowledgeable practitioners will be stationed to provide the following: 1. A critique of your resume with suggestions for maximizing your skills. 2. Various interviewing scenarios, typical questions and optimum responses. 3. Coaching to help you along your career path.

Learner Outcomes: 1. Recognize skills potential employers are looking for 2. Identify the various types of interview models and information employers are trying to acquire 3. Discover benefits of having a career coaching session.

Joe Barimo
Stephanie Schwartz
Lisa Garrett
Rachel Williams
10:00 am - 12:00 pm

Session 3012

Starting Advocacy Efforts Through Union, State, And Federal Levels

SLPs are being inundated with expanded duties, increased caseloads, substandard working facilities and increasing paperwork without any advocacy for change. Only by advocating for changes that directly impact quality of services and ensure best professional practices are the norm at the highest level possible will change occur.

Learner Outcomes: After completing this activity, participants will 1. Define union support that enhances school based SLP job responsibilities and work conditions 2. Describe the different levels of advocacy.
3. Explain components of successful advocacy activities and how to instigate these activities.

Marian Lowther
Nicole Shaffer
10:30 am - 12:00 pm

**Session 3013**

**Asperger Syndrome and Violence: Is There a Link?**

Horrific shootings are reportedly perpetrated by individuals having Asperger syndrome/high functioning autism spectrum disorder (AS/hfASD) leading one to question if a link between violent behavior and AS/hfASD is possible. This presentation will discuss the latest findings and the role speech-language pathologists can have in reducing the chance of a reoccurrence.

Learner Outcomes: 1. Describe the common psychiatric features found in violent offenders
2. Differentiate AS/hfASD from psychopathology
3. Define the role speech-language pathologists can have in reducing the chance of a reoccurrence.

Timothy Kowalski
11:00 am - 12:00 pm

**Session 3014**

**Effects of a Sensory Diet on Attention and Participation in Children With Autism**

The presentation will take research learned during an applied dissertation and provide learners knowledge regarding sensory, sensory diets and sensory-based interventions. Often the need for classroom-based sensory interventions are not always considered, especially with the high number of students diagnosed with ASD or SPD. Often sensory intervention may not be considered educationally relevant. With the proper training and materials, as well as the guidance of the school-based occupational therapist, teachers, other therapists, classroom assistants, parents, and school-based staff might be able to utilize sensory-based activities like sensory diets to increase participation, positive behaviors, and attention.

Learner Outcomes: 1. Describe the 7 senses. 2. Explain the impact of the senses on expressive and receptive language. 3. Discuss various sensory strategies that can easily be implemented in the classroom or therapy.

Leighanne Smith-Mrkaja
1:30 pm - 2:30 pm

**Session 3015**

**Dysphagic Symptoms in Patients with Chagas Disease, Assessed by FEES**

Dysphagia is a symptom of Chagas Disease (CD). This disease affects millions of people throughout countries like Brazil. This study is one of the first to examine and describe oral and pharyngeal dysphagic symptoms in adults residing in Brazil with a diagnosis of CD using fiberoptic endoscopic evaluation of swallowing.

Learner Outcomes: 1. Discuss the etiology of Chagas Disease and how it relates to dysphagia, as per available research. 2. Describe the possible oral and pharyngeal dysphagic symptoms associated with Chagas Disease. 3. Identify how fiberoptic endoscopic evaluation of swallowing can be used with populations that present with Chagas Disease.

Fred DiCarlo
Barbara O’Connor Wells
David Ross
1:30 pm - 2:30 pm

**Session 3016**

**The (Breathe) Ins and Outs of Paradoxical Vocal Fold Motion**
PVFM...VCD...laryngospasm...there are too many acronyms and synonyms! Attend this session for a better understanding of the process of diagnosis and treatment for paradoxical vocal fold motion. Learn about common misdiagnoses and comorbidities that accompany PVFM. This interactive session will provide the opportunity to trial respiratory retraining exercises and work through case studies.

Learner Outcomes: Participants will be able to:
1. Describe various presenting symptoms and complaints that may indicate paradoxical vocal fold motion. 2. Explain possible respiratory retraining exercises and strategies to manage PVFM symptoms. 3. Analyze a basic PVFM case study and outline the diagnostic process and treatment approaches for the patient.

Michelle Bretl
Adam Lloyd
Jennylee Diaz
1:30 pm - 3:00 pm

Session 3017

Florida Medicaid: Charting Your Course in the New World

Medicaid laws, regulations, and oversight require speech-language pathologists and audiologists to understand the current rules and make informed decisions. Medicaid is unique because it is a federal-state partnership. The federal government provides general guidance, but the program is administered by the state. Florida's Medicaid program, practice challenges and advocacy issues will be discussed.

Learner Outcomes: 1. Outline the structure of the Medicaid system and its processes. 2. Identify the concerns and challenges that Florida Medicaid therapy providers currently face in professional practice. 3. Make an action plan to support advocacy efforts addressing professional issues in our state.

Felice Abby
Charlene Westman
1:30 pm - 3:30 pm

Session 3018

High-Yield Strategies to Support Student Success

Speech-language pathologists and teachers play a critical role in supporting rigorous classroom instruction for students with communication disorders, language disorders, and literacy disorders including dyslexia. Learn why rigor is so critical to the development of language and literacy skills, as well as high-yield strategies to assist in targeting the linguistic underpinnings of literacy to support the needs of students with language and literacy disorders. Included will be discussion of instructional strategies such as using summarizing and note taking, reinforcing effort, cooperative learning, and the use of higher-order questions and advance organizers.

Learner Outcomes: 1. Participants will identify strategies to support UDL for students with literacy disorders. 2. Participants will identify what rigor is. 3. Participants will be able to determine high-yield strategies that will effectively improve student success.

Lyndsey Zurawski
1:30 pm - 3:30 pm

Session 3019

Interprofessional Practice (IPP): A Collaborative Practice Model

This course presents five core competencies that are essential in facilitating interprofessional practice at the work site. Presenter(s) will describe the competencies and strategies that will promote knowledge, skills, values, attitudes towards working collaboratively with other
professionals as a means to provide quality in health care that is patient centered.

Learner Outcomes: 1. Describe the difference between Interprofessional Education and Interprofessional Practice. 2. Describe the roles and responsibilities of the Interprofessional team members, 3. Identify techniques that promote effective Interprofessional practice.

Mariateresa Muñoz
1:30 pm - 3:30 pm

Session 3020

Sleep on it: Envisioning SLPs as Advocates for Sleep Health

Sleep should be a critical area of screening for SLPs because of the relationship between sleep disordered breathing, cognition, stroke, facial musculature and oral postures. This presentation discusses these relationships, and the SLPs role in diagnosing and treating sleep-disordered breathing. A team approach, screening, and treatment considerations will be discussed.

Learner Outcomes: 1. Describe the relationship between sleep health and disordered breathing. 2. Define the SLP’s role in diagnosis and treatment of sleep-disordered breathing 3. List 3 signs of sleep-disordered breathing.

Melissa Edrich
Barbara Zucker
3:00 pm - 4:00 pm

Session 3021

Envisioning Yourself as an Effective Supervisor

This presentation will focus on tools and strategies to improve clinical supervision skills for SLPs and AUDs who are new to supervision and those looking for efficient ways in which to facilitate growth and critical thinking throughout a busy work day. This course will include a review of the literature on the topic of supervision, strategies to improve the supervisee and supervisor relationship in a variety of challenging situations, and will focus on specific areas such as communication, conflict, providing feedback, encouraging critical thinking, and self-analysis.

Learner Outcomes: 1. Discuss two reasons conflict may occur between supervisor and supervisee, and how to manage such conflicts. 2. Name two advantages of supervisor and supervisee self-analysis. 3. Name two benefits of providing specific verbal and written feedback. 4. Describe three questions a supervisor might ask to facilitate critical thinking skills in a supervisee.

Michelle Romero
Gabriela Moffatt
2:30 pm - 3:30 pm

Session 3022

Neonatal and Infant Fiberoptic Endoscopic Evaluation of Swallowing (FEES): Thinking Outside the Box

This presentation will review the role and reliability of FEES in the neonatal and infant population. Additionally, the safety of FEES in the neonatal and infant population will be explored. Lastly, the current best practices with FEES in neonatal and infant population will be addressed.

Learner Outcomes: 1. Participants will describe role of infant FEES in the NICU and PCVICU. 2. Participants will review common perceptions and myths about infants FEES. 3. Participants will explain steps to providing education/training for healthcare professionals in the NICU and PCVICU.

Raquel Garcia
3:00 pm - 4:00 pm
**Session 3023**

**The Overlap Between Speech Sound Disorders and Dyslexia**

This workshop will discuss the role of phonological representations as they relate to the development of literacy skills for children with phonological disorders. For this purpose, phonological disorders encompasses both speech sound disorders and dyslexia. Discussion will include a review of relevant theories and application to clinical practice. Implications for assessment and intervention are included. Participants are encouraged to engage in discussions with the presenter and fellow audience members.

Learning Objectives: 1. Identify the role of phonological representations. 2. Discuss the risk factors and outcomes for children with persistent or remediated speech sound disorders as well as those with dyslexia. 3. Discuss the SLPs role in facilitating literacy skills for children with speech sound disorder and those with dyslexia.

*Kelly Farquharson*

3:30 pm - 4:30 pm

**Session 3024**

**Technology and You: How to Use Technology in the Speech Room**

Looking for a way to include technology into your sessions? Are you looking for a way to make your sessions more interactive and engaging with your students/clients? Come and learn about using technology in the speech room. We will explore different options and types of activities that you can start using today.

Learner Outcomes: Each participant will be able to 1. Describe the purpose of using technology in the speech room to parents, teachers and administration. 2. Discuss the options of technology for the speech room. 3. Implement technology in the speech room to make sessions more interactive and engaging.

*Scott Archibald*

3:30 pm - 4:30 pm

**Session 3025**

**SLPs Become Quiet: Meditation and Mindfulness in SLP**

The purpose of this presentation is three-fold: (1) to describe meditation and mindfulness; (2) to discuss the benefits of practicing mindfulness; and (3) to share how mindfulness techniques are used by SLPs in multiple settings and with a variety of clients.

Learner Outcomes: 1. Define mindfulness. 2. Explain the benefits of mindfulness. 3. Describe how SLPs are using mindfulness strategies as a part of the therapeutic process.

*Jean Mead*

3:30 pm - 4:30 pm

**Angela Medina**

**Session 3026**

**Guiding Parents Through the Early Years of Speech and Language**

This presentation demonstrates how to partner with parents, even parents whose language skills are not considered Standard English, for children’s speech and language development in a comprehensive but easy to understand way. Handouts will include an extensive categorized list of daily activities for parents to encourage language skills and literacy.

Learner Outcomes: After completing this activity, participants will be able to 1. Educate parents about how to observe language milestones and to focus on their child’s specific linguistic needs for the development of
communication skills and literacy. 2. Develop strategies for partnering with parents of various levels of knowledge and linguistic skills to ensure the development of phonological, morphological, syntactic, semantic and pragmatic skills from birth through kindergarten. 3. Explain and demonstrate to parents (with hundreds of parent/child activities) how all aspects of their children’s language development support the development of reading, writing, spelling, math, and social skills.

Tara Tuck
3:30 pm - 5:00 pm

Session 3027

Working with Adolescents: Collaboration, Connection, and Consistency

This presentation aims to discuss the importance of making connections with school teams, staff and students for the success of collaborative efforts. Strategies to increase consistency and collaboration are provided. Some challenges SLPs in the middle school setting might face with collaboration, connection and consistency are also discussed. Learner Outcomes: After completing this activity, participants will be able to: 1. Discuss the importance of connection, collaboration and consistency with their students, administration and faculty/staff at the middle school level. 2. Apply classroom-based services to their current and future caseloads. 3. Identify special considerations and challenges for working with adolescents and their teachers.

Lessa Marante
4:00 pm - 5:00 pm

Session 3028

Name That Diagnosis

This interactive presentation is in the form of a grand rounds. Information on a case will be presented from referral information to diagnosis and intervention. Participants will have opportunities to decide the diagnosis and proceed to suggest evaluation and intervention plans. The results from the case will be given and the reasons for the plans chosen.
Learning Objectives: At the conclusion of the session, participants will be able to: 1. Name the correct diagnosis based on information given. 2. Decide on current evaluation plans for the case given. 3. Plan intervention for the specific diagnosis.

Ruth Stonestreet
4:00 pm - 6:00 pm

Session 3029

Practical Ideas for Using Books in Therapy

Speech-language pathologists have a unique opportunity to incorporate books into therapy sessions while targeting speech and language goals. This session will explore research behind incorporating literacy in therapy, practical ideas for using books in therapy with mixed groups, new technology avenues for remote learning and teletherapy, techniques for data collection, and interactive time to plan extension activities for a book that will encourage active engagement, motivation, and improvement with speech and language skills.
Learner Outcomes: 1. Cite supporting research for including literacy in speech and language therapy sessions. 2. List steps for incorporating books and extension activities into therapy sessions, including data collection. 3. List and describe at least 3 practical therapy activities for literacy-based therapy.
Session 3030
Managing Unintentional Weight Loss in Elderly with Dementia

A retrospective and prospective analysis of the SLP’s role about unintentional weight loss upon elderly with different types of dementia.
Learner Outcomes: 1. Describe different causes of unintentional weight loss in elderly with dementia. 2. Identify possible causes of unintentional weight loss in elderly with dementia, besides dysphagia. 3. Develop an interdisciplinary plan to address unintentional weight loss in elderly with dementia.
Iris B. Manosa
4:30 pm - 6:00 pm

Session 3031
SLP.D. Or Ph.D.: What is the Difference?

There has been an increase in the awareness of the doctoral student shortage. Many efforts have been implemented to encourage students to enroll in doctoral studies. This presentation provides an overview of the differences between a research doctorate (Ph.D.) and clinical doctorate (SLP.D.). This presentation will discuss the growing number of SLP.D. programs across the country.
Learner Outcomes: Participants will:
1. State the differences between the research degree (Ph.D.) versus the clinical doctoral degree (SLP.D.). 2. Identify 3 strengths of a professional clinical doctoral program.
3. Discuss the difference in curriculum and delivery format of the university programs that offer the clinical doctoral degree.
Joe Barimo
7:00 pm - 9:00 pm
Session 4001


Parent training is an important element to helping children develop or improve social skills. This workshop will introduce educators to a curriculum to help provide parent training, and to create a bridge between social skills groups and home. Caroline Maguire, M.Ed., PCC, will demonstrate the coaching process for participants based on her groundbreaking book Why Will No One Play With Me?

Learner Outcomes: 1. Describe a curriculum for parent training. 2. Explain why some learners struggle with social skills and how weak executive function often leads to social challenges. 3. Identify how to engage parents in the social skills coaching process and create a collaborative dialogue between teacher and parent about the child’s social dilemmas and how to resolve them.

Caroline Maguire
8:00 am - 9:30 am

Session 4002

Practical Tips for Incorporating Dramatic Play in Speech Therapy Sessions

Speech-language pathologists have a unique opportunity to incorporate dramatic play into therapy sessions while targeting speech and language goals. This session will explore research behind the importance of play, practical ideas for incorporating dramatic play into therapy, and techniques for data collection that will encourage active engagement, motivation, and increased functional language skills.

Learner Outcomes: 1. Cite supporting research in incorporating dramatic play into their therapy sessions 2. List steps for practically incorporating dramatic play into therapy sessions, including data collection 3. List and describe at least 3 practical therapy activities for dramatic play.

Whitney Smith
8:00 am - 9:30 am

Session 4003

Ethical Dilemmas in Audiology & Speech-Language Pathology: It's Complicated!

The topic of ethics is a pervasive and sometimes challenging one, applicable to all professionals, practice settings, and types of clients. Many ethical situations are complex with multiple factors and considerations that must be weighed to reach the best possible outcome. Applicable components of the Florida Board of Speech-Language Pathology and Audiology Rules and the American Speech-Language-Hearing Association Code of Ethics will be highlighted, and a decision-making model will be delineated which can be applied as practice issues are encountered. Ethical issues and
applicable principles specific to health care, private practice, university, and school-based settings, in addition to ethical use of social media, supervision, and several other areas of practice will be discussed. Scenarios depicting potential ethical violations and dilemmas will be analyzed and deliberated by participants. Learner Outcomes: 1. Delineate components of an ethical decision-making model, 2. Analyze scenarios that constitute potential ethical violations and dilemmas, 3. Implement the ASHA Code of Ethics as well as state regulations in the practice of audiology and speech-language pathology.

Theresa Rodgers
8:00 am - 10:00 am

Session 4004

A New Decade in Dysphagia Management: Transform your Mindset

As we enter a new decade, it is time for speech pathologists to transform our framework for dysphagia management. Using a growth mindset approach, this presentation will help SLPs embrace critical thinking from initial evaluation through treatment planning and discharge while including patient rights all the way through the process. Learner Outcomes: 1. Explain growth vs fixed mindset and how this can impact a speech pathologist practicing in dysphagia. 2. List 3 current hot button topics in dysphagia management that require critical thinking. 3. Describe how the SLP can empower patients to make decisions while following evidence based practice guidelines.

Cheryl Lopez
9:30 am - 11:00 am

Session 4005

Medical Errors

This satisfies the required two hour course on the prevention of medical errors required by Florida for audiologists and speech-language pathologists. The Florida law is presented and methods to reduce and prevent errors are reviewed. Also discussed, are common misdiagnosed conditions that contribute to medical errors. Learner Outcomes: 1. Define “Medical Error” 2. List the injuries resulting from an adverse event that must be reported to the Florida Agency for Health Care Administration (ACHA) 3. Describe interventions that may prevent common medical errors.

Timothy Kowalski
10:00 am - 12:00 pm

Session 4006

Clinical Supervision: Foundations and Relationships

The purpose of this study was to investigate whether graduate students preferred soft skills over technical skills during their upper level clinical rotations. Data were analyzed using descriptive measures and results will be presented. Participants included 43 second-year Speech-Language Pathology graduate students at Florida International University. Learner Outcomes: 1. Explain the 2020 ASHA standards for Clinical Supervision. 2. Describe the components of communication and their impact on student-clinical educator relationships. 3. Identify key knowledge and skills required to be an effective clinical instructor.

Jean Mead
Joseph Zelenke lll
10:00 am - 12:00 pm
Communication disorders professionals can benefit from learning about how clear communication can lead to optimal care for persons with low health literacy. This seminar will present evidence-based communication skills that should routinely be used in clinical settings and will allow practice of these skills in group exercises.

Learner Outcomes: After completing this activity, participants will be able to: 1. Define health literacy. 2. Describe signs of low health literacy. 3. List a core set of clear communication skills for interacting with persons with low health literacy.

Richard Zraick
Ann Miller
11:00 am - 12:30 pm
Abby, Felice
Felice P. Abby, M.S., CCC-SLP is the director of Stars Center for Speech Therapy & Related Services LLC, in Miami, FL—a partnership of independent SLP therapy companies that oversees administrative, business and professional practice coordination for their group of thirty-plus therapists. Felice is a graduate of Florida International University’s Master’s Program in Speech Language Pathology. She has over fifteen years of therapy service provision, systems and management experience with the Florida Medicaid program. Since 2014, Felice has been actively working, at the statewide level, to advance advocacy efforts regarding Medicaid and insurance reimbursement issues that impact Florida pediatric therapists. From 2016-20, she served as a co-chair of FLASHA’s Medicaid & Reimbursement Task Force. Currently, Felice is FLASHA VP for Governmental Education and a member of the FLASHA Executive Board. She also continues to be a member of the Florida Alliance for Pediatric Therapies, and is the ASHA STARs representative for Florida.
Disclosure: Financial: Convention registration fee waived as a FLASHA Board Member (VP Governmental Education). Non-financial: FLASHA Executive Board member as VP for Governmental Education; former Co-Chair FLASHA Medicaid Committee; ASHA STARs Representative; Alliance for Pediatric Therapies member.

Alfano, Alliote
Alliote Rodriguez Alfano, Ph.D., CCC-SLP, LSLS Cert. AVT, is a bilingual speech-language pathologist and assistant professor in the CSD Department at Florida International University. She also provides Auditory-Verbal Therapy (AVT) to families who have children with hearing loss in English and Spanish at The Alfano Center in Miami.

Archambault, Rachel
Rachel Archambault, M.A., CCC-SLP, received her bachelor and master's degrees in Communication Sciences and Disorders from the University of Central Florida. She currently works at Marjory Stoneman Douglas High School and Professional Speech Associates, providing services for children from birth-22. She especially enjoys working with fluency disorders and articulation remediation. Rachel is an active member of the American Speech-Language Hearing Association (ASHA) and this is her second year attending FLASHA.
Disclosure: No relevant financial or non-financial relationships to disclose.

Abrahantes, Rosibel
Rosibel Abrahantes, B.S, SLPA, is a graduate student in the Speech and Language Pathology Masters program at Albizu University. She received her Bachelor’s degree in Psychology from Florida International University. Her experience includes working with children in a school setting.
Disclosure: No relevant financial or non-financial relationships to disclose.
Archibald, Scott
Scott Archibald, M.S., CCC-SLP, is a graduate from Nova Southeastern University with a Master of Science in Speech Language Pathology. He currently works in an elementary school in San Antonio, Texas. Prior to completing his graduate degree, he worked as a licensed Speech Language Pathology Assistant for 6 years in various settings (school, home health and clinic based). He has creatively utilized various technology resources in therapeutic practices with diverse populations. He continuously researches the latest technological advances in the field of Speech Language Pathology. He has presented on various topics independently, company sponsored and at state conventions. He is a volunteer board member for the San Antonio Speech Hearing and Language Association (SASHLA).
Disclosure: No relevant financial or non-financial relationships to disclose.

Bello, Elizabeth
Elizabeth Bello, B.S., SLPA, is a graduate student clinician pursuing a Master of Science in Speech Language Pathology at Carlos Albizu University. She is a licensed Bilingual Speech-Language Pathology Assistant with majority of her experience in pediatrics. She received her Bachelor’s of Science from the University of Central Florida.
Disclosure: No relevant financial or non-financial relationships to disclose.

Binger, Cathy
Cathy Binger, Ph.D., CCC-SLP, is an Associate Professor in the Speech and Hearing Sciences Department at the University of New Mexico. She has published multiple research articles and books, in addition to two book chapters, pertaining to supporting early language development for young children who require AAC.
Disclosure: Financial: This work was supported by a grant from the National Institutes of Health (National Institute on Deafness and Other Communication Disorders). Word by Word: Building Sentences with Preschoolers Who Use AAC. Award No. R01DC016321 (PI: C. Binger & MPI: J. Kent-Walsh). Non-Financial: No relevant non-financial relationships to disclose.

Bohner, Paige
Paige Bohner, B.S., is a graduate student clinician in the Communication Sciences and Disorders Program at Florida International University.
Disclosure: No financial or non-financial interests to disclose.
Bretl, Michelle
Michelle Bretl, B.M., M.S., CCC-SLP, is a Speech Pathologist and Voice Specialist in the department of Otolaryngology at the University of Miami. She specializes in evaluation and treatment of voice and upper airway disorders and singing voice rehabilitation. Her research interests include the acoustics and biomechanics of voice production and vocal pedagogy.
Disclosure: Financial: Michelle is an employee of the University of Miami.
Non-Financial: No other relevant non-financial information to disclose.

Bryan, Cara
Cara Bryan, M.A., CCC-SLP, is a speech-language pathologist, voice and singing specialist at South Tampa Voice Therapy, where she is the founder. Her special interests include care of the performing voice, vocal rehabilitation of professional voice users, progressive neurological diseases, vocal cord dysfunction, and chronic cough.
Disclosure: No relevant financial or non-financial relationships to disclose.

Cabrera-Jarquin, Ana
Ana Cabrera-Jarquin B.H.S., is a first-year graduate student enrolled in the Department of Communication Sciences and Disorders in the Nicole Wertheim College of Nursing and Health Sciences at Florida International University.
Disclosure: No relevant financial or non-financial relationships to disclose.

Campbell, Deborah
Disclosure: No relevant financial or non-financial relationships to disclose.

Capeci, Wyndi L.
Wyndi L. Capeci, M.S. CCC-SLP, is a Clinical Assistant Professor at Jacksonville University in the Communication Sciences and Disorders department. She has a passion for service learning and clinical supervision. Also a special education teacher, Wyndi is working on her doctorate in Counseling and Traumatology.
Disclosure: Financial: Convention registration fee waived as a FLASHA Board Member (VP Educational Services). Non-Financial: No relevant non-financial relationships to disclose.

Carr, Marisa
Marisa Carr, B.S., is a first-year graduate student at Jacksonville University studying speech language pathology. In addition to working on her master's degree she has also earned her B.S in Communication Sciences and Disorders from Elmira College. Marisa is currently Vice President of Jacksonville Universities NSSLHA Chapter and works for the Duval County Public School District as an SLP-A. She is co-chair of the school culture committee as well as part of the daring leadership team at Highlands Elementary School. Her current interests include school age language disorders and working with the Autism population.
Disclosure: No relevant financial or non-financial relationships to disclose.

Cisternas, Catalina
Catalina Cisternas, B.A., is a first-year graduate student enrolled in the Department of Communication Sciences and Disorders in the Nicole Wertheim College of Nursing and Health Sciences at Florida International University.
Disclosure: No financial or non-financial interests to disclose.
Collier, Edward
Edward Collier is graduate from Vanguard school and is presently attending South Florida State College pursuing an AS degree in Engineering Technology. He is an avid gamer and is a member of several clubs and activities.
Disclosure: No relevant financial or non-financial relationships to disclose.

Collum, Austin
Austin Collum, M.A.,CCC-SLP, is a voice pathologist and singing voice specialist at the Center for Voice Care and Swallowing Disorders, a division of the Ear, Nose, Throat, and Plastic Surgery Associates, in Orlando, Florida. Austin specializes in the treatment and evaluation of various voice disorders, aging voice, and singing voice rehabilitation.
Disclosure: No relevant financial or non-financial relationships to disclose.

Cruce, Victoria
Victoria K. Cruce, M.S., CCC-SLP, is the National Director of Clinical Services for Halcyon Rehabilitation. She is an ASHA-certified and Florida-licensed, and enjoys providing clinical education, documentation auditing, continuing education, program development, and quality assurance training for PTs, OTs, and SLPs. Tori assists with clinical development and mentorship of Clinical Services staff, Rehab Directors and clinicians in order to improve clinical service delivery and program presence at the facility level for SNFs, Rehab Agencies, and Home Health.
Disclosure: No relevant financial or non-financial relationships to disclose.

Czapla, Savannah
Savannah M. Czapla, B.A., is a graduate student clinician at Jacksonville University enrolled in the Speech Language Pathology Master’s Program. She earned a B.A. in Communication and Science Disorders at the University of South Florida. Savannah developed an interest in children with Autism Spectrum Disorder and the development of pragmatic language use, when her son obtained an ASD diagnosis. She has an additional interest in the quality of life in people with aphasia and adult communication disorders.
Disclosure: No relevant financial or non-financial relationships to disclose.

Davis, Jayla
Jayla Davis, B.S., is a first-year graduate student clinician at Jacksonville University studying communication sciences and disorders. Jayla has earned her Bachelor of Science in Education in speech-language pathology from the University of West Georgia. She serves as the 2020-2021 Florida student state officer for the National Student Speech-Language and Hearing Association. Jayla is currently the 2020-2021 President of Jacksonville University’s local NSSLHA chapter. She served as the 2019-2020 student representative for the Georgia Speech-Language and Hearing Association. She is a recipient of the Multicultural Achievement Program Academic Excellence Award. Her professional interests include adult language disorders and pediatric feeding and swallowing disorders. Her research interests are in the areas of cultural diversity including recruitment and retention of underrepresented students in the field of communication sciences and science disorders.
Disclosure: No relevant financial relationships to disclose. Non-financial: She serves as the 2020-2021 Florida student state officer for National NSSLHA. Jayla is currently the 2020-2021 President of Jacksonville University’s NSSLHA chapter.

Day, Nicole
Nicole Day, M.S. CCC-SLP, is a speech-language pathologist working in the inpatient rehabilitation setting in Tampa, Florida. She received a B.A and B.S. from the University of South Florida and M.S. from the University of the District of Columbia. Nicole completed foundational training in the Department of Otolaryngology/Head and Neck Cancer at the
Johns Hopkins Hospital in Baltimore, MD. Her clinical interests are in the evaluation and treatment of swallowing and neurogenic disorders in adults, as well as leadership and advocacy in the profession of Speech-Language Pathology. Nicole was recently recognized by ASHA with the Distinguished Early Career Professional Award and also holds an ACE Award. She is a graduate of ASHA's Leadership Development Program and an active member of SIGs 13 and 15. Nicole represents Florida as the State Advocate for Medicare Policy (StAMP) and Grassroots Envoy for ASHA. She is the founder of regional groups "Florida Med SLPs", "Rehab SLPs of Tampa Bay" and is the current Vice-President for Membership Services for FLASHA.

Disclosure: Financial: Registration waived as VP of Membership Services for FLASHA. Non-financial: No relevant non-financial relationships to disclose.

Diaz, Jennylee

Jennylee Diaz, M.S., CCC-SLP, is a bilingual speech-language pathologist/voice specialist specializing in the evaluation and treatment of voice, swallowing, and upper airway disorders in the Department of Otolaryngology at the University of Miami. Ms. Diaz received a Master of Science in Speech-Language Pathology at the Massachusetts General Hospital Institute of Health Professions. She completed her clinical fellowship specializing in voice disorders at the University of Wisconsin-Madison Hospital's Voice and Swallow Clinics.


DiCarlo, Frederick

Fred DiCarlo, Ed.D, CCC-SLP, has 22 years of experience in the area of adult neurogenic communication disorders having practiced in rehabilitation and academic settings. In 2017, DiCarlo was featured in the ASHA Leader, that focused on DiCarlo’s use of “Arts” therapy to improve the language skills of patients with communication disorders.

Disclosure: No relevant financial relationships to disclose. Non-financial: full time faculty at Nova Southeastern University

Diehl, Sylvia F

Sylvia Diehl, PhD., CCC-SLP, is currently the president of Knowledge Counts which is an online school for parents of children with autism. She is retired from the University of South Florida (USF) Department of Communication Sciences in Tampa, Florida. Dr. Diehl has supported children with ASD and their families for over thirty years and has a long history of clinical experience including public school settings, university settings, and clinical settings. She consults for school systems and conducts workshops locally, nationally, and internationally. She has authored numerous journal articles and book chapters along with continuous education courses for Medbridge Education and the American Speech Language and Hearing Association.

Disclosure: Financial: President of Knowledge Counts which will be briefly mentioned as part of parent involvement. Non-financial: No relevant non-financial relationship exists.

Diez, Danielle

Danielle Diez, SLPA, has completed her Certificate Courses in CSD and is currently working as a speech-language pathology assistant.

Disclosure: No relevant financial or non-financial relationships to disclose.

Donaker, Margaret

Margaret Donaker, M.S., CCC-SLP, is a medical SLP practicing since 2011. BS Ohio University Athens, Ohio and MS at Bowling Green State University Ohio. Licensed in Florida & Ohio. 5-time ASHA ACE award recipient, one of only two SLPs to be accepted as a member of the Radiologic Society of North America (RSNA), American Society of Radiologic Technologist
Disclosure: Financial: Employed by Sarasota Memorial Hospital and Doctors Hospital of Sarasota. Non-financial: Membership to the Radiologic Society of North America (RSNA) and membership to American Society of Radiologic Technologist (ASRT).

**Dunn, Emily**
Emily Dunn, M.S., CCC-SLP, is a speech-language pathologist at The Center for Voice Care and Swallowing Disorders at The Ear, Nose, Throat and Plastic Surgery Associates in Orlando, Florida. She specializes in the evaluation and treatment of voice disorders, rehabilitation of the singing voice, and chronic cough.
Disclosure: No relevant financial or non-financial relationships to disclose.

**Edrich, Melissa**
Melissa Edrich, Ed.D., CCC-SLP, is an assistant professor and clinical supervisor in the Department of Speech-Language Pathology at Nova Southeastern University. She is also the director for the B.S. program in SLCD. Melissa served as the FLASHA President in 2010 and just finished serving her second term as the Florida representative for the ASHA SLP Advisory Council. She is a graduate of ASHA’s Leadership Development Program and is the Coordinator for ASHA’s Special Interest Group in Administration and Supervision (SIG 11) Coordinating Committee.

**Evelyn, Seana**
Seana Evelyn, M.A., CCC-SLP, has been a speech-language pathologist for 22 years and is currently working as a project manager in the Speech and Hearing Sciences Department at the University of New Mexico and is working on her Ph.D. in Special Education. Her research interests include AAC, behavior, and language disorders in the preschool population.
Disclosure: Financial: Associate Instructor, University of Central Florida Associate Instructor, AAC Lab Research Grant Coordinator. This work is supported by a grant from the National Institutes of Health (National Institute on Deafness and Other Communication Disorders). Word by Word: Building Sentences with Preschoolers Who Use AAC. Award No. R01DC016321 (PI: C. Binger & MPI: J. Kent-Walsh). July 2017-June 2022. Non-financial: No relevant non-financial relationships to disclose.

**Farquharson, Kelly**
Kelly Farquharson, Ph.D., CCC-SLP, is an SLP, an associate professor, and director of the Children Literacy and Speech Sound Lab at Florida State University. Her research interests include school-aged children with phonological and language disorders, the effect of those disorders on the acquisition of literacy skills, and the cognitive, environmental, and academic factors that contribute to phonological and language disorders. Her work is published in the American Journal of Speech Language Pathology, the Journal of Speech Language and Hearing Research, Language, Speech and Hearing Services in Schools, Journal of Communication Disorders, and the International Journal of Speech Language Pathology, among others.
Disclosure: Financial: Travel expenses provided by FLASHA. Salary from FSU. Non-financial: No relevant non-financial relationships to disclose.

**Fernandez, Christina**
Christina Fernandez, B.S., Christina Fernandez is a first-year graduate student enrolled in the Department of Communication Sciences and Disorders in the Nicole Wertheim College of Nursing and Health Sciences at Florida International University.
Disclosure: No relevant financial or non-financial relationships to disclose.
Fifer, Robert
Robert Fifer, Ph.D., is the Director of Audiology and Speech-Language Pathology at the Mailman Center for Child Development. He has been conducting clinical research on children impacted by the Zika virus since 2016 and informally collaborates with colleagues in Brazil, Puerto Rico, and the U.S. Virgin Islands.

Fisher, Hélène
Hélène Fisher, SLP.D., CCC-SLP, is an associate professor and clinical supervisor at Nova Southeastern University. She trains SLP graduate students in the evaluation and treatment of pediatric through adult individuals with voice –resonance disorders. Disorders range from hyperfunctional voice disorders to medically complex, and communication and resonance disorders associated with cleft and craniofacial anomalies.
Disclosure: Financial: Associate Professor, Nova Southeastern University. Non financial: No relevant non financial relationships.

Garcia, Raquel
Raquel Garcia, SLP.D., CCC-SLP, BCS-S, CNT Doctor of Speech-Language Pathology, Board Certified Specialist in Swallowing and Swallowing Disorders, Neonatal Touch and Massage Therapy Certified, Certified Neonatal Therapist. Raquel Garcia is a trained craniofacial speech-language pathologist who is a core member of the Joe DiMaggio Children's Hospital Craniofacial team. She works in the acute care setting in the Neonatal Intensive Care Unit and Pediatric Cardiac Intensive Care Unit. She graduated with her M.S. in communication disorders from Nova Southeastern University. She received her clinical doctorate (SLP-D) at Northwestern University. Her clinical interests include velopharyngeal dysfunction, upper airway disorders, infant feeding, and neonatal care.
Disclosure: Financial: Registration waived as VP Communications. Non-financial: No relevant financial or non-financial relationships to disclose.

Garrett, Lisa
Lisa Garrett, M.S. CCC-SLP, received her Master's Degree in Speech-Language Pathology from the University of South Florida. She has worked for Hillsborough County Public Schools since 2006 at Citrus Park Elementary in Tampa, Florida. She provides diagnostic and therapeutic services for a variety of ESE students in pre-K through fifth grade. In addition, she works part-time for a private therapy company and provides monthly communication reports for 2 residential group homes. Previously, she was the Florida Association of Speech Language Pathologist and Audiologists (FLASHA), Immediate Past President (2017-2018), President (2016-2017), President-Elect/Treasurer (2015-2016), Vice President for Convention (2012-2015) and chair for the 2014 ASHA-FLASHA Pre-Convention and Convention Local Host Committee.
Disclosure: Financial: As a FLASHA past president, registration is waived. Non financial: No relevant non financial relationships.

Goldslager, Craig
Craig Goldslager, CExP & MBA, is married to speech pathology – literally. As the husband of a practicing SLP, Craig knows the practice and business landscape of Speech Pathology has changed significantly in the recent past. In 2019, he founded Utterly Financial to help SLP private practice owners become better educated, prepared, and organized for the financial implications of being a business owner.
Disclosure: No financial or non-financial interests to disclose.
Gollin, Katie
Katie Gollin, M.A., CCC-SLP, is a speech language pathologist with Encore Rehabilitation in Saint Petersburg, FL. She is an active member of ASHA Special Interest Group 13, a first time ASHA ACE Award recipient, and recently featured on Swallow Your Pride Podcast. Financial Disclosures: Employee of Encore Rehabilitation Services and Manatee Memorial Hospital. No Non-financial interests to disclose.

Gonzalez, Alexandra
Alexandra Gonzalez, B.S., is a second year graduate student in the Speech-Language Pathology program at Florida International University. Upon graduation she aspires to work with the pediatric and adult population. She received a B.S. degree in Exceptional Student Education at Miami Dade College. Disclosure: No relevant financial or non-financial relationships to disclose.

Gonzalez, Amber
Amber Gonzalez, B.A., is a first-year graduate student enrolled in the Department of Communication Sciences and Disorders in the Nicole Wertheim College of Nursing and Health Sciences at Florida International University. Disclosure: No financial or non-financial interests to disclose.

Graham, Amy
Amy Graham, M.A., CCC-SLP, received both her Bachelor’s and Masters’ degrees in Communicative Disorders from California State University, Fullerton and has been an SLP for over 20 years. She owns and operates a private practice, Graham Speech Therapy, in Colorado Springs that specializes in the assessment and treatment of children with speech sound disorders and is listed on the Apraxia Kids Directory of SLPs with expertise in Apraxia. She is committed to raising awareness about Childhood Apraxia of Speech and supporting and equipping SLPs to provide evidence-based therapy with practical tips for treatment through her social media accounts on Instagram and Facebook. Amy is the creator of the Graham Speech Therapy Oral-Facial Exam and the Bjorem Speech Sound Cues Deck for Lateralization and has been a guest on several SLP podcasts (Speechie Side Up, The SLP Now Podcast, SLPs Wine & Cheese) speaking on topics such as treating Childhood Apraxia of Speech, treating lateral lisps, administering oral-mech exams, and running a private practice. Disclosure: Financial: The speaker has developed materials available for purchase on her private practice website, Bjorem Speech Publications, and Teachers Pay Teachers. Although this course does not focus specifically on any of these products, they may be mentioned during the course of this presentation. Amy also receives Medbridge revenue share. Non-financial: No relevant non-financial disclosures at this time.

Grassia-Chisholm, Melissa
Melissa Grassia-Chisholm, M.S., CCC-SLP, is the Manager of Speech Pathology at Cleveland Clinic Florida. She specializes in evaluation & treatment of voice disorders. She studied vocal performance at Berklee College of Music and Adelphi University and continues to sing in her community today. Her interests include Singing Voice, Parkinson’s Disease, Puberphonia and Presbylarynx. Disclosure: No relevant financial or non-financial relationships to disclose.

Groner, Stephen
Stephen Groner, MS, CCC-SLP, is a speech-language pathologist and person who stutters who owns a bespoke private practice in Lancaster, PA and who created “Fluency School: The Ultimate How to Treat Stuttering Package.” He helps people who stutter speak as fluently, easily, and happily as they can. Disclosure: Financial: Salary from the purchase of "Fluency School: The Ultimate How to Treat Stuttering Package," an online digital stuttering treatment package. Intellectual property rights to "Fluency School: The Ultimate How to Treat
Stuttering Package.” Non-financial: No relevant non-financial interests to disclose.

**Hall-Mills, Shannon**
Shannon Hall-Mills, Ph.D., CCC-SLP, is an Assistant Professor in the School of Communication Science and Disorders, Florida State University. Dr. Hall-Mills’ work focuses on language and literacy development and disorders in children and adolescents, educational policy and practices for students with disabilities, and school-based issues in speech-language pathology. She is serving as the current President of FLASHA.
Disclosure: Financial: Compensated registration as FLASHA Board member; Salaried employee of FSU. Non-financial: Current President of FLASHA.

**Harrington, Nancy**
Nancy Harrington, M.A., CCC-SLP, ATP, is the AAC Lab Research Grant Coordinator and Associate Clinical Instructor at the University of Central Florida School of Communication Science and Disorders. Nancy is an Assistive Technology Professional and AAC specialist with over 35 years of clinical and research experience with a focus on individuals with complex communication needs.
Disclosure: Financial: Associate Instructor, University of Central Florida Associate Instructor, AAC Lab Research Grant Coordinator. This work is supported by a grant from the National Institutes of Health (National Institute on Deafness and Other Communication Disorders). Word by Word: Building Sentences with Preschoolers Who Use AAC. Award No. R01DC016321 (PI: C. Binger & MPI: J. Kent-Walsh). July 2017-June 2022. Non-financial: No relevant non-financial relationships to disclose.

**Harvey, Charlotte**
Charlotte M. Harvey, Ed.D., CCC-SLP, retired as an Associate Lecturer in the Department of Communication Sciences and Disorders at UCF in 2017. Dr. Harvey holds multiple degrees in four different but related disciplines. Dr. Harvey’s recent research queries the knowledge base of collegiate level instructors of the basic speech course.

**Herdé, Cindy**
Cindy Herdé, MA, CCC-SL/CKTP, works as a pediatric feeding specialist at Nicklaus Children’s Hospital, Miami FL and founded Talk Eat Play, a pediatric consulting practice with a focus on parent education. She’s a graduate of the University of Central Florida and has practiced in Boston and Chicago, before settling in sunny Miami with her family. She is an affiliate of ASHA Special Interest Group 13, Swallowing and Swallowing Disorders (Dysphagia)

**Hermann, Lauren**
Lauren Hermann, M.S., CCC-SLP, is a medical SLP who obtained her BS and MS at James Madison University in Harrisonburg, VA and has been practicing since 2012. She is one of two SLPs to be accepted as members of the Radiologic Society of North America (RSNA), and is a member of SIGs 3, 13, 14, and 18.
Disclosure: Financial: Owner, Lauren Hermann Speech Therapy. No other relevant financial relationships exist. Non-financial: Member of the Radiologic Society of North America (RSNA)

**Hernandez, Amanda**
Amanda Hernandez, B.S., is a second year graduate student in the Speech-Language Pathology program at Florida International University. Upon graduation she aspires to work with the pediatric population. She received a B.S. degree in Communication Disorders and
Sciences at Southern Connecticut State University.
Disclosure: No relevant financial or non-financial relationships to disclose.

**Hoffman Ruddy, Bari**
Bari Hoffman Ruddy, Ph.D., CCC-SLP, is a Professor and Associate Dean of Clinical Affairs at the University of Central Florida and director of the Center for Voice Care and Swallowing Disorders at the Ear, Nose, Throat, and Plastic Surgery Associates. She specializes in voice disorders and conducts research in the area of voice disorders and dysphagia.
Disclosure: No relevant financial or non-financial relationships to disclose.

**Hough, Monica**
Monica Hough, Ph.D., CCC-SLP, has focused her research on various components of neurolinguistics and neuropathology with an emphasis on aphasia and cognitive-communicative disorders. Dr. Hough’s other major interest area is examining working memory and its relationship to auditory comprehension in adults with aphasia. Recently, she has extended her research on these processes to the study of Spanish-English bilingualism in young and older typical adults. Dr. Hough’s research interests have focused on various components of neurolinguistics and neuropathology with emphasis on aphasia and cognitive-communicative disorders. She has over 80 publications and 400 presentations particularly on word retrieval, semantic organization and categorization skills, bilingualism, and working memory in adults throughout the lifespan.
Disclosure: Financial: Monica Hough receives a salary and is employed at Florida International University, Miami, Florida
Non-Financial: No relevant non-financial relationships to disclose.

**Humbert, Ianessa**
Ianessa Humbert, Ph.D., is an accomplished scientist, professor, and highly sought-after speaker with expertise in swallowing and swallowing disorders. With over 100 speaking invitations around the world, the most common feedback from attendees continues to be “This is the first time a course has really forced me to think about what I’m doing”. Dr. Humbert’s teaching philosophy requires attendees to question everything they think they know before learning can begin.
Dr. Humbert’s innovative training style has been funded by ASHFoundation and extends to non-traditional learning formats. She is the co-creator of the popular *Down the Hatch* podcast and has co-founded online learning tools including STEP (Swallowing Training and Education Portal), lovingly known as Swallowing Netflix, and has developed high-quality, no-cost learning tools available on her YouTube Channel. Dr. Humbert has demonstrated her gift for creating images that depict the dynamism of swallowing via her Swallowing Pocket Guide and Swallowing Neuro Anatomy and Physiology Shorts or SNAPS (on STEP).
Dr. Humbert has been on faculty at the Johns Hopkins School of Medicine, the University of Florida, and the University of Iowa. The content from Dr. Humbert’s courses are supported by scientific evidence from her laboratory, from the larger body of research literature, and of course, common sense!
Disclosure: Financial: Swallowing Training and Education Portal and interVESTED (Raise your voice). Non-financial: Down the Hatch Podcast Evidence and Argument Podcast

**Huxford, Francesca**
Francesca Huxford, B.S., is a graduate student clinician in the Communication Sciences and Disorders Program at Florida International University.
Disclosure: No financial or non-financial interests to disclose.

**Izza, Brigitte**
Brigitte Izza, B.S., is a graduate student clinician in the Communication Sciences and
Disorders Program at Florida International University.
Disclosure: No financial or non-financial interests to disclose.

Johnston, Clint
Clint Johnston, MA, CCC-SLP, CHSE, is a Certified Healthcare Simulation Educator. He is the Vice President of Simucase Education and trains faculty and students to use computer-based simulations successfully. Mr. Johnson has been an SLP for 24 years and over the last year, he and his colleagues have supervised and debriefed over 1000 students online using computer-based simulations.

Kaplan, Stacy
Stacy Kaplan, PhD, CCC-SLP, is the director of the MS (SLP) and SLP-D programs at Northwestern University. Her interests include the employment of learning analytics to make data-based decisions regarding admissions, advising, student intervention, curricular development, teaching methodologies, and supervision.
Disclosure: No financial or non-financial interests to disclose.

Kent-Walsh, Jennifer
Jennifer Kent-Walsh, Ph.D., S-LP(C), CCC-SLP, Fellow, ASHA is Professor, Director of the FAAST Assistive Technology Center, and Associate Dean of Research in the College of Health Professions and Sciences at the University of Central Florida. Dr. Kent-Walsh and her research collaborators develop and evaluate interventions designed to improve language and communication outcomes for children who use AAC.
Disclosure: Financial: Professor and Associate Dean of Research, FAAST Center Director at the University of Central Florida. This work is supported by a grant from the National Institutes of Health (National Institute on Deafness and Other Communication Disorders). Word by Word: Building Sentences with Preschoolers Who Use AAC. Award No. R01DC016321 (PI: C. Binger & MPI: J. Kent-Walsh). July 2017-June 2022. Non-financial: No relevant non-financial relationships to disclose.

Kowalski, Timothy
Timothy P. Kowalski, M.A., CCC-SLP, is a licensed speech-language pathologist specializing in social-pragmatic communication deficits and is an internationally known expert on Asperger Syndrome. His Orlando practice has seen clients from Europe, South America, Asia, and throughout the USA. He regularly consults to schools on best practices for students identified or suspected of having Asperger syndrome/high functioning Autism Spectrum Disorder, provides school-wide/district staff development, and is a guest lecturer at universities and colleges. He has worked in a variety of psychiatric healthcare delivery systems including in-patient and outpatient psychiatric hospitals, sex-offender units, and school-based settings. He obtained his Master’s degree from Case Western Reserve University and his Bachelor’s degree from Southern Connecticut State College. He is the author of eight books and an article Assessing Social Communication in Asperger Syndrome. He currently is the President-Elect for FLASHA and previously held the positions of Vice President of Professional Practices in Speech-Language Pathology and Vice President of Convention. He holds the FLASHA 2020 Outstanding Service Award, the FLASHA 2010 Clinician of the Year Award and one of eight national nominees for the 2011 ASHA Louis M. di Carlo Award for Recent Clinical Achievement. He also holds the TEAMS 2000 Speech-Language Pathologist of the Year award for his work with autism in the four-countywide greater Orlando metropolitan area and has served on the Board of Directors for the Greater Orlando Chapter of the Autism Society of America as well as the Central Florida Center for Independent Living.
Non-Financial: Committee member FLASHA Convention

Lavi, Adriana
Adriana Lavi, Ph.D., CCC-SLP, is a practicing licensed school-based speech-language pathologist with more than 15 years of experience working with children and young adults who present with a variety of communication disorders. She currently supervises twenty-four speech-language pathologists and Clinical Fellows in three school districts in Southern California.
Dr. Lavi has also served as an Assistant Professor at the Department of Communicative Disorders at Loma Linda University, and recently, she founded the Lavi Institute for Research and Professional Development. Her primary research interests focus in the areas of pragmatics, as well as the assessment and treatment of culturally and linguistically diverse students with communication disorders. She earned a master’s degree in speech-language pathology from California State University at Sacramento and a Ph.D. degree in Rehabilitation Sciences with an emphasis in speech-language pathology from Loma Linda University. Dr. Lavi was one of three students selected by the Bureau of Educational and Cultural Affairs of the US Department of State from the country of Moldova to study in the US in 2000. Disclosure: Financial: All speaker fees and travel expenses are provided by Western Psychological Services (WPS). Royalties from the sale of intellectual property. Non-financial: ASHA member.

Liao, Ching-Yi
Ching-Yi Liao, Ph.D., is a postdoctoral scholar of Communication Sciences and Disorders at the University of Central Florida. Her current research interest focuses on culturally responsive approaches for culturally and linguistically diverse (CLD) caregivers to use communication interventions, including AAC when applicable, to work with their children in natural settings.
Disclosure: Financial: This work is supported by a grant from the National Institutes of Health (National Institute on Deafness and Other Communication Disorders). Word by Word: Building Sentences with Preschoolers Who Use AAC. Award No. R01DC016321 (PI: C. Binger & MPI: J. Kent-Walsh). July 2017-June 2022. Non-financial: No relevant non-financial relationships to disclose.

Lloyd, Adam
Adam Lloyd, SLP.D., CCC-SLP, is a Speech Pathologist and Singing Voice Specialist in the department of Otolaryngology at the University of Miami School of Medicine. He specializes in evaluation and treatment of voice disorders, rehabilitation of the singing voice, and transgender voice modification. His research interests are in voice disorders, vocal pedagogy.
Disclosure: No relevant financial or non-financial relationships to disclose.

Lopez, Cheryl
Cheryl Lopez, M.S., CCC-SLP, is a Board Certified Specialist in Swallowing and Swallowing Disorders with 13 years of clinical experience in a variety of medical settings including rehab leadership roles. Experience with provision of services in neonatal intensive care for feeding and swallowing. Mentor for graduate students, clinical fellows and protégés seeking board certification in swallowing.
Disclosure: No relevant financial or non-financial relationships to disclose.

Lowther, Marian A.
Marian Lowther, M.S.,CCC-SLP, is currently a SLP mentor for Pinellas County Schools in Florida. She obtained her BS in Speech Pathology and Audiology from California University of PA and MS in Communication Disorders from Baylor University. She has
worked as an SLP for over 33 years in rehab hospitals, school settings, and private practice. She specializes in working with individuals exhibiting developmental delays, neurological impairments, genetic disorders, degenerative diseases, mental/emotional disorders, dual language influences, and voice disorders. Disclosure: No relevant financial or non-financial relationships to disclose.

Maguire, Caroline
Caroline Maguire, M.Ed., is a top expert in the field of social skills development for children. She is the author of Why Will No One Play With Me, a number one Amazon new release book and training methodology that has sparked a revolution in our understanding of social skills dynamics. Disclosure: Financial: Royalty from my book Why Will No One Play with Me? by Caroline Maguire, Med. Non-financial: Chadd (Children and Adults with ADHD) and ADDA (Attention Deficit Association) volunteer and former board member.

Maliszewski, Miranda
Miranda Maliszewski, B.S., is a graduate student in the School of Communication Sciences and Disorders at the University of Central Florida. She currently is a Graduate Research Assistant working under the supervision of Dr. Kent-Walsh in the FAAST Center and AAC Lab at UCF. Her research focuses on language interventions for children using AAC. Disclosure: Financial: This work is supported by a grant from the National Institutes of Health (National Institute on Deafness and Other Communication Disorders). Word by Word: Building Sentences with Preschoolers Who Use AAC. Award No. R01DC016321 (PI: C. Binger & MPI: J. Kent-Walsh). July 2017-June 2022. Non-financial: No relevant non-financial relationships to disclose.

Manosa, Iris
Iris Manosa, M.S., CCC-SLP, is a senior MED SLP with over 20 years of experience assessing, diagnosing, and treating adults with a variety of cognitive-linguistic and swallowing deficits due to neurological deficits, cancer, or trauma in skilled nursing facilities and long term acute hospitals in Puerto Rico and Miami. McNeill Dysphagia Therapy Program, MBSIMP, FEES and Respiratory Muscle Training certified therapist. Former Associate Professor at the University of Puerto Rico, Medical Science Campus and President of the organization of Puerto Rican Speech-Language and Audiologists. Disclosure: No relevant financial or non-financial relationships to disclose.

Marante, Leesa
Leesa Marante, M.S., CCC-SLP, is a licensed speech language pathologist and a third year doctoral student at Florida State University in the School of Communication Science and Disorders, advised by Dr. Shannon Hall-Mills. Her goal as a doctoral student and researcher is to investigate questions that will provide current and future SLPs the tools needed to implement evidence-based practices in the school setting. Disclosures: Financial: No relevant financial disclosures. Non-financial: Doctoral student at Florida State University where this research was conducted.

Martin, Ainsley
Ainsley Martin, M.S., CCC-SLP, is a medical SLP specializing in working with dysphagia in Central New York. She is the owner of State of Mind Speech & Swallowing. She is also the founder of the New York Dysphagia Support Group and serves many roles in her regional organization. Disclosure: Financial: No relevant financial disclosure. Non-Financial: Founder of the New York Dysphagia Support Group

Martin, Madison
Madison A. Martin, B.S., is currently in the communication sciences and disorders graduate program at Jacksonville University. She has earned a bachelor’s degree in education from Florida Atlantic University. Madison has a passion for working with people with disabilities and has been a special education teacher for the past two years.
Disclosure: No relevant financial or non-financial relationships to disclose.

Mathurin, Chantal
Chantal Mathurin, B.S., SLPA, was born and raised in Miami, Florida to Haitian immigrant parents. She is excited to graduate from CAU with a MSLP degree in August 2021. Mathurin holds a special interest in neurological disorders, however; she is open to exploring the variety of populations/settings in the field post-graduation.
Disclosure: No relevant financial or non-financial relationships to disclose.

May, Taylor
Taylor May, M.S., CCC-SLP, LSLS Cert. AVEd, completed her clinical fellowship at Sunshine Cottage in December 2017. She worked at Clarke Schools for Hearing and Speech in Boston before moving back to Sunshine Cottage in August 2018. She received a Bachelor’s Degree in Communication Sciences and Disorders from the University of Mississippi in 2015 and a Master’s Degree in Speech Language Pathology from the University of Texas at Dallas in 2016. Taylor received her Listening and Spoken Language Specialist certification. Disclosure: Financial: She is a salaried employee at Sunshine Cottage School for Deaf Children. Sunshine Cottage receives all financial benefit from the CASLLS. Non-financial: No relevant non-financial relationships to disclose.

McCurry, Jason
Jason McCurry, B.A., received his degree in English from University of West Georgia. He then began working as an SLPA at Westside Elementary before being accepted to Jacksonville University’s SLP program.
Disclosure: No relevant financial or non-financial relationships to disclose.

Mead, Jean
Jean Mead, Ed.D., CCC-SLP, is the Coordinator of Clinical Education in the CSD Department at Florida International University in Miami. She administers all aspects of the clinical process for interns at FIU. Her research interests include the supervisory process and the effects of mindfulness training on student interns.
Disclosure: No relevant financial interests to disclose. Non-financial: Formal affiliations such as volunteer positions (FLASHA ad hoc committees) Volunteer membership on a board or advisory council (former FLASHA convention chair) Volunteer teaching or speaking engagements.

Medina, Angela
Angela Medina, Ph.D., CCC-SLP, is an assistant professor within the Department of Communication Sciences and Disorders at Florida International University. Her research and clinical interests include counseling and fluency disorders in bilinguals. She currently leads the Miami Chapter of the National Stuttering Association, which holds regular support group meetings in the community.
Disclosure: Financial: Assistant Professor, Florida International University. Non financial: National Stuttering Association, Miami chapter

Menton, Stacey
Stacey Menton, MA, CCC-SLP, is a Speech Pathologist and Singing Voice Specialist at Mayo Clinic in Jacksonville, FL. She specializes in the evaluation and treatment of voice and swallowing disorders. Her research interests include voice disorders, vocal pedagogy, and transgender voice.
Disclosure: No relevant financial or non-financial relationships to disclose.

Moffatt, Nohemi Gabriela
Nohemi Gabriela Moffatt is a licensed and certified SLP currently serving the greater Pensacola area. She has experience in school, home health and private clinical settings with medically complex children. Her research and clinical interests include dysphagia, pediatric feeding, and airway protection. Disclosure: No relevant financial or non-financial relationships to disclose.

Monosalva, Daniella
Daniella Monosalva is a graduate student clinician in the Communication Sciences and Disorders Program at Florida International University. Disclosure: No financial or non-financial interests to disclose.

Morales, Amanda
Amanda Morales, B.S., is a first-year graduate student enrolled in the Department of Communication Sciences and Disorders in the Nicole Wertheim College of Nursing and Health Sciences at Florida International University. Disclosure: No relevant financial or non-financial relationships to disclose.

Morales, Julie
Julie Morales, B.S., is a first-year graduate student enrolled in the Department of Communication Sciences and Disorders in the Nicole Wertheim College of Nursing and Health Sciences at Florida International University. Disclosure: No relevant financial or non-financial relationships to disclose.

Motta, Priscilla
Priscilla Motta is a graduate student clinician in the Communication Sciences and Disorders Program at Florida International University. Disclosure: No financial or non-financial interests to disclose.

Muir, Meganne
Meganne Muir, M.A., CCC-SLP, has been working as a speech-language pathologist at Sunshine Cottage School for Deaf Children since August 2018. She received a Bachelor’s Degree in Speech and Hearing Sciences from the Ohio State University in 2015 and a Master’s Degree in Communication Sciences and Disorders from the University of Florida in 2018. Meganne is currently working toward her Listening and Spoken Language Specialist certification. Disclosure: Financial: She is a salaried employee at Sunshine Cottage School for Deaf Children. Sunshine Cottage receives all financial benefit from the CASLLS. Non-financial: No relevant non-financial relationships to disclose.

Muñoz, Mariateresa
Mariateresa “Teri” H. Muñoz, SLPD., CCC-SLP, is a Clinical Assistant Professor at FIU. She has 28 years of experience in speech-language pathology (SLP) and special education. Dr. Muñoz is the president-founder of a non-profit clinic. She has a Bachelor's Degree in Special Education. Her Masters and Doctoral Degree are in SLP. Disclosure: Financial: Employed by FIU and president of St. Thérèse’s Roses of Hope, Pediatric Center, Inc., a non-profit communication sciences and disorders clinic. Non-Financial: Member FLASHA and president of St. Thérèse’s Roses of Hope, Pediatric Center, Inc., a non-profit communication sciences and disorders clinic.

Nicodemi, Carly
Carly Nicodemi is currently a graduate clinician at Jacksonville University pursuing her Master's degree in Speech-Language Pathology. In 2016 she earned her Bachelor’s degree at University of South Florida in Communication Sciences and Disorders. Carly has spent two years working for Pasco County Schools working as a Bachelor level clinician. Disclosure: No financial or non-financial interests to disclose.
**O'Connor Wells, Barbara**  
Barbara O'Connor Wells, Ph.D., CCC-SLP, is an Associate Professor in the Department of Speech-Language Pathology at Nova Southeastern University. She teaches coursework and supervises in the areas of speech, swallowing, and language disorders in adults. ASHA certified for over 20 years. Dr. O'Connor Wells has several published articles.  
Disclosure: No financial or non-financial interests to disclose.

**Orwig, Lauren**  
Lauren Orwig, M.S, CCC-SLP, is a speech-language pathologist at Memorial Regional Hospital. She is an alumni from Nova Southeastern University and invited presenter at regional conferences.  
Disclosure: No financial or non-financial interests to disclose.

**Panzarino, Randy**  
Randy Panzarino, B.S. in Psych, B.S. in CSD is a graduate student studying Communication Sciences and Disorders at the University of Central Florida. He is a person who stutters, is actively involved in the Orlando Chapter of the NSA, and in his career hopes to positively impact the lives of those who stutter.  
Disclosure: No relevant financial or non-financial relationships to disclose.

**Palacios, Elizabeth**  
Elizabeth Palacios is a graduate student clinician in the Communication Sciences and Disorders Program at Florida International University.  
Disclosure: No financial or non-financial interests to disclose.

**Pedrido, Gabriela**  
Garbriela Pedrido, B.A., is a first-year graduate student enrolled in the Department of Communication Sciences and Disorders in the Nicole Wertheim College of Nursing and Health Sciences at Florida International University.  
Disclosure: No financial or non-financial interests to disclose.

**Peña, Samantha**  
Samantha Peña, B.S., is a graduate student in the School of Communication Sciences and Disorders at the University of Central Florida. She currently is a Graduate Research Assistant working under the supervision of Dr. Kent-Walsh in the FAAST Center and AAC Lab at UCF. Her research focuses on language interventions for children using AAC.  
Disclosure: Financial: This work is supported by a grant from the National Institutes of Health (National Institute on Deafness and Other Communication Disorders). Word by Word: Building Sentences with Preschoolers Who Use AAC. Award No. R01DC016321 (PI: C. Binger & MPI: J. Kent-Walsh).July 2017-June 2022. Non-financial: No relevant non-financial relationships to disclose.

**Perez, Gretel**  
Gretel Perez is a graduate student in the MS-SLP program at Florida International University.  
Disclosure: No financial or non-financial interests to disclose.

**Perkins, Marla**  
Marla Perkins, Ph.D., CCC-SLP, is a linguist and speech-language pathologist. She received her doctorate in linguistics and cognitive science from the State University of New York at Buffalo and is an internationally recognized independent scholar in discourse analysis, pragmatics, semantics, and sociolinguistics. She conducts field research on the island of Borneo among the Hobongan, working toward language documentation and conservation.  

**Press, Karla**
Karla Press is a graduate student clinician in the Communication Sciences and Disorders Program at Florida International University. Disclosure: No financial or non-financial interests to disclose.

Prieto, Laura
Laura Prieto, B.S, SLPA, is a graduate student in the Speech and Language Pathology Masters program at Albizu University. She received her Bachelor’s degree in Communication Sciences and Disorders from the University of Central Florida. Her experience includes working with children with special needs in a therapeutic setting. Disclosure: No relevant financial or non-financial relationships to disclose.

Quintana, Mayra
Mayra Quintana, B.S., is a first-year graduate student enrolled in the Department of Communication Sciences and Disorders program in the Nicole Wertheim College of Nursing and Health Sciences at Florida International University. Disclosure: No relevant financial or non-financial relationships to disclose.

Ramati, Isabel
Isabel Ramati, M.S., CCC-SLP, is a medical speech language pathologist, specializing in swallowing and swallowing disorders in adults. Isabel has 14 years of experience in the acute care setting and works primarily in the neuro- and cardiovascular ICU in a comprehensive stroke center/Level I trauma Center. She is also a guest lecturer at Florida Atlantic University. Disclosure: No relevant financial or non-financial relationships to disclose.

Reckord, Beth
Beth Reckord is a Speech-Language Pathologist (CCC-SLP) and is certified from AG Bell Academy and became a Listening and Spoken Language Specialist (LSLS), Certified Auditory Verbal Therapist (Cert. AVT). Beth is a Board member of the Hearing Loss Association of America, Sarasota-Manatee Chapter. Disclosure: Financial: Owner, Listen Now Hearing and Speech, LLC. Non Financial: No relevant financial or non-financial relationships to disclose.

Rodgers, Theresa
Theresa H. Rodgers, MA, CCC-SLP, ASHA-F, L-SLP, EdS (LD) was ASHA’s 2020 President, a speech-language pathologist and special education consultant. She has more than thirty years of school-based experience including as special education supervisor. Theresa's professional experience also includes the position of Chief Administrative Officer for a government entity. Named an ASHA Fellow in 2009, she has served as president of the Council of State Association Presidents, National Council of State Boards of Examiners for Speech-Language Pathology and Audiology and the Louisiana Speech-Language-Hearing Association. Theresa is a former chair of the Louisiana licensure board, was the 2012-2014 ASHA Vice President for Government Relations and Public Policy and has chaired the Council for Clinical Certification and ASHA Board of Ethics. Disclosure: Financial Disclosure: Honorarium; Registration waived; Travel expenses reimbursed by ASHA Nonfinancial: Former member and chair ASHA Board of Ethics; Former member Louisiana licensure board; 2020 ASHA President

Rodney, Jennifer
Jennifer Rodney, M.D., is a laryngologist in Orlando, Florida at Ear, Nose, Throat and Plastic Surgery Associates. She completed her fellowship in Laryngology and Care of the Professional Voice at Vanderbilt University Medical Center. She specializes in treatment of neurolaryngeological disorders, laryngotracheal stenosis, laryngeal cancer, and the professional voice. Disclosure: No relevant financial or non-financial relationships to disclose.
Rodriguez, Nicole
Nicole Rodriguez, B.S., is a graduate student in Communication Sciences and Disorders at the University of Central Florida. She currently is a Graduate Research Assistant working under the supervision of Dr. Kent-Walsh in the FAAST Center and and AAC Lab at UCF. Her research focuses on language interventions for children using AAC.
Disclosure: Financial: This work is supported by a grant from the National Institutes of Health (National Institute on Deafness and Other Communication Disorders). Word by Word: Building Sentences with Preschoolers Who Use AAC. Award No. R01DC016321 (PI: C. Binger & MPI: J. Kent-Walsh). July 2017-June 2022. Non-financial: No relevant non-financial relationships to disclose.

Romeo, Michelle
Michelle Romeo, M.A., CCC-SLP, is a practicing SLP in central Florida providing clinical services to pediatric and adult populations. She has experience in outpatient, home-health, hospital and university settings. Research and clinical interests include neurogenic communication disorders and dysphagia.
Disclosure: No relevant financial or non-financial relationships to disclose.

Rosa-Lugo, Linda
Linda I. Rosa-Lugo, Ed.D., CCC-SLP, Fellow, ASHA is the Immediate Past President of the Hispanic Caucus. She is the Interim Assistant Dean of the College of Health Professions and Sciences and faculty in the School of Communication Sciences and Disorders with a secondary appointment in the College of Community Innovation and Education at the University of Central Florida. Her research interests include language and literacy development in Hispanic youngsters who are deaf/hard of hearing, and first and second language acquisition in English learners.
Disclosure: Financial: Interim Assistant Dean of the College of Health Professions and Sciences and faculty at the University of Central Florida and receives a salary. Non-financial: Past President of the Hispanic Caucus, member of SIG 14 for ASHA. She has no other relevant non-financial disclosures.

Rosado, Nathalie
Nathalie Rosado, B.A., is currently an SLP graduate student at Jacksonville University. She earned her bachelor's degree in Elementary Education (K-6). Additionally, she obtained her Florida educator certification along with two endorsements—ESOL and reading. She has a passion for working with children and is interested in working in a hospital setting providing pediatric rehabilitation services.
Disclosure: No relevant financial or non-financial relationships to disclose.

Rosow, David
David Rosow, M.D., is an assistant professor of Otolaryngology and Director of the Division of Laryngology and Voice at the University of Miami, and assistant professor of Clinical Vocal Performance at the Frost School of Music. His practice exclusively focuses on voice and laryngeal airway pathology.
Disclosure: No relevant financial or non-financial relationships to disclose.

Ross, David
David Ross, M.S., CCC-SLP, is Speech-Language Pathologist and co-founder of Curadis, a non-profit global swallowing charity. He is currently completing his doctoral work at Nova Southeastern University, with his dissertation topic on swallowing disorders and infectious diseases. His research interests include swallowing disorders, voice disorders, and infectious diseases.
Disclosure: No relevant financial or non-financial relationships to disclose.

Santos, Cesar
Cesar Santos, B.S., is a second year graduate student in the Speech-Language Pathology program at Florida International University.
University. Upon graduation he aspires to work with the adult population. He received a B.S. degree in Dietetics and Nutrition at Florida International University.

Disclosure: No relevant financial or non-financial relationships to disclose.

Schauer, Tabitha
Tabitha Schauer, B.S., is a graduate student clinician in the Communication Sciences and Disorders Program at Florida International University.

Disclosure: No financial or non-financial interests to disclose.

Scheble, Deborah
Deborah Scheble, M.S., CCC-SLP, has practiced as a speech-language pathologist for over 20 years. Deborah received her Master of Science in Speech-Language Pathology from the University of South Florida and a Clinical Doctorate in Speech-Language Pathology in 2020 from Northwestern University. In addition to treating patients in the acute care, subacute, school, and home healthcare settings, she has focused on quality improvement, Clinical Fellowship mentorship, leadership, and education. Disclosure: No relevant financial or non-financial relationships to disclose.

Schwartz, Stephanie
Stephanie Schwartz, M.S., CCC-SLP, is currently employed with Broward County Schools. She is the VP for Convention for FLASHA.

Disclosure: Financial: Employee Broward County Schools, Registration and lodging waived as a member of the FLASHA Board. Non Financial: FLASHA VP Convention

Shaffer, Nicole
Nicole Shaffer, M.S., CCC-SLP is currently an SLP and Dysphagia Specialist for Pinellas County Schools in Florida. She obtained her Bachelor’s degree from North Florida University and a Master’s degree in Communication Disorders from Florida State University. She has worked for 12 years in school, medical, and private settings. She specializes in dysphagia, neurological disorders, developmental delays, school-based issues, secondary school language interventions and accommodation, and functional communication needs for adults with language based developmental disabilities. Disclosure: Financial: No relevant financial relationships to disclose. Non financial: Member of Pinellas Classroom Teachers Association (PCTA) and former member of negotiating committee. Pay dues to PCTA to maintain membership.

Silfa-Salas, Jossyris
Jossyris Silfa-Salas, B.A., is a graduate student in Communication Science and Disorders at Jacksonville University. Currently, Jossyris serves as the Outreach Coordinator for JU NSSLHA for the year 2021-2022. Prior to joining JU, Jossyris received her A.A. in General Studies at Valencia College and B.A. in Communication Sciences and Disorders at the University of Central Florida. After graduation, Jossyris joined the School District of Osceola County as a speech and language therapist for two continuous academic years where she focused on Spanish-influenced bilingualism and alternative and augmentative communication (AAC) devices.

Disclosure: No relevant financial or non-financial relationships to disclose.

Smiley, Kathleen
Kate Smiley, M.S., CCC-SLP, is certified through the AG Bell Academy as a Listening and Spoken Language Specialist (LSLS Cert.) Auditory Verbal Therapist. She is employed at Johns Hopkins All Children’s Outpatient Care in Fort Myers, Florida and specializes in serving children and their families with hearing loss.


Smith, Amanda
Amanda Smith, B.A., is a graduate student and volunteer researcher in the Communication Sciences and Disorders graduate program at Florida International University. She holds a BA in International Studies and teaches English as a second language and Arabic.

Disclosure: No relevant financial or non-financial relationships to disclose.

Smith, Whitney
Whitney Smith, M.Ed., CCC-SLP, is a school-based speech language pathologist who has experience in both school and clinical settings. Whitney has a passion for providing practical and easy-to-implement therapy ideas that encourage engaging and meaningful lessons. She has presented at the local, state, and national levels and authors the blog Let’s Talk with Whitneyslp.

Non financial: No non financial relationships to disclose.

Smith-Mrkaja, Leighanne
Leighanne Smith-Mrkaja, M.S., CCC-SLP, is a speech-language pathologist with a Doctorate in Education for Curriculum and Learning specializing in Autism and ESE pre-K teacher in a blended classroom. She has 2 children, a 10 year old son and 6 year old daughter. She loves watching movies and listening to all different kinds of music, especially going to live concerts! She is hoping to make a change and be a small piece of the puzzle.

Disclosure: No relevant financial or non-financial relationships to disclose.

Smrcka, Kathryn
Kathryn Smrcka, B.S., is a first-year graduate student in the Department of Communication Sciences and Disorders in the Nicole Wertheim College of Nursing and Health Sciences at Florida International University.

Disclosure: No relevant financial or non-financial relationships to disclose.

Stonestreet, Ruth
Ruth H Stonestreet, Ph.D., CCC-SLP, received her Bachelor of Science and Master of Science degrees in Speech and Drama and Speech Pathology from Mississippi University for Women and her Ph.D. in Communication Sciences and Disorders with a cognate in Rehabilitation Administration from Southern Illinois University at Carbondale. She has worked in a variety of settings from schools to university settings to private practice. Dr. Stonestreet has presented numerous times at state, regional, and national levels. Presentation topics have included a variety of populations. She is an ASHA Fellow, Distinguished Fellow in Speech-Language Pathology of the National Academies of Practice, and Professor Emerita. Currently, she serves as Georgia’s representative on the ASHA Speech-Language Pathology Advisory Council.

Disclosure: Financial: Registration fees have been provided by FLASHA, part-time Area Supervisor and Mentor in Florida and Georgia for EBS Healthcare and currently part time faculty for the Department of Communication Sciences and Disorders at Valdosta State University. Non-Financial: Currently the President of the Board for the Lowndes Advocacy Resource Center and the President of the Board of Directors for Parent 2 Parent of Georgia.

Succar, Susan
Susan Succar, B.S., is a first-year graduate student enrolled in the Department of Communication Sciences and Disorders in the Nicole Wertheim College of Nursing and Health Sciences at Florida International University.

Disclosure: No relevant financial or non-financial relationships to disclose.

Swon-Lewis, Kim
Kim Lewis, M.Ed., CCC-SLP, received her B.A. in Economics from Colby College and M.Ed. in
speech-language pathology from the University of Virginia. Kim has a pediatric practice in Greensboro, NC and is the author of the popular speech blog, Activity Tailor. She is a frequent contributor to the ASHA Leader magazine and has presented a Learning Lab at ASHA and sessions at the NC, TN, and GA state conventions.

Disclosure: No relevant financial relationships to disclose. Non-financial: Blogger (Activity Tailor) and other social media accounts.

**Trujillo, Patricia**
Patricia Trujillo is a second year graduate student in the Speech-Language Pathology program at Florida International University. Upon graduation she aspires to work with the pediatric population. She received a B.S. degree in Health Services Administration at Florida International University.

Disclosure: No relevant financial or non-financial relationships to disclose.

**Tuck, Tara**
Tara J. Tuck, M.S., CAGS, CCC-SLP has been a speech and language pathologist and graduate school instructor (Language and Literacy, Linguistics, English as a Second Language) for many years. She was awarded a Horace Mann Grant for excellence in education and the James Bryant Conant Fellowship (Harvard University) for outstanding teachers and administrators.


**Ushka, Jennifer**
Jennifer Ushka, M.A., CCC-SLP, has been an SLP for over 25 years and has worked with individuals on the spectrum for her entire career. She has a private practice and works as a consultant to schools and also provides services to families in their homes.

Disclosure: Financial: Compensation in the form of complimentary convention registration as part of her 2018 Convention Raffle award.

**Velasquez, Rocio**
Rocio Velasquez, B.S., is a graduate student in the School of Communication Sciences and Disorders at the University of Central Florida. She currently is a Graduate Research Assistant working under the supervision of Dr. Kent-Walsh in the FAAST Center and AAC Lab at UCF. Her research focuses on language interventions for children using AAC.

Disclosure: Financial: This work is supported by a grant from the National Institutes of Health (National Institute on Deafness and Other Communication Disorders). Word by Word: Building Sentences with Preschoolers Who Use AAC. Award No. R01DC016321 (PI: C. Binger & MPI: J. Kent-Walsh). July 2017-June 2022. Non-financial: No relevant non-financial relationships to disclose.

**Vertz, Steven**
Steven Vertz, M.S., CCC-SLP, is the Past Co-Chair of the Lesbian, Gay, Bisexual, Transgender, Queer or Questioning (L'GASP-GLBTQ) Caucus. Mr. Vertz is an instructor and Associate Director of the Master of Science in SLP program at Nova Southeastern University. He has worked in various professional settings and held a variety of positions (e.g., service provider, clinical supervisor and manager).

Disclosure: Financial: Associate Director of the MS program at Nova Southeastern University. Non financial: Past Co-chair of the LGASP-GLBTQ, the Lesbian, Gay, Bisexual, Transgender, Queer or Questioning Caucus of ASHA. He has no other relevant non financial disclosures.

**Westman, Charlene**
Charlene A. Westman, M.A., CCC-SLP, is a Medicaid Provider since 1989 Therapy Practice Owner- Building Blocks, Inc. Naples, FL FLASHA Vice-President for Governmental Education 2016 – present FLASHA Medicaid
Committee since 2007 Currently addressing challenges with Third Party Administrators, and rules revisions pertaining to supervision and on-the-job training for Speech-Language Pathologist Assistants with Deborah Campbell, M.S., CCC-SLP

Disclosure: Financial: No relevant financial relationships to disclose.
Non-financial: FLASHA Board Member, VP of Governmental Education, Member, American Academy of Private Practice Speech-Language Pathologists and Audiologists, Member, Florida Alliance for Pediatric Therapies.

Westmoreland, Jennifer
Jenn Alcorn Westmoreland, M.S. CCC-SLP, is an ASHA certified speech language pathologist in Florida. She has worked in the school setting for the past 13 years, with students from preschool to high school. Jenn has presented locally and nationally to SLPs about school based services related to caseload management, social media, literacy, and behavior management. In 2020, Jenn was voted school Teacher of the Year by her colleagues. Jenn is also the current FLASHA VP for Continuing Education.

Disclosure: Financial: Author of the website Crazy Speech World and receives financial compensation for speech therapy materials for sale on Teachers Pay Teachers. Employee of Leon County Schools. Compensated convention registration as FLASHA Board Member.
Non-financial: Current Vice President for Continuing Education for FLASHA.

Williams, Rachel
Rachel M. Williams, Ph.D., CCC-SLP, ASHA Fellow, is an Associate Professor and the Director of the Doctor of Speech-Language Pathology Program (SLPD.) at Nova Southeastern University. She specializes in working with individuals who stutter. Her research areas of interests include assessment and treatment of communication disorders in CLD populations, fluency and fluency disorders, and diversity training in higher education.

Disclosure: Financial: Associate Professor and Director of the Doctor of Speech-Language Pathology Program (SLPD.) at Nova Southeastern University. She is a Past President of FLASHA and received a discounted convention registration. Non-financial: Member of ASHA’s Multicultural Issues Board and SIGs 10 Issues in Higher Education. Additionally, she is a Past President and Member of the Advisory Council of Past Presidents for FLASHA.

Zelenke III, Joseph
Joe Zelenke III, M.S.,CCC-SLP, is a speech-language pathologist at Miami Jewish Health where he evaluates and treats individuals with adult neurogenic communication and swallowing disorders. He is enrolled in a doctor of education program designed for healthcare practitioners and educators. His professional interests include clinical supervision and adult neurogenic swallowing disorders.

Disclosure: No relevant financial or non-financial relationships to disclose.

Zraick, Richard
Richard I. Zraick, Ph.D., is Professor in the School of Communication Sciences and Disorders at the University of Central Florida. His clinical, research and teaching activities are in the areas of voice disorders, neurogenic communication disorders, clinical skills training, healthcare simulation, and health literacy. He is an ASHA Fellow.

Disclosure: No relevant financial or non-financial relationships to disclose.

Zucker, Barbara
Barbara Zucker M.A., CCC-SLP, is an adjunct instructor in the Department of Speech-Language Pathology at Nova Southeastern University. She teaches courses, supports students in clinical practicum, and conducts site visits with students and off campus supervisors. She is a graduate of ASHA's Leadership Development Program and is the Coordinator for ASHA's Special Interest Group in
Administration and Supervision (SIG 11)
Coordinating Committee.

Zurawski, Lyndsey
Lyndsey Zurawski, SLpD, CCC-SLP is a school-based SLP in Palm Beach County, with a focus on language, literacy, and inclusive practices. She is an Adjunct Professor for Nova, consultant, and presenter. In 2016, Dr. Zurawski received the School Clinician of the Year award from FLASHA. She is Past President of FLASHA and President Elect of CSAP.
Disclosure: Financial: Lyndsey Zurawski is an employee of The School District of Palm Beach County. She has ownership and intellectual property rights with the Inclusion Mentoring and Training Program (IMAT), Speech to the Core/Teachers Pay Teachers (which includes Growth Mindset products) and Speech to the Core/ Lyndsey Zurawski, from which she receives financial compensation. Lyndsey is receiving an in-kind convention registration.
Non-Financial: Lyndsey Zurawski is Past President of the Florida Association of Speech-Language Pathologists and Audiologists (FLASHA). She is a volunteer member on the SIG 16 ASHA advisory committee and ASHA School Issues advisory board.