2022 Annual Convention
Leaving a Legacy

Leaving a Legacy

Will you leave a legacy? Will you put a stamp on the future and make a contribution to future generations? Join with FLASHA and leave your unique mark. Reward yourself and others. We invite you to enhance your legacy in artsy, ever-changing St. Pete, and you’ll see why the city was named on Condé Nast Traveler's list of Top 10 Big Cities in the U.S. in 2020. In fact, St. Pete is no stranger to accolades - it was also recently named one of the “Best Street Art Cities in the World” and one of “America’s Hottest Cities to Live and Visit.” Not a bad legacy!

1. Reflect
   These past months have been difficult for all of us. Whose coping strategy was best?

2. Reboot
   Time to get back into the “Old Normal” and rekindle your professional life.

3. Recharge
   Reestablish friendships. Make new ones too! Replenish your professional needs.
Welcome to the 2022 FLASHA Annual Convention – Leaving a Legacy. Please join in thanking all those who volunteered their precious time to make this convention a reality. FLASHA continues to be a self-managed organization meaning that every component of this convention was performed by a team of dedicated volunteers. Our past president, Lyndsey Zurawski has put in countless hours without pay. Her skills in negotiating the hotel contract allowed FLASHA to obtain this wonderful location. As if that wasn’t enough, she tirelessly worked on acquiring speakers who understood FLASHA’s situation and were willing to present without an honorarium.

Likewise, our VP for Convention, Marian Lowther, quickly learned what her position required of her and she not only rose to the occasion but surpassed it. Her willingness to learn and the myriad hours she put in allowed her to develop a convention of which we can all be proud.

Please join with me in expressing deep gratitude to Dr. Zurawski, Ms Lowther and all the speakers who helped support FLASHA and make this convention a success.

FLASHA hasn’t been on the west coast in years and I am sure you will agree that you will have a fantastic weekend in downtown St. Pete. It has the perfect ingredients for a great convention location: beautiful white sand beaches, vibrant arts, family fun and a superb food and drink scene. It’s a place that does its own thing and invites you to come do yours. That’s why Friday evening is open for you to find what activity best suits you. Don’t forget the Downtown Looper stops right in front of the hotel and offers free transportation to many of the downtown points of interest. So leave your car behind and Loop It!

Welcome to the 2022 FLASHA Convention. I am honored to be serving as your FLASHA Vice President of Convention and am thrilled that you have joined us here in downtown St. Petersburg! FLASHA has focused on bringing you the most innovative line-up of outstanding and diverse presenters with evidence-based topics that will pave the way for Audiologists and Speech-Language Pathologists to leave a legacy for their clients and the profession. Dynamic presenters will speak about a multitude of topics such as; ASD, Craniofacial, Diversity, Aphasia, Deaf/Hard of Hearing, Literacy, Pediatric Feeding, Articulation, Supervision, Voice, Dysphagia, Private Practice/ Business, Head and Neck Cancer, Language in Infants, Leadership, Language School Age, and Telepractice.

The FLASHA Executive Board and I are excited to bring you this in-person convention with the opportunity to obtain 28 CEUs in one single weekend through traditional classroom and poster formats. Leaving a legacy reflects how each of us are promoting our professionalism, value, and fortitude through collaboration, cooperation, and teamwork.

Our focus this year is on helping you in “Leaving a Legacy.” The goal is to provide an opportunity for attendees to reflect on the positive impact they have made with clients, gain more knowledge and renew their spirits to continue to thrive within our fields. As professionals, we continually strive to improve the quality of life of our clients and enrich their interactions with family and the community throughout their lifespan. Our goal for those attending this convention is to gain knowledge, insight and information to help you be the best clinician for your population. This weekend will provide a wonderful opportunity for colleagues to
President’s Message, Cont’d.

You’ll find fun for everyone, no matter what your interests are! Allow yourself the opportunity to wine, dine, dance, party, play, reconnect with your inner child or your colleagues…the list goes on. But remember, you are at FLASHA’s Annual Convention and just look at all those sessions! In just 2.5 days you will have the unusual ability to obtain a maximum of 28 ASHA and Florida DOE CEs. These can be obtained with or without medical errors! You will find the topics to be wide ranging and all are being presented by renowned speakers in their fields.

And speaking of renowned, FLASHA will honor its very own renowned individuals during the Awards Ceremony to be held Saturday evening at the Annual Beach Bash sponsored by Bjorem Speech Productions. So please join with me in congratulating these well deserved individuals who distinguished themselves by making a contribution to the professions over the years. Who knows, maybe your legacy will one day allow your name to be included in the list of FLASHA’s renowned individuals!

Timothy P Kowalski

VP Convention’s Message, Cont’d.

engage in discussion regarding the ongoing challenges our fields are experiencing and how to respond to these challenges with resourcefulness, innovation, and resilience.

This year’s Convention provides nationally-renowned speakers and topics that are current with the most relevant and research-based methods to elevate your spirit as a Speech-Language Pathologist and Audiologist. These topics reflect how our fields have expanded and shifted to meet the new demands we encounter and will continue to face in the future. FLASHA feels that all viewpoints and topics are welcome and should be discussed professionally among colleagues.

The framework of this convention was built to be so much more than expanding your knowledge. It is a chance to connect with colleagues from Florida and across the country. We have a fun-filled lineup of scheduled social activities including a silent auction, 50/50 raffle, and the annual Beach Bash Reception. So many unique organizations have signed up to welcome you in the exhibit hall each day with goodies, displays of materials relevant to the professions and various work settings along with opportunities for networking.

I want to recognize Tim Kowalski, Felice Abbey, Lyndsey Zurawski, Stephanie Schwartz, FLASHA convention committee volunteers, and the entire FLASHA Executive Board for their support and assistance in planning this convention over the past year. These dedicated people have spent countless hours, giving up weeknights and weekends in preparation for this groundbreaking this Convention. A special thanks goes to Tim Kowalski for developing this year’s digital program and to Lyndsey Zurawski for her exceptional scheduling skills.

Most importantly, I want to thank each of you who are attending the 2022 FLASHA Convention. I have no doubt that you will enjoy this weekend and take advantage of all the experiences offered in this year’s convention and around beautiful downtown St Petersburg. On behalf of the entire FLASHA Executive Board, we welcome you and look forward to personally meeting as many of you as we can. Please take a moment to introduce yourself to the Board Members and ask about ways you can become more involved in FLASHA activities in the future.

Marian A. Lowther
FLASHA will again conduct a 50/50 Split the Pot for the purpose of raising funds for the association. The winner of the 50/50 Split the Pot gets 50 percent of total sales and the remainder will go to FLASHA. It is strongly suggested that tickets be purchased online but opportunities will be available at convention to participate. The winning number will be announced at the Beach Bash Saturday evening and you must be present to win.

Tickets may be purchased individually or in bulk.

• 1 for $3
• 5 for $10
• 10 for $20
• 15 for $30
• 25 for $40

To purchase your tickets now, simply visit the online portal at https://www.flasha.org/donations/donate.asp?id=15860
FLASHA’s First Annual

Wine Pull

A fundraising event to further support educational programs

Purchase a cork for $20 and win a bottle valued between $20-50!

If you would like to donate a bottle of wine for this event contact Marian Lowther at vp.convention@flasha.org
FLASHA is once again hosting a Silent Auction. It’s a great way to support FLASHA while seizing the opportunity to score amazing deals on unique items and packages. Simply jot your name and bid on the bid sheet and see if you won! Check back frequently because someone may have outbid you and it would be a shame if you missed out!

If you want to support FLASHA and wish to donate an item or service to be auctioned off, please contact Marian Lowther, VP Convention and she will gladly help you with your donation. Simply email her at vp.convention@flasha.org.
The Hilton St. Petersburg Bayfront is located in the heart of the St. Petersburg Waterfront District, across from the Salvador Dali Museum and Al Lang Stadium. The free Downtown Looper Trolley passes by the front door connecting the hotel with The Pier, Museum of History/Dolphin Parking, Renaissance Vinoy Resort, Museum of Fine Arts/Beach Dr., BayWalk, St. Petersburg College, Courtyard Marriott, Open Air Post Office, Florida Holocaust Museum, USF St. Petersburg, Dali Museum, Hilton St. Petersburg, Chamber Visitor Center/BayWalk, and Pelican Parking. The palm-lined courtyard is home to a heated pool, and the hotel also offers a 24-hour fitness center. You can cure cravings at the Starbucks® and 24-hour snack store.

Tampa International Airport (TPA) is 22.0 miles away
Taxi and Ride Share options are available with drop-off and pick-up at Red Baggage Claim, Blue Baggage Claim or the Remote Curbside at the Rental Car Center. Local bus options via The Hillsborough Area Regional Transit (HART) and Pinellas Suncoast Transit Authority (PSTA) are available. The bus stop is located at the Rental Car Center. Follow signs to Remote Curbside. The route map and schedule are posted at the bus stop.

St. Petersburg-Clearwater International Airport (PIE) is 15.0 miles away.
Taxi and Ride Share options are available with drop-off in front of the terminal at Departures and pick-up in front of the terminal at Arrivals. Local bus options are not available.

Amtrak
From Miami:
Amtrak’s Silver Star departs Miami at 11:40 am and arrives at Tampa Union Station at 5:06 pm. Return service departs Tampa Union Station at 1:09 pm and arrives Miami at 6:35 pm.

From Jacksonville:
Amtrak’s Silver Star departs Jacksonville at 7:26 am and arrives Tampa Union Station at 12:55 pm. Return service departs Tampa Union Station at 5:20 pm and arrives Jacksonville at 10:44 pm.

Room Block
FLASHA has contracted with the Hilton St. Petersburg Bayfront to arrange for a block of rooms available only to convention attendees at significant savings. To get this discounted rate you must book your hotel room through the FLASHA website. This hotel constitutes the only official hotel block of the FLASHA Annual Convention. It is recommended that you book your hotel early to secure the discounted room rate because once they are booked your options become more expensive.

Transportation Options

Personal Vehicles
The Hilton St. Petersburg is located in the heart of the downtown, waterfront business district - within walking distance to a variety of attractions.

Self parking is not available but several garages are within close proximity to the hotel. Valet parking is available in a secured, covered location with In-and-Out privileges for registered guests only.

Airports
The hotel does not offer an airport shuttle. The following airports are recommended:
St. Pete Suggestions
Leaving a Legacy

Immerse Yourself in Chihuly’s Art in Downtown St. Pete. You can see his work at the Chihuly Collection in a building designed specifically to house the artist’s work. Immerse yourself in dreamy, abstract interpretations of sea creatures, submerged landscapes and floating tumbleweeds all meticulously blown and assembled.

The MAACM's 137,000 square feet of exquisitely designed space is a work of art unto itself. The five-story museum promises hours of captivating experiences, from the beautiful grand atrium to the seashell-esque spiral staircase – not to mention over 40,000 square feet of gallery space. It is the only museum dedicated to the American Arts and Crafts Movement.

Roam around the St. Pete Pier’s 26 acres of waterfront greenspace, and you're sure to work up an appetite. Happily, the St. Pete Pier has no shortage of dining options to allow you to soak up gorgeous views of the bay and the St. Pete city skyline while you enjoy a memorable dining experience.
Come check out the crazy-cool street art in St. Pete, where hundreds of murals make the city seem like an outdoor art museum. Myriad urban murals and street art of all sizes, shapes and styles have popped up around the Sunshine City. Take a guided walking tour or discover them on your own.

Central Ave. is home to many clubs and bars, including Enigma, the Mandarin Hide and Emerald Bar. There’s even a Dog Bar! Breweries such as Green Bench Brewing and 3 Daughters Brewing dot downtown, many of them with outdoor beer gardens. On Beach Drive, The Canopy Rooftop Lounge is the place to go for cocktails and waterfront views.

Soak in the brilliance as you are surrounded by an unparalleled collection of works by renowned artist Salvador Dalí. Enjoy an afternoon wandering through the awe-inspiring building and distinctive gardens on the downtown St. Petersburg waterfront and then grab a bite of authentic Spanish cuisine at Café Gala.

Right outside the hotel you’ll find the free St. Petersburg Trolley/Downtown Looper, the green way to get around downtown. This convenient service is run with a combination of Looper Trolleys and PSTA's new eLooper electric bus and can get you to all of the most popular destinations around town.
Each year, FLASHA is pleased to identify and recognize current FLASHA members whose contributions to the discipline of communication sciences and disorders within Florida are significant, outstanding, and excellent. Note the key words significant, outstanding, and excellent as they denote an individual who is prominent or truly stands out among his/her peers. For these worthy members, FLASHA bestows upon them various Honors and Awards that reflect this difference by honoring those members who have shown outstanding dedication to FLASHA as well as noteworthy accomplishments in their field.

Current FLASHA members are encouraged to nominate individuals who are well-known throughout the state for a lifetime of innovative clinical practice, insightful and rigorous research, creative administration, effective legislative activity, outstanding teaching, or other distinguished professional contributions.

Honors of the Association:
Howard Goldstein

Clinician of the Year Award:
Adam Lloyd

School Clinician of the Year Award:
Lisa Garrett

Outstanding Service Award:
Michelle Harvey and Heather Bruno

Distinguished Service Award:
Theresa Rodgers

Clinical Career Award:
Ellen Nimmons

The Beach Bash is sponsored by:
Past Presidents
Kenneth Wilson 1958-1960  
Betty J. Philips 1960-1961  
Laurel Schendel 1961-1962  
McKenzie Buck 1962-1963  
Floye Johansen 1963-1964  
Vernon C. Bragg 1964-1965  
Walter Amster 1965-1966  
Robert J. Harrison 1966-1967  
Kenneth Bzoch 1967-1968  
Thomas B. Abott 1968-1969  
Lowell C. Hammer 1969-1970  
Eunice Carter 1971-1972  
Rhonda S. Work 1972-1973  
Stewart W. Kinde 1973-1974  
Edward Hutchison 1974-1975  
Gary N. LaPorte 1975-1976  
Leonard LaPointe 1976-1977  
Carole J. Hardiman 1977-1978  
Rick L. Bollinger 1978-1979  
Lynn Grady 1979-1980  
June Kennedy 1980-1981  
Donna Lee Hedrick 1981-1982  
Gay Roberts 1982-1983  
Moritz L. Schultz 1983-1984  
L. Gay Ratcliff 1984-1985  
Arthur Guilford 1985-1986  
James Kemp 1986-1987  
Nancy Lieberman 1987-1988  
Frederick A. Raher 1988-1989  
Doreen Holliman 1989-1990  
Mary Louise Bachman 1990-1991  
Gail Gregg Rosenberg 1991-1992  
Paula A. Sullivan 1992-1993  
Melinda Harrison 1993-1995  
Lynn Guilford 1995-1996  
Dee Adams Nikjeh 1996-1997  
Alina de la Paz 1997-1998  
Joseph J. Langhans 1998-1999  
Shelley J. Victor 1999-2000  
Susan R. Snover 2000-2001  
Stacie Rubin Smith 2001-2002  
Robert C. Fifer 2002-2003  
Susan R. Snover 2003-2004  
Lynn Miskiel 2004-2005  
Robert C. Fifer 2005-2006  
Joseph Barimo 2006-2007  
Tamara Spyker 2007-2008  
Susan R Snover 2008-2009  
Tamara Spyker 2009-2010  
Melissa Edrich 2010-2011  
Rachel Williams 2011-2012  
Celia Santini 2012-2013  
Valerie Herskowitz 2013-2014  
Vivian Topp-Klein 2014-2015  
Valerie Herskowitz 2015-2016  
Lisa Garrett 2016-2017  
Lyndsey P Zurawski 2017-2019  
Shannon Hall-Mills 2019-2021  
Timothy P Kowalski 2021-2022

Honors of the Association
McKenzie Buck  
Robert J. Harrison  
Laurel Schendel  
Thomas B. Abbott  
Marilyn Shabaugh  
James C. Kemp  
Kenneth Bzoch  
Landis Stetler  
G. Paul Moore  
Margaret P. Nattress  
Rich L. Bollinger  
Lowell C. Hammer  
Barbara M. Heilig  
Clare Nichols  
E. A. Lee Kasan  
Francis J. Kemker  
Paula Sullivan  
Shelley Victor  
Robert C. Fifer  
Donna Lundy  
Kenyahta O. Rivers  
Janet D. Whiteside  
Barri Hoffman Ruddy  
Pamela Rowe  
Lori Savage Grayson  
Kim Bloom  
Howard Goldstein  
Betty J. Phillips  
Kenneth Wilson  
Sara E Conlon  
Stewart W. Kinde  
L. Gay Ratcliff  
Gail Gregg Rosenberg  
Maudie Phoebus  
Rhonda S. Work  
James L. Sullivan  
Carole Jo Hardiman  
Virginia Walker  
June R. Long  
Walter Amster  
Floye Johansen  
June E Kennedy  
Arthur M. Guilford  
Melinda K. Harrison  
Frederick A. Rahe  
Joseph J. Langhans  
Carole Goldsmith  
Lynn Guilford  
Cindy Simon  
Linda I. Rosa-Lugo  
Jennifer Kent-Walsh  
Robin Parker  
Lynn M. Miskiel  
Charlene Westman

Distinguished Service Award
John Staples  
Robert Graham  
Rod Davis  
Frederick T. Spahr  
Ralph B. Gray  
Lawton Chiles  
Joseph A. Orr  
Beverly Pilla  
Wendy M. Cullar  
Claude Pepper  
Evelyn Lynn  
Cecil Golden  
M. Lisle Reese  
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Everett Kelly  
Mark Foley  
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G. Floyd Blanton  
Bill Spooone  
Paul C. Arcell
Spencer Moore       Amy Young       Sylvia Diehl
Alisa Snow           Stephanie Spinelli     Charlotte Harvey
Jan Wooten           Jeffrey J. Lehman     Donna Lundy
Joe Barimo           Lori Binko            Marcia Shapiro
Coord. Council for Deaf and Hard of Hearing
Ellen Shorthill      Janet Deppe           Bonnie Smith
Mrs. Rodgers

Clinician of the Year Award
James Kemp
William N. Williams
Robert C. Fifer
Barbara Faircloth
Kenneth J. Gerhardt
Rick Bollinger
Michael A. Crary
Carole Zangari
Amy Weatherby
Gregory J. Spirakis
Joyce Schoonover Mills
Mary Ann Lowe
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Giselle Carnaby
Rachel Williams
Lisette M. Bentacourt
Debbie Campbell
Kandace Penner
Donna Lundy
Robert Harrison
Francis J. Kemker
Alice Homes
Paula A. Sullivan
Nan D. Musson
Alina de la Paz
Lillian Rosenburg
Janet Whitney
Lisa Proper
Rhonda Hemphill
Joy E. Gazzano
Vicki Lewis
Sheryl Rosin
Rachel Cohen

Clinical Career Award
Rhonda S. Work
Jack R. Mills
F. Joseph Kemker
Lillian Poms
Leonard L. LaPointe
Linda J. Lombardino
Shelly Ash
Nancy Liberman
David C. Shepherd
Mary Louise Bachman
Lynn C. Guilford
Carole Jo Hardiman
Barbara Ehren
Patricia B. Kricos
Leslie Gonzalez Rothi
Susan Allen

Rhonda Work School Clinician of the Year Award
Joan Spencer Kissel
Sally Anderson
Carole B. Goldsmith
Dennis Hoffman
Elizabeth Rivera
Barbara J. Bruner
Jeanne Renee Pendley
JoAnn Doyle
Terrie Kate Pierson
Susan McKeown
Cynthia “Cindy” Bender
Lyndsey Zurawski
Lisa Keane
Lisa Garrett

Outstanding Service Award
John B. Seamens
Kathleen C. Vergara
Joseph P. Barimo
Celia Santini
Joseph J. Langhans, III
Lynn Miskiel
Stacie Rubin Smith
Shelley Victor
Janet Line
Tina Kautter
Dr. Harvey and Mrs. Bruno
Lee, Tim and Mike Dresher
Rick Bollinger
Peter R. Johnson
Virginia Walker
Karen Anderson
Vivian H. Topp
Daniel Casal
Lisa Rock
Julian Woods
Timothy P. Kowalski

Robert Fifer
Paula Sullivan
Vivian Topp Klein
Monica Hough
Jean Mead
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Vice President for Continuing Education
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Vice President for Governmental Education
Hasina Echoles, M.S., CCC-SLP
vp.governmentaled@flasha.org

Vice President for Membership Services
Vacant
vp.membership@flasha.org

Denotes positions that were eligible for election this year.

Note: President will transition to Past-President and President-Elect will transition to President. These are non-voting position changes.
FLASHA is pleased to announce the following individuals will be serving on the 2022-2023 Board. Positions in blue ink will be announced pending the outcome of elections.

**President**
Felice Abby, M.S., CCC-SLP
president@flasha.org

**President-Elect**
Marian A. Lowther, M.S., CCC-SLP
president.elect@flasha.org

**Immediate Past-President**
Timothy P. Kowalski, M.A., CCC-SLP, ASDCS
past.president@flasha.org

**Vice President for Convention**
Lyndsey P. Zurawski, SLPD., CCC-SLP
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**Vice President for Continuing Education**
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**Vice President for Professional Practices in Audiology**
Robert Fifer, Ph.D.-Aud
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**Vice President for Professional Practices in Speech-Language Pathology**
Nicole Day, M.S, CCC-SLP
vp.slp@flasha.org

**Vice President for Communications**
Nicole Shaffer, M.S., CCC-SLP
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**Vice President for Educational Services**
Albert Villanueva-Reyes, Ed.D., CCC-SLP
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**Vice President for Governmental Education**
Hasina Echoles, M.S., CCC-SLP
vp.governmentaled@flasha.org

**Vice President for Membership Services**
Heather Bruno, M.S., CCC-SLP
vp.membership@flasha.org
Meredith Harold, Ph.D., CCC-SLP

Meredith received her Ph.D. from the University of Kansas in Developmental Speech Physiology and Neuroscience. Currently she focuses entirely on science communication and leadership in speech-language pathology, and is best known for bridging the gap between clinical practice and science through The Informed SLP. She also hosts the Evidence and Argument podcast and is a former President of the Kansas Speech-Language-Hearing Association, the Committee on Clinical research, Implementation Science, and Evidence-Based Practice for ASHA.

Dr. Harold and her team at The Informed SLP locate and translate our field’s top clinical research, thereby reducing your need to search through the hundreds of papers published each month.

She is known for her ability to dig deeply to ensure that clinicians in our field know our scientists’ work and that scientists are relying heavily on our field’s expert clinicians to push the research forward and maximize benefits to the clients we serve.

Dr. Harold’s work today would be impossible without the many years she spent as a school-based SLP and private practice owner, as well as her time as assistant professor at Rockhurst University in Kansas City and teaching at The University of Kansas and Nova Southeastern University.

You will find her session to be a wonderful source of inspiration and knowledge.

**Research for practice: What are those scientists up to, anyway?**

Hundreds of journal articles are published in our field each month. Which matter for practice? Why are some topics researched more than others? And where are we headed? We’ll discuss trends in research and clinical practice, then straight to the hard questions of how to thrive as an evidence-based field. Learner Outcomes: 1. Describe the characteristics, volume, and topic trends in our field’s current research 2. Explain and describe sources of mismatch between clinical practice and ongoing research 3. Propose action steps for what scientists and clinicians can both do to increase the relevancy and utility of our field’s research for practice.

Meredith Harold, PhD, CCC-SLP
Friday, 5:00-6:00
St Pete Ballroom
FLASHA offers its heartfelt appreciation to the following past and present FLASHA presidents whose continued dedication helps make the association achieve its goals:

Melissa Edrich, Ed.D., CCC-SLP
Robert C Fifer, Ph.D., CCC-AUD
Lisa Garrett, M.S., CCC-SLP
Shannon Hall-Mills, Ph.D., CCC-SLP
Carole Joe Hardiman, M.S., CCC-SLP
Lynn Miskiel, M.A., CCC-SLP/A, LSLS Cert AVEd
Stacie Rubin Smith, M.S., CCC-SLP
Sue Snover, Ed.D., CCC-SLP
Vivian Topp Klein, M.Ed, CCC-SLP
Rachel Williams, Ph.D., CCC-SLP

Session #166
FLASHA Past Presidents’ Vision for Leaving a Legacy

Timothy P. Kowalski, M.A., CCC-SLP, ASDCS
Session #173
Medical Errors

Lynn Miskiel, M.A., CCC-SLP/A, LSLS Cert AVEd
Session #128
Self Advocacy: Special Skills Standards and Specific Language Instruction

Lyndsey P. Zurawski, SLPD., CCC-SLP
Session #121
A Continuum of Service Delivery: Considering LRE and Curriculum to Support Students

Robert C. Fifer, Ph.D.-AUD
Session #118
A Tour of the Brain: Audition, Language, Learning, and More

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Session #150: Does Sheldon Have SPCD?
Exploratory Efforts Between SLP and LCSW

Timothy P. Kowalski, M.A., CCC-SLP, ASDCS

Session #109: Private Practice: Insurance Reimbursement Considerations Including Billing, Contracting and Authorizations

Session #117: Private Practice 101: An Introduction to Starting Your Own Business

Session #181: Constant Change of Healthcare: Evolving SLP Practices to Meet New Standards
Thank You Exhibitors
Leaving a Legacy
Thank You
Silent Auction Donors
Leaving a Legacy

Carolina Speech Pathology LLC (FEEs Course)
Community Rehab Associates (gift basket)
Dr. Brown's for Infant Driven Feeding Program and Feeding Starter Kit
FLASHA Medical SIG (Gift Basket)
FLASHA School SIG (Gift Basket)
Gwen L. Kowalski, M.A.,CCC-SLP (Pamper Me Basket)
Honeycomb Speech Therapy (1 yr subscription to Activity Studio+)
Informed SLP (gift baskets)
Northern Speech Services: MBSIMP Training
Professional Communication Services, Inc. (Books on Asperger Syndrome/High Functioning ASD)
Selena Reece (FEES training course)
Speaking of Samantics (sticker bundle)
Sunshine Mountain Company
Walt Fritz (voice/swallowing course)

Did You Know that
FLASHA offers a CE Co-Sponsorship program to affiliates and individuals!

For a modest fee, FLASHA will handle the administrative functions of approving your continuing education workshop, advertising your program to our members, and reporting CEUs to the state. Please see our co-sponsorship application form and contact the Vice President of Continuing Education for more information at vp.continuinged@flasha.org.
We give you the evidence

so you can be the expert

Hospitals • Acute Care • SNF • Schools • Early Intervention • Home Care

Check out our free research reviews now, then visit our conference booth for freebies!
Visit https://qrcodes.pro/FLASHA22
We’re Glad You’re Here. Now What?
All those speakers, sessions, contacts, and conversations can be overwhelming. Besides bringing business cards and collecting them from other people, what else should you be planning on when you have an event coming up?

Gain Visibility
A great way to maximize your conference experience is to participate in some way. If you can take on a visible role, that’s an easy way to set yourself apart from the crowd.

Build Stronger Relationships
A conference is the time to meet new people, but it’s also a time to build on the relationships you already have. Reach out at the conference to set up a time to meet for coffee or a meal while you’re here.

Choose the Right Sessions
There will be multiple sessions for you to choose from. Look at all the sessions and events you’re interested in, then make sure you’re getting to attend a range of topics, skill-building sessions, and social events, and still allow for some down time.

Remember What You Learn
You’re probably not going to remember all of it when you get home. At the end of each session you attend, write down the three key takeaways and any follow-up you want to do on the topic or with the speakers. This will help jog your memory and give you specific to-dos when you get back to work.

Connect With the Speakers
The speakers are key experts in your field and likely people you want to know. So don’t be afraid to ask questions about their session or hang around at a session to say hello, tell them you loved the presentation, and by all means, grab their business cards. And if you don’t get a chance to ask your question in person, you can always follow up via e-mail.

Schmooze at the Social Events
Definitely make time to attend the conference’s social events. Not only are they fun but they’re a great opportunity to connect with people in a more relaxed setting, and are often more important than the sessions!

Put Away the Smartphone
You’re at the FLASHA convention to have in-person interaction and you don’t want your electronic devices to be a barrier to making those connections. So put the phone away and give yourself a chance to strike up conversations with the other attendees around you – especially if it’s your first time here!

Friendly Follow-up
Now it’s time to do a friendly follow-up with all those business cards. Within a week of returning from the event, send a personal message to everyone you met to let them know you enjoyed meeting them. Also set up a phone call or face-to-face meeting with anyone you specifically want to build a relationship with.
FLASHA Advertising Options

FLASHA utilizes social media and website advertisements to communicate with over 1,000 contacts.

As a member benefit, FLASHA Members enjoy certain privileges in communicating, and interacting with other members. The association has also determined that these privileges will be made available to non-members as appropriate.

The following advertising opportunities are available through FLASHA:

• Website, Social Media, and Email Communications

• Jobs Postings

• CEU Postings

• Research Recruitment Advertising

• Commercial and/or Other Promotional Product Advertising

• Permanent Advertising, Semi-Permanent Advertising, and Ongoing Sponsorships

For more information, please use this link: https://www.flasha.org/page/advertising

Ready to Advertise?

If you are ready to purchase advertising credits for Jobs, CEU, or Promotional activities, please let us know! We are ready to accommodate your needs.

Contact:
Vice President of Communications
vp.communications@flasha.org
About FLASHA

Formed in 1958, the Florida Association of Speech-Language Pathologists and Audiologists has been the primary resource for individuals who are (or striving to become) licensed Speech-Language Pathologists and Audiologists within Florida. FLASHA has enjoyed a long history of providing professional networking and standards of practice designed to elevate and support the interests of the professions.

FLASHA’s mission is to empower and support members of the professions through professional education, advocacy efforts, and community awareness. Working collaboratively with the American Speech Hearing Association (ASHA), FLASHA strives to provide our members with the highest quality resources, programs, support and services to enhance the work they do.

FLASHA’s Board of Directors are dedicated volunteers who work to ensure that the goals of the association are met, and that the strategic plan of the association is being executed.

FLASHA encourages you to explore what the website has to offer. Whether you are a licensed professional, affiliated professional, or member of the general public, you will be sure to find useful information.

Member Benefits

One of the best benefits of membership is the reduced price for convention! Say no more. But are you aware that you also have access to webinars, some of which are free?

Student Advocacy Day is an annual event to help students become more empowered in their career. So if you are a student, consider joining FLASHA to help propel your career in the right direction.

Committee Participation

This is your chance to get involved in the operations of your association. Channel your excitement, frustration, and resolve into meaningful ways and help make a positive change for your profession in Florida! Don’t worry about a lack of experience. You have to start somewhere, why not here? Membership is voluntary which means participation is not expected to be a full-time job! Interested? Simply ask any Board member. We’d love to have you onboard!

1. Medical Speech Committee: FLASHA’s newest committee is open to all FLASHA members who are interested in topics related to the medical setting. Visit their info session for more details.

2. Governmental Education Committee: Did the 2020 presidential election spike some political feelings in you? Why not channel some of these emotions and help FLASHA address practice and reimbursement issues here in Florida because ASHA cannot intervene in state issues.

3. Continuing Education Committee: If you get the urge to help plan, oversee and evaluate FLASHA’s continuing education activities outside of convention, then this committee is for you!

4. Committee on Convention: Ever feel like the Annual Convention didn’t offer what you wanted? Here’s your chance to put those emotions into action. There are many ways to participate in making convention a success and your participation is just the start! Experience is not a prerequisite - only a willingness to help lend a hand.
5. Committee on Ethical Practice: As with ASHA, new members are chosen in terms of suitability to engage in sensitive, confidential work dealing with a variety of ethical, legal, and professional disciplinary matters.

6. Multicultural Issues Committee: Florida is a multicultural mecca. Why not provide information and education to the membership and general public regarding multicultural issues? What about serving in an advisory capacity to the Executive Board? Advocate for best practices in our fields. Help serve as a liaison to other professional organizations in the area of multicultural issues.

7. Committee on Communications: Let the journalist in you emerge! Members are responsible for preparation and distribution of all official publications of the Association, for activities related to Public Relations and Resource Development, and for oversight of content on the FLASHA website. If you have graphic design skills we will worship the ground you stand on!

8. Medical SLP Special Interest Group: Whether your setting is Home Health, SNF, Acute Care, Schools, or someplace else, here’s your chance to network with like-minded colleagues whose goal is simple – improve the quality of service delivery to those in the medical SLP settings.

9. Schools Special Interest Group: The vast majority of SLPs work in our school systems. Whether private or public, issues unique to this setting are the focus of this SIG.

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Want to Know the Current State of FLASHA’s Health?

Annual Business Meeting

FLASHA is required to have an annual business meeting where membership is appraised of the current state of the association. It is also an opportunity for membership to vote on any items put forth and meet the new Board members you elected.

As with last year, the Annual Business Meeting will take place during the Beach Bash and Awards event. Come and learn what has happened and what is planned for the future. You will be amazed!

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It’s up to you to help make a difference.

Join FLASHA

Don’t forget to submit your CEUs by July 24, 2022.
JULY
16

FLASHA
BEACH BASH

Sponsored by:

YOU DON'T WANT TO MISS THIS!

FLASHA’s Annual Beach Bash and Awards Ceremony Saturday 7pm

FLASHA continues the Beach Bash and Awards concept where select colleagues, chosen by membership, will be recognized for their exemplary work. To help achieve the celebratory mood, music, dancing, and food will allow you to party the night away. So bring your dancing shoes and get ready for some serious fun as you party the night away.
FLASHA Gives Back is FLASHA's way of providing assistance to an organization with similar values and concerns as FLASHA and is located in the community where the annual convention is being held. It allows FLASHA members to participate in meaningful way knowing their assistance is going to a worthy entity.

The FLASHA Convention Committee has designated Ronald McDonald Charities as this year’s beneficiary. Should you wish to participate, simply bring a toy and leave at the designated drop off box next to registration. Should you wish to make a monetary donation, feel free to do so. Simply use the link to their site.

Ronald McDonald House Charities®
Tampa Bay

The Ronald McDonald House is a home away from home that provide comfort, support and resources to families who travel far from home for the medical care their child needs. Ronald McDonald House Charities of Tampa Bay Chapter is comprised of 4 Houses, 3 in St. Petersburg and 1 in Tampa offering 80 bedrooms with private baths located near local pediatric hospitals. We are owned and operated by Ronald McDonald House Charities Tampa Bay, a 501c3 non-profit Florida corporation whose board consists of representatives from our community leaders, McDonald’s corporation, the medical profession, and other interested individuals.

St. Petersburg West House opened in 1980 and was the first Ronald McDonald House in the state of Florida. Adjacent to Johns Hopkins All Children’s Hospital, it offers 18 bedrooms to long term families, and offers private suites for bone marrow transplant patients.

Their 14-bedroom Tampa House opened in 1992 on Davis Islands adjacent to Tampa General Hospital. It serves families from Tampa General, St. Joseph’s Children’s Hospital and Shriners Hospital.

St. Petersburg East, their largest area house with 34 bedrooms, opened next to Johns Hopkins All Children’s Hospital in 1996.

St. Petersburg Central opened in March 2010 inside the Outpatient Care Center at Johns Hopkins All Children’s Hospital. This house offers 14 bedrooms mainly for families with critically ill children. This location serves thousands of additional pediatric families each year through a day use program where families can utilize services like food, laundry, and showers during the day.

Together, the Houses became a “home-away-from-home” and serve 2,000 pediatric families overnight annually. The supportive environment at each of their Houses, offered through dedicated volunteers, staff and other guest families, provides comfort and care to those who supply the love, understanding, nurturing and emotional support essential for their child’s recovery from illness or injury.

Ronald McDonald House Charities of Tampa Bay has earned Charity Navigator’s fifth consecutive 4-star rating. According to Charity Navigator, “this is our highest possible rating and indicates that your organization adheres to sector best practices and executes its mission in a financial prudent manner.” Attaining a 4-star rating verifies that Ronald McDonald House Charities of Tampa Bay exceeds industry standards and outperforms most charities in your area of work. Only 13% of the charities we evaluate have received at least 5 consecutive 4-star evaluations, indicating that Ronald McDonald House Charities of Tampa Bay outperforms most other charities in America. This exceptional designation from Charity Navigator sets Ronald McDonald House Charities of Tampa Bay apart from its peers and demonstrates to the public its trustworthiness.

For more information about the Ronald McDonald House Charities please use this link: https://rmhctampabay.org
StAMP Network participants are appointed by FLASHA to advocate for Medicare coverage and reimbursement of audiology and speech-language pathology services in the states. The StAMP representative is responsible for establishing or enhancing effective links to medical directors, consultants, and key personnel with • Medicare administrative contractors (MACs), • Medicare regional office officials, • state health agencies (certify Medicare facilities) • consumer groups, • and other related professionals

StAMP representatives serve as a resource to fellow audiologists and speech-language pathologists regarding compliance with local and national Medicare coverage and payment policies. Getting in touch with them is easy as an email.

FLASHA’s StAMP representative is Nicole Day, M.S., CCC-SLP, currently FLASHA’s Vice President for Professional Practices in Speech-Language Pathology

Be sure to connect with her during convention!

The State Advocates for Reimbursement (STARs) are ASHA-member audiologists and speech-language pathologists who advocate in their states for improved health care coverage and reasonable reimbursement. Their targets are key decision-makers in private corporations, public agencies, and the local legislature. Examples are health care insurance executives, benefits administrators, state insurance department officials, and state congress members. STARs create advocacy strategies and share skills with the state speech-language-hearing associations that appoint them.

STARs form a true network. They link states together and to ASHA through monthly conference calls, a STARs-only e-mail discussion group, and periodic meetings. STARs are individuals who:
• are proactive;
• will eagerly assist colleagues and others with advice and information;
• can help seek solutions when members face challenges to their economic viability; and
• must count on their colleagues (you) to help them effectuate positive changes in private health insurance and Medicaid.

FLASHA’s STARs representative are Hasina Echoles, M.S., CCC-SLP, Vice President for Governmental Education and Marian Lowther, M.S., CCC-SLP, Vice President for Convention.

State Education Advocacy Leaders (SEALs) are appointed by FLASHA to advocate on education issues. These issues may include caseload/workload, salary supplements, and maintenance of personnel standards in school settings.

The mission of the SEALs network is to enhance and perpetuate the advocacy, leadership, and clinical management skills of school-based ASHA members at the state and local levels to influence administrative and public policy decisions that affect the delivery of speech-language pathology and audiology services in school settings.

FLASHA’s SEAL representative is Lyndsey Zurowski, SLPD., CCC-SLP

Be sure to connect with her during convention!
FLASHA’s Medical SIG is moving ahead by targeting those who work in the medical community. Their first webinar, offered in 2021, was a big success and they immediately began plans to offer a series of webinars in 2022, each of which will be offered for 0.2 CEUs.

2022 FLASHA Medical SIG Webinar Schedule:

Feb 23       SLP Critical Care Management of Post Operative Lung Transplant and VV ECMO Patients
May          Gender Affirming Voice Primer
October      Motor Speech/Cranial Nerve Exam

Points to remember:

• The Medical SIG is a FREE member benefit for all FLASHA members!

• Each webinar is eligible for .2 CEUs!

• The Medical SIG will review current issues in the field of medical SLP

• Networking! You will gain access to a community of professionals who are just as passionate as you

For more information about FLASHA’s Medical SIG:

• Email Dr. Raquel Garcia, VP of Communications at vp.communications@flasha.org

• Connect with Dr. Raquel Garcia while at convention

Take a step forward and enhance your career, both now and for the future.
Dear Medical SLPs: We’re here for you.

Whether your goal is to break into the medical setting or you’ve been a med SLP for years, the MedSLP Collective can offer you support, resources, and motivation to become the med SLP your patients brag about...

...and that doctors wish they knew about sooner.

When you join, you’ll get instant access to:

- A judgment-free private online community to ask your toughest questions and share your wins
- Monthly live webinars for ASHA CEUs
- Dysphagia Grand Rounds
- Pay month to month, or get 3 months free with an annual subscription
- Student Discounts Available
- An extensive library of med SLP resources and recorded webinars in all areas of med SLP
- Weekly editorial-reviewed resources
- Journal clubs
- Diversity Collaboration Committee

"The MedSLP Collective has improved my overall knowledge and treatment methods. I feel more confident in myself as a SLP! The Collective has allowed access to information and support from others. The mentors are amazing at referencing to different resources and giving realistic advice on a variety of topics."

JEN PRATO, MEDICAL SLP COLLECTIVE MEMBER

While you’re busy helping your patients meet their goals, we’re busy helping you succeed.

Join today: MedSLPCollective.com/flasha
FLASHA’s Schools SIG is moving ahead by targeting those who work in the educational community. If you have an interest in providing leadership and advocacy then FLASHA’s Schools SIG is for YOU!

Plans include upcoming webinars offering CEUs and connection to the school-based community who recognize the unique needs of the school-based SLP.

2022 Webinar Topics:

• Self-Advocacy Skills in Schools
• Maltreatments and the Social Welfare System
• Trauma Informed Care: Practical Strategies
• Evidence-based Group Therapy
• Speech and Language Therapy: A Special Education Teacher’s Perceptions, Suggestions and Questions

Points to remember:

• The Schools SIG is a FREE member benefit for all FLASHA members!

• Each webinar is eligible for CEUs!

• The Schools SIG will review current issues in the field of educational SLP.

• Networking! You will gain access to a community of professionals who are just as passionate as you.

Interested in joining? Have a suggestion for a speaker? Email VP of Educational Services at vp.education@flasha.org.
Professional Development Requirements

Your Florida license requires 30 CEU hours during the 2-year renewal cycle ending 12/31/2023. Of these, 2 hours must be in Medical Errors. ASHA also now requires 1 hour of Ethics with every 3-year maintenance period and if you provide any supervision, a minimum of 2 hours in supervision is required only once. ASHA reports all activity to CE Broker, Florida’s authorized agent to track CEU activity.

The 2022 FLASHA Annual Convention is offered for a maximum of 2.8 CEUs (Various Levels, Professional Area). These may be obtained with or without Medical Errors. Be aware that FLASHA must report Medical Errors separately. Therefore CEU reporting will designate 0.2 ASHA CEUs (Intermediate Level, Professional Area) along with the total CEUs obtained from convention sessions.

Should you take the approved supervision and/or ethics classes indicated in this program, you will need to confirm/attest the course was fulfilled when you submit your online compliance form to ASHA after all 30 certification maintenance hours are complete for your interval. Please refer to this site for more information relating to Ethics and Supervision course requirements: https://www.asha.org/Certification/Prof-Dev-for-2020-Certification-Standards/

Disclosure Information

In keeping with ASHA’s disclosure policy, 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 CEU
Reporting CEUs
Leaving a Legacy

Reporting of CEUs

FLASHA is updating the process by which one submits documentation required for ASHA CEUs. To apply for ASHA CEUs, you must...

**COMPLETE THE CEU FORM BY JULY 24, 2022, NO EXCEPTIONS!**

Failure to complete the form by the due date will prevent you from earning Continuing Education Credit for this event.

FLASHA will send you a copy of the CEU form to serve as a certificate of attendance within 4 weeks after the due date. Please keep the program and a copy of the certificate of attendance if any future verification needs arise. Please be patient with CE submission. It may not show up on your ASHA registry until 6-8 weeks after the event closes. FLASHA will simultaneously submit the hours to CE Broker for the Florida state license on your behalf.

**It is your responsibility to be aware of the following:**

- FLASHA will not accept late submissions
- Do not submit more than once.
- Carefully check the reporting form for accuracy. If you made an error, please contact the ASHA CE Administrator at vp.continuinged@flasha.org
- This online form replaces the "bubble sheet" and any other record keeping method FLASHA used in the past. FLASHA's Continuing Education Administrator will verify your attendance, convert the contact hours to CEUs, and report this information to ASHA and CE Broker. Do not contact ASHA directly to report your attendance at this convention. Please note, if you want ASHA to maintain a record of your hours, you must pay for the ASHA CEU Registry at asha.org.
- For ASHA CEU questions, contact the ASHA CE Administrator at vp.continuinged@flasha.org
Jennie Bjorem M.A., CCC-SLP

Jennie has been practicing as a pediatric speech-language pathologist for over 22 years, WOW! Over the past 10 years, Jennie has taken a special interest in childhood apraxia of speech. She currently carries a small caseload of children with childhood apraxia and travels the country presenting on the topic. Jennie has owned a private practice in Overland Park, Kansas for the past 20 years and is the owner of Bjorem Speech Publications. Jennie's goal is to publish inclusive and diverse products that speak to all children and therapists.

Session 148: 15 Apraxia Therapy Pitfalls and How to Avoid Them

Marie Ireland, M.Ed., CCC-SLP, BCS-CL

Marie Ireland, an adjunct research associate at Charles Sturt University, is a board-certified specialist in child language and language disorders. She has 25 years of experience in public education focusing on dynamic assessment, cultural and linguistic differences, and child language. She served as ASHA's Vice President for SLP Practice (2018-2020).

Session 167: Regulations, Guidance, and Best Practice: What Professionals Need to Know

Session 110: Addressing the Impact of Poverty: Strategies for SLPs

Meredith Harold, Ph.D., CCC-SLP

Meredith Poore Harold, PhD, CCC-SLP is a scientist and clinician, working to find realistic solutions to implement our field’s best research in practice. She is the founder and owner of The Informed SLP—a website dedicated to connecting clinicians and scientists with each other’s work.

Session 129: Research for practice: What are those scientists up to, anyway?
Kara Jones, M.A. CCC-SLP

Kara Jones, M.A. CCC-SLP is a Speech Language Pathologist who specializes in adult dysphagia. She received her Master's at SUNY University at Buffalo. Kara works in the acute care setting at Wellstar North Fulton Hospital in Roswell, GA where she completes Modified Barium Swallow Studies and Fiberoptic Endoscopic Evaluation of Swallowing (FEES). Kara is passionate about her work with patients in the Intensive Care Unit and Neurointensive Care Unit. Kara is President of the Georgia Speech Language Hearing Association (GSHA) and is a 4-time ACE award winner.

Session 160: ICU and the Chart Review: Efficiently Examining the Chart for Critically Ill Patients with Dysphagia

Session 112: Moral Distress in Dysphagia Management: An Investigation in Clinical Ethics

Theresa Richard MA, CCC-SLP, BCS-S

Theresa Richard M.A., CCC-SLP, BCS-S is a Board Certified Specialist in Swallowing and Swallowing Disorders. She started in the SLP business world with Mobile Dysphagia Diagnostics and she provided mobile FEES studies to thousands of patients in over 100 skilled nursing facilities across 4 states. She has helped over 80 medical SLPS start and grow thriving mobile FEES companies and individually has supported over 60 SLPS accomplish their goals in their career advancement. One of her blog posts, “Don’t Be a Sip, Sip, Done SLP” was viewed over 30,000 times in the first 24 hours - a surprisingly large number for our small little field. Theresa created a podcast called “Swallow Your Pride” that debuted at #11 on the Science and Medicine chart of iTunes. It just crossed the 3 Million downloads mark, and is going strong! Above all, Theresa is a normal girl that wants to provide patients the highest quality assessments and treatments that are supported by the evidence.

Session #141 Evidence Based Practice - What It Is and What It Isn’t

Doanne Ward-Williams, M.Ed., CCC-SLP

Doanne Ward-Williams, MEd, CCC-SLP, is owner and bilingual speech-language pathologist at TheraPlay Bilingual Solutions, LLC. In her private practice, Doanne focuses on monolingual and bilingual English and Spanish-speaking children in early intervention. Her passion is to empower families and teachers with the knowledge to advocate for their children and/or students. Doanne currently serves on ASHA’s Board of Directors as Vice President for Government Affairs and Public Policy.

Session 137: Supporting Families and Teachers Through Culturally Diverse Service Delivery

Session 130: What Is Your Advocacy Legacy?

Lyndsey Zurawski, SLP.D, CCC-SLP

Lyndsey Zurawski, SLP.D, CCC-SLP, is a school-based SLP in Palm Beach County, with a focus on language, literacy, and inclusive practices. She is a consultant and frequent presenter at conferences and staff development throughout the USA. In 2016, Dr. Zurawski received the School Clinician of the Year award from FLASHA. She is the current President of CSAP and was a past president of FLASHA.

Session #121 A Continuum of Service Delivery: Considering LRE and Curriculum to Support Students

Help FLASHA Help Others

Lend a hand and help support FLASHA achieve its goals. Establish new contacts while you enhance your resume. We guarantee you will find it rewarding.

Stop by the FLASHA booth for details.
After many years, FLASHA is excited to offer audiologists an opportunity to have sessions specifically dedicated to their content area. Robert Fifer, Ph.D., FLASHA’s VP for Audiology was tasked with developing a track tailored to the needs of audiologists and through his dedication FLASHA is now able to once again offer a full day of sessions that target their interests.

All audiology dedicated sessions will be offered on Friday, July 16, 2022 thereby allowing the opportunity to register at the one-day rate. Please be sure to offer Bob your thanks for his efforts at rejuvenating the audiology program within FLASHA.

The following sessions are targeted to audiologists, but anyone may attend:

Session #111
An Update on Early Detection of Hearing Loss: DOH Guidelines and Frontline Experience in the Age of Covid
Kimberly Porter
Aliana Romero, AuD
Friday, 8:00-9:00

Session #114
Congenital CMV 2022 Perspectives
Cedric Pritchett, MD, MPH
Friday, 9:00-10:00

Session #118
A Tour of the Brain: Audition, Language, Learning, and More
Robert Fifer, Ph.D.
Friday, 10:00-11:00

Session #121
The Role of SLPs and Audiologists in Sickle Cell Management
Candice J. Adams-Mitchell, SLPD., CCC-SLP
Friday 11:00-12:00

Session #124
Audiology Grand Rounds
Cindy Ann Simon, Au.D.
Robert Fifer, Ph.D.
Friday, 12:00-1:00

Session #134
Industry Update: Trends In Hearing Care
Gary Rosenblum, MBA
Friday, 2:30-4:00

Session #138
Self Advocacy: Special Skills Standards and Specific Language Instruction
Daniela Berrios, M.A., CCC-SLP, LSLS Cert AVEd
Lynn W. Miskiel, M.A., CCC-SLP/A, LSLS Cert. AVEd
Friday, 4:00-5:00
Florida Association of Speech-Language Pathologists and Audiologists

A.G. Bell LSL Track
Leaving a Legacy

Attendees seeking LSLS Continuing Education credit can obtain up to 22.5 hours. The following sessions have been approved by the A. G. Bell Academy for LSLS Continuing Education:

Friday:

Session #108: Clinical Supervision vs Mentorship: What’s the Difference (1 CEU)

Session #114: Congenital CMV 2022 Perspectives (1 CEU)

Session #115: Creating Success: Using Telepractice for Early Childhood Services (1 CEU)

Session #118: A Tour of the Brain: Audition, Language, Learning and More (1 CEU)

Session #120: Addressing the Impact of Poverty: Strategies for SLPs (2 CEUs)

Session #121: The Role of SLPs and Audiologists in Sickle Cell Management (1 CEU)

Session #124: Audiology Grand Rounds (1 CEU)

Session #131: A Continuum of Service Delivery: Considering LRE and Curriculum to Support Students (1 CEU)

Session #132: Math is a Symbol & a Word Problem (1.5 CEUs)

Session #134: Industry Update: Trends in Hearing Care (1.5 CEUs)

Session #136: Behavior is Communication: It’s About the Message, Not the Method (1.5 CEUs)

Session #137: Teletherapy 101: An Introduction to Teletherapy Services (1 CEU)

Session #138: Self Advocacy: Special Skills Standards and Specific Language Instruction (1 CEU)

Saturday:

Session #116: The Power of Culturally Responsive Pedagogy in Literacy-Based Instruction (1 CEU)

Session #142: Managing Challenging IEP Meetings (1 CEU)

Session #145: Motor Planning: Its Impact on Speech and Language (1 CEU)

Session #158: 15 Apraxia Therapy Pitfalls and How to Avoid Them (2 CEUs)

Sunday:

Session #179: Improvisational “Games” Can Help Train Caregivers, Students and Others About Communication (1 CEU)

Session #192: Legacy of Care: Yoga, Meditation, and Mindfulness for the SLP (1 CEU)
You may find the following sessions of particular interest. Please note, this is not a complete listing of all sessions being offered.

Aphasia: 104, 151, 170, 184
Artic: 158
Craniofacial: 165
Deaf/HoH: 111, 114, 127, 134, 138, 118
Diversity: 105, 106, 113, 116, 120, 125, 130, 135, 144, 147, 154, 163, 175, 182
Head Neck Cancer: 107, 172, 186
Language in Infants: 103, 118, 120, 133, 136, 144, 164
Language in School Age: 118, 120, 131, 132, 136, 144, 152, 158, 164
Leadership: 105, 140, 142, 146, 164, 176, 181
Literacy: 116, 120, 126, 131, 152
Pediatric Feeding: 107, 123, 155, 165, 169
Practice Management: 109, 117, 129, 139, 149, 171, 177, 181, 189
Supervision: 108, 159, 178, 188
Swallowing: 107, 110, 122, 123, 148, 157, 160, 162, 168, 169, 180, 185, 191
Voice: 143, 172, 187
Telepractice: 115, 129, 137
The following students are to be congratulated for presenting at this year’s convention. Please make an effort to recognize their work and encourage their continued participation in FLASHA.

Jamie Averitt, UF
Erica Baculima, FIU
Sydney Balis, USF
Ana Cabrera-Jarquin, FIU
Edward Castillo, FIU
Courtland Crain, USF
Stephanie Di Ianni, JU
Christina Fernandez, FIU
Aisha Gaziani, NSU
AnnMarie Giglio, USF
Amber Gonzalez, FIU
Eunice Gutierrez, USF
Paige Horne JU
Monika Juliao, FIU
Ana Lowe, FIU
Katherine Mazza, FIU
Jani Medina, FIU
Savannah Mock, USF
Amanda Morales, FIU
Juli Morales, FIU
Natasha Muniz, FIU
Hailey Nies, JU
Gabriela Pedrido, FIU
Katherine Perez, FIU
Desiree Perkins, JU
Elizabeth Pozen, JU
Mayra Quintana, FIU
Meagan Rojan, JU
Kathryn Smrcka, FIU
Susan Succar, FIU
Mabell Vargas, FIU
Allison Vetrone, JU
FLORIDA ASSOCIATION OF SPEECH–LANGUAGE PATHOLOGISTS AND AUDIOLOGISTS

Save the Date for 2023
Leaving a Legacy

Hilton Orlando Lake Buena Vista
Disney Springs® Area

July 13-16, 2023

An Official WDW Hotel

As an Official Walt Disney World® Hotel, guests of the Hilton Orlando Lake Buena Vista Disney Springs® Area not only enjoy special Disney perks, they also enjoy the benefits of an incredible location just steps from Disney Springs®. Just a short walk across the pedestrian skybridge, you'll discover more than 150 specialty shops, restaurants and endless family entertainment at Disney Springs®. From a tethered hot air balloon ride at Aerophile and live music venues to bowling at Splitsville there's something here for every member of the family to enjoy!

Special Resort Benefits

As an official Walt Disney World® Hotel across from Disney Springs® you get:

• Complimentary shuttle to and from Walt Disney World® Theme Parks

• 30 minutes early theme park entry every morning

• Purchase your Disney tickets in advance online, or onsite through our Concierge

• Exclusive Disney Springs® savings booklet
Living in Florida, we often take for granted what others save years to experience. Where would you like FLASHA to hold a future convention? Let us know your preferences. We have some ideas in mind but certainly appreciate your comments. Drop a note by the registration desk.
<table>
<thead>
<tr>
<th>Time</th>
<th>Foyer</th>
<th>St. Pete Ballroom</th>
<th>St. Pete Breakout Rm 1</th>
<th>Grand Central</th>
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<tr>
<td>8:00</td>
<td>Posters</td>
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<td>Session #109 Private Practice: Insurance Reimbursement Considerations Including Billing, Contracting and Authorizations</td>
<td>Session #110 The Essential Role of the SLP in Chronic Dysphagia</td>
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<td>9:00</td>
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<td>Session #118 A Tour of the Brain: Audition, Language, Learning, and More</td>
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<td>Session #116 The Power of Culturally Responsive Pedagogy in Literacy-Based Instruction</td>
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<td>Session #121 The Role of SLPs and Audiologists in Sickle Cell Management</td>
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<td>Session #119 Reframing Therapy: Supporting Neurodivergent Clients</td>
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<td>Session #124 Audiology Grand Rounds</td>
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<td>Session #120 Addressing the Impact of Poverty: Strategies for SLPs</td>
<td>Session #122 Moral Distress in Dysphagia Management: An Investigation in Clinical Ethics Session #122</td>
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<td>Session #123 Evaluating the Evidence in Pediatric Feeding Disorder (PFD) Interventions</td>
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<td>Session #131 A Continuum of Service Delivery: Considering LRE and Curriculum to Support Students</td>
<td>Session #132 Math is a Symbol &amp; a Word Problem</td>
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<td>Session #135 Diversity, Equity &amp; Inclusion: A Panel Discussion</td>
<td>Session #136 Behavior is Communication: It's About the Message, Not the Method</td>
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<td>Session #138 Self Advocacy: Special Skills Standards and Specific Language Instruction</td>
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<td>Session #137 FLASHA's Leadership Development Program (No CEUs)</td>
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<td>Session #140 What Is Your Advocacy Legacy?</td>
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# SATURDAY SCHEDULE AT A GLANCE

<table>
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<tr>
<th>Time</th>
<th>Location</th>
<th>Session Title</th>
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<tr>
<td>8:00</td>
<td>Foyer</td>
<td>Session #141 Evidence Based Practice - What It Is and What It Isn’t”</td>
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<td>Session #142 Managing Challenging IEP Meetings</td>
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<td>St. Pete Ballroom</td>
<td>Session #143 Voice Grand Rounds: I Wasn’t Expecting That!</td>
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<td>St. Pete Breakout Rm 1</td>
<td>Session #144 Semantic Organization of Common Categories in Spanish Monolingual Adults</td>
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<td>St. Pete Breakout Rm 1</td>
<td>Session #147 Supporting Families and Teachers Through Culturally Diverse Service Delivery</td>
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<td>St. Pete Breakout Rm 1</td>
<td>Session #148 Dysphagia Grand Rounds: Making a Mark in the World of Dysphagia</td>
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<td>St. Pete Breakout Rm 1</td>
<td>Session #149 Leaving a Proactive Legacy: Understanding Medicaid and Improving Operational Practices</td>
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<td>11:30</td>
<td>St. Pete Breakout Rm 1</td>
<td>Session #150 Does Sheldon Have SPCD? Exploratory Efforts Between SLP and LCSW</td>
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<td>St. Pete Breakout Rm 1</td>
<td>Session #151 The Cost of Change in Aphasia</td>
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<td>Session #158 15 Apraxia Therapy Pitfalls and How to Avoid Them</td>
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<td>Session #159 Speech Language Pathology Assistants: Supervision and Utilization</td>
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<td>Session #160 ICU and the Chart Review: Efficiently Examining the Chart for Critically Ill Patients with Dysphagia</td>
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<td>Session #162 Radiation-Associated Dysphagia: Role of the Speech-Language Pathologist</td>
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<td>Session #163 A Prescription for Collaboration: Initiating a Pharm.D.-SLP Interdisciplinary Legacy</td>
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<td>Session #165 Feeding, Failure to Thrive, and Cleft Palate: A Primer for Speech-Language Pathologists</td>
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<td>Session #166 Educational SLP 101: Beginning Your Legacy!</td>
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<td>Session #167 Infusion of Clinical Data-Based Research in a Masters’ SLP Program</td>
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<td>Session #168 Acute Care Cognitive-Communication Needs: SLP Personal and Professional Perspectives</td>
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<td>Session #170 Finding A Voice Following Total Laryngectomy: Benefits of Establishing Support Groups</td>
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<td>Session #171 Marketing Your Private Practice: The Musts and the Methods</td>
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<td>7:00</td>
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<td>Beach Bash, Awards &amp; Annual Meeting</td>
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### SUNDAY SCHEDULE AT A GLANCE

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<tr>
<th>SUNDAY</th>
<th>Foyer</th>
<th>St. Pete Ballroom</th>
<th>St. Pete Breakout Rm 1</th>
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<tr>
<td>7:00</td>
<td>Session #176 FLASHA Past Presidents’ Vision for Leaving a Legacy</td>
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<td>Session #177 Regulations, Guidance, and Best Practice: What Professionals Need to Know</td>
<td>Session #178 The Clinical Education Process: A Focus on Feedback and Evaluation</td>
<td>Session #179 Improvisational “Games” Can Help Train Caregivers, Students and Others about Communication</td>
<td>Session #180 Expanding SLP’s Role in Multidisciplinary Management of Complex Multifase Dysphagia</td>
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<td>Session #183 Medical Errors</td>
<td>Session #184 How Do I Find Resources and Materials for My Clients with Aphasia?</td>
<td>Session #185 Muscle Tone Dysphagia</td>
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<td>Session #186 Head and Neck Cancer: Legacy of a Lifetime</td>
<td>Session #187 Voice Therapy Across Settings</td>
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<td>Session #188 Creating a Legacy: Active Student Participation in the Supervisory Process</td>
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<td>Session #189 Understanding ASHA Ethics for Professional Conduct</td>
<td>Session #190 Chromosome Deletions: More Than What’s Missing</td>
<td>Session #191 Navigating Dysphagia Intervention Across the Continuum Care in Specialty Populations</td>
<td>Session #192 Legacy of Care: Yoga, Meditation, and Mindfulness for the SLP</td>
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“To myself I am only a child playing on the beach, while vast oceans of truth lie undiscovered before me.”

– Isaac Newton
ARE YOU FRUSTRATED WITH SOCIAL-PRACTICAL THERAPY?

Check out these resources to help you achieve functional carryover with multi-situational social-pragmatic communication.

All orders received from convention receive FREE SHIPPING!
Poster Session #101
Neurodiversity: Knowledge and Perceptions
Neurodiversity is a social justice movement that challenges the theoretical approaches and education of many SLPs. This poster examines the perceptions and knowledge that SLPs have regarding neurodiversity. This poster surveyed over 100 professionals in the field of exceptional education, including primary SLPs to discover their knowledge and understanding of neurodiversity.

Learner Outcomes: 1. Identify similar perceptions SLPs have with other professions regarding neurodiversity. 2. Discuss perceptions that SLPs from different settings have regarding neurodiversity. 3. Identify at least two areas for future study regarding neurodiversity and the field of speech-language pathology.

Wyndi L. Capeci, M.S., CCC-SLP, M.S., Special Educator
Paige Horne, B.A.
Stephanie Di Ianni, B.S.
Allison Ventrone B.S.
Friday, 8:00-9:30
Foyer

Poster Session #103
Pediatric stroke: The SLP Perspective On An Underrepresented Population
Strokes can occur in one out of 4000 newborns each year. Overall, pediatric cases are incredibly overlooked in the academic literature. Discussion will identify unique symptoms along with various treatment options. An important member of the care team is the SLP who specializes in swallowing, communication, and cognition.

Learner Outcomes: 1. Identify causes of pediatric strokes 2. Describe symptoms that are unique to pediatric cases 3. Discuss the role of an SLP in the rehabilitation care team

Elizabeth Posen, B.S
Friday, 8:00-9:30
Foyer

Poster Session #104
Using Lingraphica with a Person with Aphasia Disorder: A Case-Study
The researchers collected communication baseline data of a participant diagnosed with aphasia and apraxia disorder using the Western Aphasia Battery Revised. The participant was instructed on using the Lingraphica device during the intervention condition, post customization. Findings indicated an improvement in the ability to communicate using the Lingraphica device.

Learner Outcomes: 1. Describe the importance of using AAC with an individual diagnosed with apraxia and aphasia disorder 2. Describe the effects of using AAC, specifically the Lingraphica, on the communication skills of an individual diagnosed with apraxia and aphasia disorder 3. Describe the significance of customizing the Lingraphica before providing intervention with an individual diagnosed with apraxia and aphasia disorder

Mariáteresa (Teri) H. Muñoz, SLPD., CCC-SLP
Amber Gonzalez, FIU Graduate Student
Gabriela Pedrido, FIU Graduate Student
Mayra Quintana, FIU Graduate Student
Kathryn Smrcka, FIU Graduate Student
Friday, 8:00-9:30
Foyer
Interprofessional Practice and Education: Survey of Knowledge and Skills

Speech-language pathologists and audiologists are expected to collaborate on interprofessional teams in clinical practice across a variety of settings (American, Speech-Language-Hearing Association, 2017; Goldberg, 2015). The purpose of the current study was to investigate graduate students’ engagement in interprofessional practice and perceptions of related knowledge and skills to inform personnel preparation and workforce development efforts. A questionnaire was used to solicit information about IPP related experiences of graduate students in the school of communication science and disorders before and after an innovative experiential IPE training activity in collaboration with students from diverse professional backgrounds including physical therapy, occupational therapy, nursing and pharmacy.

Learner Outcomes: 1. Identify SLP graduate students’ perceptions of preparedness and skills in IPP/IPE. 2. Examine group differences in perceptions of IPP knowledge and skills following an experiential training event. 3. Describe perceived benefits and challenges to IPP by graduate students in speech-language pathology.

Ellen Nimmons, M.C.D., CCC-SLP
Carla Wood, Ph.D., CCC-SLP
Katherine Perez, B.S.
Friday, 8:00-9:30
Foyer

Communication For All: Creating an Awareness Campaign

In 2020, the University of South Florida’s online NSSLHA chapter created Communication For All (CFA) – an awareness campaign with the goal to share that all communication is valid and important, no matter how it occurs. CFA has many facets and is really starting to grow.

Learner Outcomes: 1. After the presentation, the learner will be able to list three challenges of creating an awareness campaign. 2. After the presentation, the learner will be able to explain the process of creating the CFA logo. 3. After the presentation, the learner will be able to identify a lesson learned from creating CFA.

Sydney Balis, BS
AnnMarie Giglio, BS
Brittany Probus, BS
Jenna Silver Luque, PhD, CCC-SLP
Friday, 8:00-9:30
Foyer

Relationship Between Swallowing Related Measures and the Deep Neck Flexors

Head and neck posture stability is an important consideration for the management of dysphagia. The deep neck flexor (DNF) muscles are important head and neck posture stabilizers. This study aimed to evaluate clinical swallowing related measures in relation to activation of the DNF muscles measured by the craniofacial flexion test in a group of healthy adults.

Learner Outcomes: 1. Discuss the association between swallowing patterns and alterations of altered head and neck posture. 2. Discuss the association between tongue force and alterations of altered head and neck posture. 3. Discuss the contribution of the head position in swallowing measures in dysphagia rehabilitation.

Ana Lowe
Mabell Vargas
Alliete Alfano, PhD, CCC-SLP, LSLS Cert. AVT
Friday, 8:00-9:30
Foyer

Clinical Supervision vs Mentorship: What's the Difference?

Mentoring is enriching for both the mentor and mentee, but is often underestimated in clinical training programs in which the primary focus is clinical supervision. Promoting and facilitating the formation of mentor relationships between professors and students in graduate training programs offers numerous personal and professional benefits.

Learner Outcomes: 1. Define mentoring and distinguish it from supportive clinical supervision. 2. Describe the rationale and objectives of mentoring. 3. Articulate characteristics of effective mentoring and challenges to mentoring.

Candice J. Adams-Mitchell, SLP.D., CCC-SLP
Friday 8:00-9:00
St Pete Ballroom

Private Practice: Insurance Reimbursement Considerations Including Billing, Contracting and Authorizations

Do you have questions about billing insurance in private practice? This session will cover commercial insurance as well as Florida Medicaid. It will cover the basics of billing, considerations for choosing plans to participate with and what to do when dealing with reimbursement challenges.

Learner Outcomes: 1. Identify common billing errors areas on the HCFA-1500 form. 2. Define the terms: adverse decision, reduction, denial, appeal, Fair Hearing/Due Process rights, qualitative and quantitative data. 3. Explain procedures to address billing issues and utilize documentation to address adverse therapy authorization decisions and billing issues.

This session is sponsored by:

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Session #110
The Essential Role of the SLP in Chronic Dysphagia
The world of speech pathology is growing in its grasp of the management of chronic dysphagia; however, clinicians continue to experience discomfort with how to define our clinical role with these patients. This session helps to elucidate the SLP role with this complex and rewarding population.
Learner Outcomes: 1. Describe the typical etiologies leading to chronic dysphagia 2. Discuss the various stages and trajectories of a chronic dysphagia, including the balance of rehabilitation and palliation 3. Discuss the role ethics plays in the management of this population
Terri Ayotte, MEd, CCC-SLP, CBIS
Tiffany M. Mohr, MA, CCC-SLP, BCS-S, CBIS
Friday 8:00-9:00
Williams/Demens

Session #111
An Update on Early Detection of Hearing Loss: DOH Guidelines and Frontline Experience in the Age of Covid
Florida Department of Health has published new guidelines to assist with newborn hearing screening. In addition to reviewing the new guidelines, discussion will focus on the challenges and pitfalls of newborn and NICU hearing screening compounded by nursery protocols and Covid precautions.
Learner Outcomes: 1. Discuss the revised guidelines for newborn hearing screening and their accompanying rationales. 2. Identify pitfalls in testing infants in the mother-baby and NICU environments that may result in increased false positive results
Kimberly Porter
Aliana Romero, AuD
Friday, 8:00-9:00
Grand Central

Session #112
Will My Child Ever Speak? Examining Autism Using a Functional Developmental Level Lens
In this session, language development in children with ASD will be examined and explained using a developmental framework. A summary of a discussion with parents during a clinic visit with their non-verbal child with ASD will be presented. It is estimated that about 40% of children with ASD are nonverbal leading to one of the most frequently asked questions from parents to Speech-Language Pathologists, "Will my child ever speak?" For many families of children with ASD, having their child learn to talk is their primary goal. Thus, it is our job to appropriately answer this question based on research and to assist using an evidence-based taxonomy and intervention practice.
Learner Outcomes: 1. Examine language development of children with autism using a functional developmental level perspective 2. Identify research related to brain abnormalities in children with autism that explains a different language trajectory 3. Apply early intervention strategies using the PLAY Project model to facilitate language acquisition and communication skills 4. Describe the language mountain
Sheryl Rosin PhD., CCC-SLP
Friday 9:00-10:00
St. Pete Ballroom

Session #113
Living Your Legacy: Embracing Student Diversity through Clinical Education
How is diversity and inclusion relevant to ethics within teaching higher education and practicing speech-language pathology? A panel of instructors and students will share their experiences working with diverse populations and discuss inclusivity and implementation of diversity-affirming strategies across clinical and classroom settings.
Learner Outcomes: 1. Define terminology and identify characteristics of diversity, equity and inclusion. 2. Describe the role that diversification plays in clinical education. 3. Discuss strategies to be responsive to and inclusive of diverse populations.
Natalie Mikkelson, M.A., CCC-SLP
Kelli Gorajec, M.A., CCC-SLP
Mahwish Ahmed, M.S., CCC-SLP
Emily Glass, M.A., CCC-SLP
Courtland Crain, B.A.
Savannah Mock, B.A.
Eunice Gutierrez
Friday 9:00-10:00
Williams/Demens

Session #114
Congenital CMV 2022 Perspectives
CMV is the most common congenital infection. This session will review current information on consequences of cCMV infection relative to hearing and communication, as well as opportunities for disease prevention and an overview of options for cCMV treatment.
Learner Outcomes: 1. Discuss incidence of congenital CMV and its contribution to newborn and early childhood morbidity. 2. Identify risks factors and prevention strategies for congenital CMV transmission. 3. List categories of treatment for congenital CMV.
Cedric Pritchett, MD, MPH
Friday, 9:00-10:00
Grand Central

Session #115
Creating Success: Using Telepractice for Early Childhood Services
Learn how telepractice can be a beneficial service...
delivery option for the early childhood population. Through partnering with caregivers and selecting appropriate activities attendees will learn how to keep children engaged while targeting their speech and language goals. Attendees will leave with tools for successful telepractice therapy sessions.

Learner Outcomes: 1. Identify at least 3 strategies for engaging caretakers during the therapy session 2. List at least 5 examples of appropriate activities for use in teletherapy with children 3. Recognize how telepractice can be used to effectively meet related service outcomes and mandates for children and families of all ages, backgrounds, and abilities.

Tami Radzai, M.A., CCC-SLP
Friday 9:30-10:30
St Pete Breakout Room 1

Session #116
The Power of Culturally Responsive Pedagogy in Literacy-Based Instruction
This presentation aims to facilitate a discussion about what a culturally responsive pedagogy (CRP) means to speech-language practitioners in their respective settings. With culturally and linguistically diverse (CLD) populations increasing, it is necessary to gain specialized knowledge to execute CRP practices, recognize their benefits, and better support all families.

Learner Outcomes: 1. Illustrate the need for the implementation of CRP across contexts within educational settings 2. Recognize the principles of CRP 3. Identify examples of CRP that can be used by all SLPs

Katherine Manrique M.S., CCC-SLP
Katherine Javier Widdicombe M.S., CCC-SLP
Friday 10:00-11:00
St Pete Ballroom

Session #117
Private Practice 101: An Introduction to Starting Your Own Business

This session is sponsored by:

Have you ever thought about starting your own practice? Even though the idea may seem intimidating, many clinicians have successfully ventured into business ownership. Do you wish you knew their secrets? This presentation will review several of the necessary components for owning a therapy practice and the basics of where to begin.

Learner Outcomes: 1. Explain the essential components required for business ownership. 2. Describe the resources necessary to support your business. 3. Discuss the pros and cons of owning your own practice.

Deborah R. Campbell, Ph.D., CCC-SLP
Friday, 10:00-12:00
Williams/Demens
Session #118
A Tour of the Brain: Audition, Language, Learning, and More
This presentation will discuss the anatomy and functional physiology of the peripheral and central nervous system highlighting the functional domains of auditory processing, language analysis, memory, learning, and motor. The story will begin in the womb highlighting early CNS organization and what happens when something goes wrong.

Learner Outcomes: 1. Identify the key elements of information processing 2. Discuss the role of the limbic system and memory relative to language analysis and formulation 3. Identify the importance of the neuroscience principle: "Every part of the brain is connected to every other part of the brain"

Robert Fifer, Ph.D.
Friday, 10:00-11:00
Grand Central

Session #119
Reframing Therapy: Supporting Neurodivergent Clients
This session will educate about masking and camouflaging, how to avoid encouraging these behaviors in sessions, and how to maintain a supportive therapy environment for neurodivergent clients while continuing to uphold and balance evidence-based therapy approaches. Join us to reframe what you thought you knew about providing therapy.

Learner Outcomes: 1. Define masking and camouflaging 2. Identify at least 3 ways to support clients while not encouraging masking and camouflaging 3. Identify at least 3 ways to merge known therapy approaches with a supportive therapy environment for neurodivergent clients

Wyndi L. Capeci M.S. CCC-SLP, M.S., Special Educator
Meagan Rojan, B.S.
Desiree Perkins, B.A.
Hailey Nies, B.A.
Allison Ventrone, B.S.
Elizabeth Pozen, B.S.
Friday, 10:30-11:30
St Pete Breakout Room

Session #120
Addressing the Impact of Poverty: Strategies for SLPs
This session provides an overview of the staggering impact of poverty on language, social emotional development, and executive function. Assessment considerations will be reviewed. SLPs will discuss specific treatment strategies for use with students to address social emotional skills, executive functioning, and language supports to share with teachers and parents.

Learner Outcomes: 1. Identify features of language and executive functioning affected by poverty 2. List assessment techniques with strong diagnostic accuracy for use when assessing students from a culture of poverty 3. Identify strategies to share with
Session #121
The Role of SLPs and Audiologists in Sickle Cell Management
Sickle cell disease (SCD) is a category of blood disorders marked by the presence of sickle cell hemoglobin. It is estimated that more than 300,000 babies are born with SCD annually. SLPs and audiologists should have knowledge of the widely variable symptomatology of this disease and its impact on communicative function. The state of Florida has the highest estimated prevalence of SCD.
Learner Outcomes: 1. Define and discuss the various types of Sickle Cell Disease 2. Describe the communicative, neuropsychological and audiological implications of Sickle Cell Disease 3. Discuss the SLP's and Audiologist's role in treating children and adults with Sickle Cell Disease.
Candice J. Adams-Mitchell, SLPD., CCC-SLP
Friday 11:00-12:00
Grand Central

Session #122
Moral Distress in Dysphagia Management: An Investigation in Clinical Ethics
Moral Distress is a concept in Medical Ethics which is defined as the psychological harm experienced when a person is forced to act against their core moral values. This presentation will examine moral distress and the implications for SLPs in dysphagia management. Strategies to cope with moral distress harm will be discussed.
Learner Outcomes: 1. Define Moral Distress as it relates to the field of Speech Language Pathology and dysphagia management. 2. Describe at least four institutional constraints which can cause moral distress in Speech Language Pathology and dysphagia management 3. Appraise strategies to cope with moral distress and burnout in dysphagia management.
Kara A. Jones, M.A. CCC-SLP
Friday 11:30-1:00
St Pete Breakout Room 1

Session #123
Evaluating the Evidence in Pediatric Feeding Disorder (PFD) Interventions
This presentation will explore the evidence behind widely used interventions for infants and children with pediatric feeding disorders. As a growing area of practice in speech language pathology, many professionals struggle with fully understanding and applying the principles of evidence based practice when selecting treatment of pediatric feeding disorders. A review of the new PFD diagnostic criteria will be provided. The principles of evidence based practice will be defined and discussed. A review of the available external evidence for commonly used therapy interventions will be explored. Approaches will be delineated based on the level of external evidence currently available to support its usage.
Learner Outcomes: 1. Define Pediatric Feeding Disorders 2. Identify the 3 pillars of EBP as they apply to the management of PFDs 3. Describe commonly used therapy interventions and the external evidence to support them
Raquel Garcia, SLP-D, CCC-SLP, CLC, CNT, BCS-S
Krisen West, M.A., CCC-SLP
Friday, 12:00-1:00
Williams/Demens

Session #124
Audiology Grand Rounds
The cases presented in this Grand Rounds are unusual clinical cases that are rarely seen but for which audiologists must be mentally and professionally prepared. In addition to diagnostic protocols, these cases emphasize the need for a thorough understanding of anatomy and physiology leading to good clinical judgment.
Learner Outcomes: 1. Discuss the significance of unusual clinical findings in light of appropriate interpretation of diagnostic audiological information combined with case history. 2. Identify various options appropriate to the clinical findings 3. Act upon the need for advocacy leading to appropriate intervention or treatment.
Cindy Ann Simon, Au.D.
Robert Fifer, Ph.D.
Friday, 12:00-1:00
Grand Central

Poster Session #125
Speech-Language Pathologists’ Perceptions of Childhood Bilingualism
This study investigated the perceptions held by SLPs regarding childhood bilingualism. SLPs completed a survey stating their perceptions on childhood bilingualism for typically developing children and children with disabilities. Results revealed that SLPs who had received bilingualism education had a higher probability of having advantageous perceptions in both populations.
Learner Outcomes: 1. Describe how SLPs’ bilingual status predicted the probability of an advantageous perception for typically developing children and for children with disabilities. 2. Describe how SLPs’ education related to bilingualism predicted the probability of an advantageous perception for typically developing children and for children with disabilities. 3. Describe how SLP’s bilingual status correlated to negative versus positive appraisals when describing bilingualism in children.
Alliete R. Alfano, Ph.D, CCC-SLP
Sherlie Paz, MS, CF-SLP
Angela M. Medina, PhD, CCC-SLP
Friday, 1:00-2:30
Foyer
Poster Session #126
RAN Scores: Predictors of Reading Fluency and Comprehension
The relationships between RAN and reading fluency and comprehension were evaluated in 149 children. Rapid letter and digit naming were highly correlated with fluency and comprehension, regardless of age. The strongest correlations were found in 6–9-year-olds. RAN tasks are a quick way to identify young children at risk for reading disorders.
Learner Outcomes: 1. Describe how well RAN tasks can predict reading fluency and comprehension. 2. Explain what age groups RAN tasks are better predictors for comprehension and fluency. 3. Apply the knowledge gained on RAN scores to perform research to further this topic.
Jamie Averitt
Laurie M. Gauger, Ph.D., CCC-SLP
Molly Jacobs, MS, Ph.D.
Friday, 1:00-2:30
Foyer

Poster Session #127
Implementing Aural Rehabilitation in the Zoom Room
An aural rehabilitation group incorporating interprofessional education objectives was designed and implemented. Recruitment, planning sessions, logistics, session format, topics, and debriefing are described. Program evaluation included participant feedback. Student debriefing included observations about collaborative planning, aural rehabilitation content, and group dynamics. Communication, collaboration, roles and responsibilities, and teamwork were assessed.
Learner Outcomes: 1. Plan an aural rehabilitation group incorporating participant feedback 2. Implement an aural rehabilitation group that includes interprofessional education 3. Evaluate student perspectives, knowledge, and skills
Erin Beasley M.S., CCC-SLP
Nannette Nicholson Ph.D., CCC-A
Friday, 1:00-2:30
Foyer

Poster Session #128
Pediatric Concussion Management Among SLPs: Survey of Placement and Practices
This study examined the role of medical and school-based SLPs in pediatric concussion care via a web-based survey. Results demonstrated that both medical and school based SLPs are knowledgeable regarding concussion; however, vague guidelines continue to exist for assessment and treatment practices.
Learner Outcomes: 1. Understand the SLP’s perception of their role on a multidisciplinary concussion team 2. Identify and explain the four main symptoms of a concussion 3. Identify evidence-based tools for the assessment of concussion
Jennifer Best, M.S., CCC-SLP
Daniel Furnas, PhD
Friday, 1:00-2:30
Foyer

Poster Session #129
The Legacy of Computer-Based Therapy: Tips and Tricks for Using and Adapting Websites and Online Resources for Evidence-Based Therapy-Online or Onsite
The internet is filled with free websites and materials that SLPs can adapt and utilize in onsite and online evidence-based therapy. By adapting and utilizing these resources, SLPs can broaden their access to materials appropriate for evidence-based therapy practices and provide accessible activities to their students, clients, and families.
Learner Outcomes: 1. List 3 websites to use or adapt for onsite or online evidence-based therapy services. 2. List 3 online resources to use or adapt for onsite or online evidence-based therapy services. 3. Utilize 3 tips or tricks to use or adapt a website or online resource for evidence-based therapy services.
Mary Murphy, MS, CCC/SLP
Jane M. Hastings, MMSC, CCC/SLP
Friday, 1:00-2:30
Foyer

Poster Session #130
Diversity Infusion in SLP Graduate Programs
Less than nine percent of ASHA's current members identify as minorities. The barriers to entry in the profession are numerous; however, the solutions to address the racial and ethnic disparities are underutilized. What can faculty, graduate students, and institutions do to recruit, admit, and support students from underrepresented populations?
Learner Outcomes: 1. Define cultural competence, cultural humility, cultural and linguistic diversity, holistic review, underrepresented students, inclusive excellence 2. Describe three barriers that underrepresented student populations face when applying to SLP graduate programs 3. Describe at least one innovative method that faculty, graduate students, and institutions can utilize to recruit, admit, and support underrepresented graduate student candidates in CDS graduate programs
Rita Lenhardt, D.H.Sc., CCC-SLP
Jocelyn Slater, M.S. CCC-SLP
Friday, 1:00-2:30
Foyer

Session #131
A Continuum of Service Delivery: Considering LRE and Curriculum to Support Students
Speech Language Pathologists play a critical role in supporting rigorous classroom instruction for students with communication disorders. Consider a continuum of service delivery models to meet the needs of students including the Least Restrictive Environment (LRE) and the curricular-demands of the classroom. This session will discuss a variety of service delivery with a focus on collaborative models in order to support language and literacy skills.
Learning Objectives: 1. Identify a variety of service
delivery models to support students with communication needs. 2. Identify strategies that will engage collaborative efforts between SLPs and school staff to support students with communication disorders. 3. Develop a plan to support students in the Least Restrictive Environment to support therapeutic practices.

Lyndsey Zurawski, SLPD, CCC-SLP
Friday, 2:30-3:30
St Pete Ballroom

Session #132
Math is a Symbol & a Word Problem
Language delayed students are delayed in math. Learn how to drive neuroplasticity. Learn the neural pathways for math. You will be able to make your own Math Made Fun Playing Cards, at home. These playing cards are uniquely designed. Learn innovative techniques & games to build a legacy for math.

Learner Outcomes: 1. Explain how to maximize Hebbian learning to drive positive neuroplasticity. 2. Describe the neural pathways for learning math. 3. Learn new innovative techniques with especially designed playing cards to build positive experiences for math.

Dana M Merritt M.S., CCC-SLP
Friday, 2:30-4:00
St Pete Breakout Room 1

Session #133
The Zipper Effect: Uniting LAMP and Floortime
This presentation aims to demonstrate how Language Acquisition Through Motor Planning (LAMP) and DIRFloortime can be fused together within the therapy setting. The focus will be on the similarities between models as well as utilizing video examples as demonstration tools for how to combine LAMP and Floortime strategies.

Learner Outcomes: 1. Describe similarities between LAMP and Floortime 2. Identify CORE words that can be used with sensorimotor activities 3. Develop at least two activities paired with CORE words and use Floortime strategies.

Joleen R. Fernald, PhD, CCC-SLP, BCS-CL
Jessica N. Schmidt, M.Ed., M.S., CCC-SLP
Friday, 2:30-3:30
Grand Central

Session #134
Industry Update: Trends In Hearing Care
Update on Macroeconomic, political, and technological trends affecting the hearing care industry. Learner Outcomes: 1. Identify how trends in hearing care can benefit a practice. 2. Discuss how to prepare for challenges facing a practice.

Gary Rosenblum, MBA
Friday, 2:30-4:00
Williams/Demens

Session #135
Diversity, Equity & Inclusion: A Panel Discussion
The retention, recruitment and inclusion of diverse service providers is an essentially needed focus in the professions of speech language pathology and audiology. This panel discussion will explore the experiences, feelings and trajectory recommendations of diverse panel members working in the profession of communication disorders. Come join for an interactive and informative discussion.

Learner Outcomes: 1. Describe the need for increased diversity in the field of communication disorders. 2. Identify a minimum of 2 ways equity and inclusion promote more efficacious treatment. 3. Discuss at least one issue diverse providers face as professionals.

Deborah Campbell, Ph.D., CCC-SLP
Wyndi L. Capeci ABD CCC-SLP
Marisa Carr M.S., CF-SLP
Elisabel J. Chang, M.S., CCC-SLP, TSSLD-BE
Julisa Chrysafti, M.S., CCC-SLP, CBIS
Jayla Davis M.S., CF-SLP
Hasina Echoles M.S., CCC-SLP
Calonda Henry M.S., CCC-SLP
Khalilah Marques M.A., CCC-SLP
Mark Witkind SLPD, CCC-SLP, BCS
Friday, 3:30-5:00
St Pete Ballroom

Session #136
Behavior is Communication: It's About the Message, Not the Method
Emerging communicators engage in meaningful behavior with a variety of communicative functions, even when it is not “socially acceptable” language. By fostering trust and connection, we can participate in all of their communication attempts. We will focus on validating and expanding a learner’s communication repertoire, and improving collaboration across the team.

Learner Outcomes: 1. Describe strategies for identifying a behavior’s communicative function 2. Describe strategies for teaching more efficient and effective communication modalities 3. Describe strategies for collaborating with other stakeholders to validate a learner’s communication, regardless of modality.

Brittany Schmidt, MA, CCC-SLP, BCBA
Friday, 3:30-5:00
Grand Central

Session #137
Teletherapy 101: An Introduction to Teletherapy Services
Join us in learning more about teletherapy services. Most of us have experienced some form of teletherapy services during the past few years. Have you considered teletherapy services full-time? During the presentation, you will be introduced to the needed technology, support resources for therapy and the efficacy of teletherapy.

Learner Outcomes: 1. Describe the technology needed to be an effective teletherapy provider. 2. Discuss the efficacy of teletherapy services. 3. Describe the support resources for teletherapy

Withdrawn
This session will focus on skill development in advocacy related to the professions of audiology and speech-language pathology as members create their professional legacy. A member of the ASHA Board of Directors will discuss strategies for successful advocacy and ways to get involved. Issues described in ASHA's Public Policy Agenda (PPA) will be highlighted as well as strategies for how audiologists and speech-language pathologists can get involved in advocacy efforts to ensure favorable outcomes for members and consumers in their state related to issues that are affecting their service delivery.

Learner Outcomes: 1. Describe 3 reasons why it is important to advocate 2. Identify one education priority and one health care priority in the Public Policy Agenda 3. Describe the method that members can use to take action on federal and state issues using the ASHA website.

**Doanne Ward-Williams, M.Ed., CCC-SLP**

**Friday, 6:00-7:00**

**St Pete Breakout Room 1**

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Saturday, July 16, 2022

**Session #141**

**Evidence Based Practice - What It Is and What It Isn’t**

Do you really understand what “Evidence Based Practice” is and what it takes to provide patient care in an evidence based manner? This two hour short course will present and discuss the components of “evidence based practice”. How to identify it, implement it, and how to provide it. Wait…”Components”? You mean “Evidence Based Practice” isn’t just all about the research? “Evidence Based Practice” is definitely about research, however it is also definitely about clinician experience and client/patient/caregiver perspectives. Join Theresa Richard M.A., CCC-SLP, BCS-S and in two hours walk away with a better understanding of how to connect with your patients, improve their outcomes, earn more respect, and increase your career fulfillment by following a true evidence-based practice model.

Learner Outcomes: 1. Identify three theoretical models of evidence based practice 2. Identify three ways that research, clinical expertise, and the patient experience can improve patient outcomes 3. Describe three ways that you can improve the patient experience to improve outcomes

**Theresa Richard M.A., CCC-SLP, BCS-S**

**Saturday 8:00-10:00**

**St Pete Ballroom**

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**Session #142**

**Managing Challenging IEP Meetings**

School Speech-Language Pathologists attend numerous IEPs meetings each year, while other team members may only attend a couple which can result in different viewpoints among the members.

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**Check out FLASHA’s new Leadership Development Program in this informative session (No CEUs)**

Friday, 4:00-5:00

St Pete Breakout Room 1
Sometimes these different perspectives and expectations can lead to conflicts among IEP members. Methods to prevent and remediate these differences will be discussed.

Learner Outcomes: 1. Explain ways to educate IEP members on educationally relevant services provided by schools. 2. Describe the need for IEP meeting rules to prevent disrespectful behavior from IEP team members. 3. Explain steps to help defuse and resolve challenging meetings and refocus on the student’s needs.

Marian A. Lowther, MS CCC-SLP
Nicole Shaffer, MS CCC-SLP
Saturday, 8:00-9:00
St Pete Breakout Room 1

Session #143
Voice Grand Rounds: I Wasn’t Expecting That!
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: 1. Discuss the current evaluation methods for voice disorders. 2. Discuss current methods for treating individuals with voice disorders. 3. Openly discuss possible treatment options and evaluation strategies with presenters and other attendees within the context of evidence-based practice.

Jennylee Diaz, M.S., CCC-SLP
Emily Baer, M.S., CCC-SLP
Hélène R. Fisher, SLPD., CCC-SLP
Melissa Grassia-Chisholm MS CCC-SLP
Christina Kang, MM, MS, CCC-SLP
Adam Lloyd, SLP-D, CCC-SLP MM
Stacey M. Menton, MM, MA, CCC-SLP
Chandler Thompson, MS, CCC-SLP, DMA
Stephanie Watts, PhD, CCC/SLP
Saturday, 8:00-10:00
Grand Central

Session #144
Semantic Organization of Common Categories in Spanish Monolingual Adults
The study examined the influence of Spanish monolingualism on categorization skills for common categories via comparison to updated norms with monolingual English speakers. The experimental task involved presentation of 8 common category labels; participants were asked to generate words in Spanish for each category. Then they were presented with items from the English monolingual norms that the participant had not produced in Spanish and asked if the item belonged to the respective category (yes/no). Overall, Spanish monolinguals demonstrated significant differences in comparison to English monolinguals, producing more fruit items and showing significant differences in typicality ratings for fruit and clothing.

Learner Outcomes: 1. Indicate why examining categorization in Spanish monolinguals provides valuable information for SLPs 2. Explain how typicality ratings reveal category representation and semantic organization for common categories 3. Identify differences between Spanish monolinguals and established norms for English monolinguals for common categories.

Monica Strauss Hough, Ph.D., CCC-SLP
Jani Medina, M.S., CCC-SLP
Monika Juliao, M.S., CCC-SLP
Erika Baculima, M.S., CCC-SLP
Natasha Muniz, M.S., CCC-SLP
Saturday 8:00-9:00
Williams/Demens

Session #145
Motor Planning: Its Impact on Speech and Language
Motor planning is an individual difference that impacts much more than motor skills, including social emotional skills and speech and language development. It impacts areas like executive functioning and written narratives. Through this presentation, participants will gain applicable knowledge of the components of motor planning, how to support clients with motor planning challenges and strategies for discussing praxis with caregivers.

Learner Outcomes: 1. Name the four steps of motor planning 2. Explain how motor planning impacts speech and language development 3. Describe three ways to discuss motor planning with caregivers.

Joleen R. Fernald, PhD, CCC-SLP, BCS-CL
Saturday, 9:00-10:30
St Pete Breakout Room 1

Session #146
Special Education Advocacy 101: The SLP Advocate
Speech-language pathologists are often pulled into the advocacy world. Has a parent ever asked you, “Can you attend my child’s IEP meeting?” Have your therapy evaluations ever been used during an IEP? Have you been involved in advocacy work and wished you knew more about it? Even though the idea may seem intimidating, many clinicians have successfully been able to practice as both expert and advocate. This presentation will review several of the necessary components to become a special education advocate and the basics of where to begin.

Learner Outcomes: 1. Explain the essential components required to become a special education advocate. 2. Describe the resources necessary to expand your knowledge of special education law. 3. Discuss the pros and cons of being both expert and advocate.

Deborah R. Campbell, Ph.D., CCC-SLP
Saturday 9:00-10:00
Williams/Demens
Session #147 
Supporting Families and Teachers Through Culturally Diverse Service Delivery 
This presentation provides an overview of best practices when working with children from culturally and linguistically diverse backgrounds with a focus of early intervention. The partnership between the speech-language pathologist, family, and preschool teacher is vital to the child’s success. Case study scenarios will be presented to demonstrate the alignment of routine-based activities in the classroom with teacher support and home carryover plans for family engagement. This presentation will also encourage opportunities to advocate for the role of bilingual speech-language pathologists in the preschool setting. 
Learner Outcomes: 1. Identify 2-3 strategies to support collaboration with families and classroom teachers. 2. Identify 3 routine-based activities for language intervention in a preschool classroom setting. 3. Describe advocacy opportunities for bilingual speech-language pathologists.

Doanne Ward-Williams, M.Ed., CCC-SLP
Saturday, 10:00-12:00 
St Pete Ballroom

Session #148 
Dysphagia Grand Rounds: Making a Mark in the World of Dysphagia 
The skilled SLP will need to utilize multiple resources available to make a difference in the diagnostics, treatment, and/or education necessary for the complex patients we serve. Through a series of case presentations, this session will provide students and clinicians with evidence-based solutions to effectively manage the complex patient. 
Learner Outcomes: 1. Describe the advanced role of the SLP within the team treating feeding and swallowing disorders. 2. Describe 1-2 methods in advocating within the team treating feeding and swallowing disorders. 3. Describe 1-2 additional layers that add complexity to a dysphagia assessment and treatment plan.

Michelle Harvey, MS, CCC-SLP, CBIS
Nicole Day, MS, CCC-SLP
Amanda Demane, MA, CCC-SLP
Jaimie Payne Anderson, MS, CCC-SLP, BC-ANCDS
Tiffany M. Mohr, MA, CCC-SLP, BCS-S, CBIS
Saturday 10:00-12:00 
Grand Central

Session #149 
Leaving a Proactive Legacy: Understanding Medicaid and Improving Operational Practices 
Speech-Language Pathology and Audiology are covered services under the federal Medicaid program. Before providing services to Medicaid beneficiaries, providers must understand system regulations and avoid fraud, waste, and abuse (FWA). Various organizations often conduct audits to identify and combat FWA. To reduce “audit shock,” providers should establish proactive operational practices. 
Learner Outcomes: 1. Describe the Medicaid system and federal and state involvement. 2. Explain the concept of fraud, waste, and abuse (FWA) in healthcare and mechanisms that organizations use to combat FWA. 3. Discuss with team members at their practice location proactive strategies to implement in their practice operations.

Teresa Anthony, MHA, MA, CCC-SLP 
Saturday 10:00-11:00 
Williams/Demens

Session #150 
Does Sheldon Have SPCD? Exploratory Efforts Between SLP and LCSW 
This session is sponsored by:

This presentation will discuss Social (Pragmatic) Communication Disorder (SPCD) from the perspective of two SLPs and a LCSW. It will include definitions of S(P)CD as well as the role of each discipline in treatment. Interprofessional practices will be highlighted as SLPs and Social Workers collaborate. 
Learner Outcomes: 1. Define Social(Pragmatic) Communication disorder (S(P)CD. 2. Discuss the interprofessional practices for S(P)CD between social work and speech-language pathology. 3. Explain strategies used in social work and speech-language for the disorder.

Ruth H. Stonestreet, Ph.D., CCC-SLP, Professor Emerita 
Alice Andrews, M.A.,CCC-SLP, Professor Emerita 
Marsha Reynolds, LCSW, MSW, MSCJ 
Saturday, 10:30-12:00 
St Pete Breakout Room 1

Session #151 
The Cost of Change in Aphasia 
The cost of healthcare continues to grow, yet the availability resources needed to care for individuals with disabilities is limited. Fields such as SLP/A are required to justify the cost of the services provided. In this presentation, we will evaluate the cost required to reduce impairment in individuals with aphasia.

Learner Outcomes: 1. Describe approaches to examining cost of care in aphasia. 2. Describe the factors that contribute to cost of change in aphasia performance. 3. Discuss potential approaches to examining the cost and cost-effectiveness of aphasia treatments.

Charles Ellis, PhD CCC-SLP 
Molly Jacobs, PhD 
Saturday 11:00-12:00 
Williams/Demens

Poster Session #152 
RAN: Predictors of Comprehension and Fluency in Dyslexia and LLD
We compared the strength of rapid digit and letter naming in predicting reading fluency and comprehension in children with reading disorders. Both rapid naming tasks were highly correlated with reading fluency and comprehension. Additionally, both tasks showed high predictability of comprehension and fluency particularly among those with dyslexia.

Learner Outcomes: 1. Describe how rapid naming tasks are related to reading skills. 2. Explain the relationship between rapid naming tasks and reading disabilities. 3. Explain how rapid naming tasks can be used to identify reading difficulties.

Jamie Averitt
Laurie M. Gauger, Ph.D., CCC-SLP
Molly Jacobs, MS, Ph.D.
Saturday, 12:00-1:30
Foyer

Poster Session #153
Masking and Camouflaging: Are We Encouraging It?
The neurodiversity movement has highlighted how therapy activities and techniques can encourage clients to mask or camouflage behaviors. There is also blooming evidence that masking and camouflaging can be harmful. This poster surveyed over 100 SLPs to examine their encouragement or avoidance of these behaviors in therapy sessions.
Learner Outcomes: 1. Identify at least two ways SLPs are avoiding masking and camouflaging during sessions. 2. Identify at least two ways SLPs are encouraging masking and camouflaging during sessions. 3. Discuss SLP understanding of these behaviors related to different disorders or diagnosis.
Wyndi L. Capeci M.S., CCC-SLP, Special Educator
Allison Ventrone, B.S.
Stephanie Di Ianni, B.S.
Elizabeth Pozen, B.S.
Paige Horne, B.A.
Saturday, 12:00-1:30
Foyer

Poster Session #154
Graduate Student Cultural Competence: Themes from ASHA's Checklist
As our profession strives to increase diversity training, it is necessary to include students enrolled in graduate programs. The author assigned first year SLP students to complete ASHA’s cultural competence checklist. Trends in cultural competence among graduate students will be discussed along with recommendations for addressing gaps in diversity training.
Learner Outcomes: 1. Describe current trends in diversity training in communication sciences and disorders graduate programs. 2. Explain how the use of a cultural competence checklist can be used to support diversity training for graduate students. 3. Identify potential areas of development for graduate programs to address gaps in cultural competence.
Kristen Lewandowski, M.A., CCC-SLP
Saturday, 12:00-1:30
Foyer

Poster Session #155
How SLPs Use Learned Mindfulness Techniques: A Three-year Follow-up Study
The purpose of this presentation is to share findings from a 3-year follow-up study related to mindfulness strategies used by SLPs after they completed mindfulness training as part of their graduate program. Specifics include how they use mindfulness personally, and how they are incorporating it in their clinical practices.
Learner Outcomes: 1. Describe ways SLPs use mindfulness strategies as part of their everyday lives. 2. Explain how mindfulness strategies are incorporated in the clinical setting. 3. Discuss the speech-language disorders whereby SLPs are most likely to use mindfulness.
Angela M. Medina, PhD, CCC-SLP
Jean S. Mead, EdD, CCC-SLP
Saturday, 12:00-1:30
Foyer

Poster Session #156
Avoidant/Restrictive Food Intake Disorder: A Case Study
Individuals diagnosed with Avoidant/Restrictive Feeding Intake Disorder can be nutritionally compromised. Currently, few studies have investigated the effects of treatment for the ARFID diagnosis. This study aimed to determine if an feeding intervention for a patient diagnosed with ARFID could increase the frequency of touching unpreferred pureed-consistency food items.
Learner Outcomes: 1. Describe the characteristics of the ARFID diagnosis. 2. Describe treatment activities used for individuals diagnosed with ARFID. 3. Describe the significance of early diagnosis of the ARFID disorder.
Mariáteresa H. Muñoz, SLPD., CCC-SLP
Ana Cabrera-Jarquin, FIU Graduate Student
Christina Fernandez, FIU Graduate Student
Amanda Morales, FIU Graduate Student
Julie Morales FIU Graduate Student
Susan Succar, FIU Graduate Student
Saturday, 12:00-1:30
Foyer

Poster Session #157
Evaluation Of Swallowing Related Measures In Different Head And Neck Postures In Healthy Young And Older Adults
The purpose of this study is to evaluate clinical swallowing related measures (oral transit time and number of swallows, tongue, and lip force) in two different postures in a group of healthy young and older adults.
Learner Outcomes: 1. Point out the association between swallowing patterns and alterations of postural impairments. 2. Point out the association between tongue force and alterations of altered
posture. 3. Use this information to address the contribution of posture in swallowing measures in dysphagia rehabilitation.

Mabell Vargas
Ana Lowe
Katherine Mazza
Edward Castillo
Angela Medina, PhD, CCC-SLP
Balaji Rangarathnam PhD., CCC-SLP
Inae Caroline Gadotti PT, MSc, PhD
Saturday, 12:00-1:30
Foyer

Session #158
15 Apraxia Therapy Pitfalls and How to Avoid Them

Common pitfalls speech-language pathologists and parents make when trying to help a child with CAS can be avoided! Over the years, while working with families, therapists, and students, I have had the opportunity to compile the most common unknowns or mistakes made when it comes to a motor based therapy approach. This presentation will cover the TOP 15 pitfalls in CAS treatment and how simple changes can change the direction of therapy and progress. These evidence-based tips will immediately change how therapists and parents think about their approach and decision making in therapy. Participants will leave with "AH-HA" moments and avoid these pitfalls when treating CAS. Join me for a fun, interactive session!

Learner Outcomes: 1. Describe why target selection is important and how it impacts the child’s progress. 3. Define prosody and describe how it impacts children with apraxia. 2. Tell how to incorporate parents/caregivers into therapy and when it is appropriate to send home work.

Jennie Bjorem M.A., CCC-SLP
Saturday 1:30-3:30
St Pete Ballroom

Session #159
Speech Language Pathology Assistants: Supervision and Utilization

Speech Language Pathology Assistants (SLPAs) have been licensed in Florida since the 1990s; however, they continue to be underutilized in pediatrics. Florida’s 2020 SLPA Rule change and ASHA’s national certification provide new opportunities for therapy practices and schools to use SLPAs to fill our continued shortages.

Learner Outcomes: 1. Describe SLPAs’ governing rules, including the SLPA Protocol’s purpose and function. 2. Identify ASHA’s position about the evolving role of SLPAs at the national level. 3. Discuss the opportunities and utilization of SLPAs within pediatric settings and answer commonly asked questions about SLPA supervision.

Deborah R. Campbell, Ph.D., CCC-SLP
Charlene A. Westman, M.A., CCC/SLP
Saturday 1:30-2:30
St Pete Breakout Room 1

Session #160
ICU and the Chart Review: Efficiently Examining the Chart for Critically Ill Patients with Dysphagia

When evaluating an adult patient with dysphagia in an Intensive Care Unit (ICU), SLPs have access to a myriad of data. This presentation will examine how to perform a chart review in an intensive care setting. It will focus on medical diagnoses, lab values, vital signs, and medical interventions and analyze their implications for a critically ill dysphagic patient.

Learner Outcomes: 1. Identify ten medical diagnoses commonly found in an intensive care unit and explain their implications for swallowing. 2. Describe four vital signs and summarize their implications for swallowing in a critically ill patient. 3. State eight lab values and their implications for swallowing for a critically ill patient.

Kara A. Jones, M.A. CCC-SLP
Saturday 1:30-2:30
Grand Central

Session #161
Clinician’s Guide to Laryngeal Function Studies (Acoustic/Aerodynamic Measures)

This session will address several equipment (including high- and low-cost) options for the collection of laryngeal function study data, how to interpret this data, and billing for this service.

Learner Outcomes: 1. Describe the differences between several equipment options for the collection of laryngeal function study data. 2. Discuss the purpose of each acoustic/aerodynamic measure discussed within this session. 3. Use ethical and fair billing practices upon completion of laryngeal function studies in the clinic.

Stacey Menton, MM, MA, CCC-SLP
Chandler Thompson, DMA, MS, CCC-SLP
Saturday 1:30-3:00
Williams/Demens

Session #162
Radiation-Associated Dysphagia: Role of the Speech-Language Pathologist

Radiation-associated dysphagia is a common and debilitating finding in patients with head and neck cancer. This session will discuss the role of the speech-language pathologist in assessing and treating these patients. The importance of developing an individualized prophylactic swallowing therapy program to improve swallowing outcomes will be highlighted.

Learner Outcomes: 1. State the importance of conducting pre- and post- instrumental swallowing assessments in patients who receive radiation therapy due to head and neck cancer. 2. List direct and indirect side effects related to radiation therapy that can negatively impact swallowing outcomes. 3. Develop an individualized prophylactic swallowing therapy program to improve swallowing outcomes.

Mario A. Landera, SLPD., CCC-SLP BCS-S
Saturday 2:30-4:00
St Pete Breakout Room 1
Session #163
A Prescription for Collaboration: Initiating a Pharm.D.-SLP Interdisciplinary Legacy
University of South Florida piloted a unique program targeting interprofessional education between Speech-Language Pathology graduate students and Pharmacy students. Both cohorts provided educational materials or lectures to students and clients, and Pharmacy students participated in SLP support groups to learn how to best communicate with clients with various language disorders.

Learner Outcomes: 1. Describe the role of interprofessional collaboration in graduate studies. 2. Describe benefits of interprofessional collaboration between speech-language pathology students and pharmacy students. 3. Discuss and integrate teaching methods within their institutions to support interprofessional education and engagement with the pharmacy profession and students.

Mary Pyfrom, MA, CCC-SLP, MT-BC
Jasmine B. R. Cutler, Pharm.D., CPH
Cheryl A. Paul, MS, CCC-SLP
Saturday 2:30-3:30
Grand Central

Session #164
Schools Round Table
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 school advocacy 2. Identify key issues related to school-based practices 3. Determine one source for school-based advocacy.

Wyndi L. Capeci M.S., CCC-SLP, M.S., Special Educator
Marisa Carr, M.S, CF-SLP
Saturday 3:00-4:00
Williams/Demens

Session #165
Feeding, Failure to Thrive, and Cleft Palate: A Primer for Speech-Language Pathologists
This presentation will explore prerequisites for evaluating and developing treatment plans for infants with cleft palate and/or craniofacial anomalies. Essential knowledge of anatomy/physiology directly related to swallowing, breathing, and feeding will be reviewed. A patient-centered care approach to decision-making will be used to determine readiness for breastfeeding, bottle feature matching, and maximization of hydration. Lastly, multi-disciplinary team care and collaboration will be reviewed.

Learner Outcomes: 1. Recognize differences in typical infant anatomy and atypical anatomy 2. Identify variances in typical infant feeding patterns versus atypical feeding patterns 3. Differentiate types of clefting and common craniofacial anomalies 4. Review role of designated cleft palate and/or craniofacial team 5. Explain use of adaptive bottles and compensatory strategies to improve quality and/or safety of PO feeding.

Raquel García, SLP-D, CCC-SLP, CLC, CNT, BCS-S
Aisha Gaziani, B.S, Graduate Student Clinician
Saturday 3:30-4:30
St Pete Ballroom

Session #166
Educational SLP 101: Beginning Your Legacy!
What better place to begin your legacy than in the public schools? This course focuses on using evidence-based therapy practices, as well as evolving professional and essential services in the school setting. It also touches on some key legislation and regulations related to speech-language pathology services.

Learner Outcomes: 1. Describe the roles and responsibilities of a school-based SLP 2. Identify professional and evidence-based practices frequently seen in the public-school setting 3. Identify key legislation and regulations related to speech-language pathology services.

Jane M. Hastings, MMSc, CCC-SLP
Mary Murphy, M.S., CCC/SLP
Saturday 3:30-4:30
Grand Central

Session #167
Infusion of Clinical Data-Based Research in a Masters' SLP Program
The purpose of this presentation is to provide a model allowing participation of all Masters' SLP students to engage in data-based research. Students have the opportunity to choose their topics and mentors based on faculty line of research, interests, and availability. They work in groups of 3-4 with close guidance from their faculty mentor to complete a clinical data-based study conducted during the second year of graduate study. The culminating event is CSD Research Day at which time all groups present their work in a conference forum.

Learner Outcomes: 1. Create a program of data-based research within a Masters' SLP program 2. Explain the benefits of undertaking a student data-based research endeavor to faculty in their program 3. Recognize how the Masters' Project process can be successfully merged into faculty workload 4. Explain the benefits of undertaking a student data-based research endeavor to faculty in their program 5. Recognize how the Masters' Project process can be successfully merged into faculty workload

Monica S. Hough, Ph.D., CCC-SLP
Jean S. Mead, Ed.D., CCC-SLP
Saturday 4:00-5:00
St Pete Breakout Room 1

Session #168
Helping Patients Through Thick & Thin (Liquids)
Thickeners are pervasively used in dysphagia management and have historically been taught to be benign one-size-fits-all solutions for aspiration. However, current research shows that thickeners may be contraindicated in some circumstances and
harmful in others. In this lecture, we discuss the evidence behind the use of thickeners as dysphagia compensation techniques as well as the pros, cons, and ingredients of the most commonly used thickeners on the market. Learner Outcomes: 1. Identify 3 aspects of thickening which may impact quality of life 2. Discuss the current scientific evidence regarding use of thickeners without instrumentation. 3. Describe 5 types of thickeners and their primary indications and contraindications for use.

Hillary Cooper, M. A., CCC-SLP
Saturday 4:00-5:00
Williams/Demens

Session #169
Ethical and Legal Considerations in the Management of Pediatric Feeding Disorders in Educational Settings
This presentation will discuss the legal and ethical considerations for the management and treatment of children with pediatric feeding disorders in educational settings. The legal mandates governing school based services and relevant court cases will be discussed. Additionally, ethical considerations will be discussed as it relates to pediatric feeding disorders and the role of the speech-language pathologist in a school based setting will be explored.
Learner Outcomes: 1. Identify relevant legal mandates as it relates to children with PFDs in school based settings 2. Identify ethical considerations for SLPs as it relates to PFD service provision in school based settings 3. Recognize relevant case law as it relates to PFDs in educational settings.
Kristen M. West M.A. CCC-SLP
Saturday 4:30-5:30
St Pete Ballroom

Session #170
Acute Care Cognitive-Communication Needs: SLP Personal and Professional Perspectives
Given the abrupt onset of Covid-19, the field of SLP was not prepared for the wide scale impact on service provision. In this presentation, we discuss the cognitive-linguistic implications of COVID-19 and SLP intervention opportunities from the perspective of adult children of parents with COVID-19 who are also SLPs.
Learner Outcomes: 1. Describe the short- and long-term neurological consequences of COVID-19 2. Explain the new role SLPs play in COVID-19 management 3. Identify potential areas of development for SLPs who manage individuals with COVID-19 and other medically complex conditions
Kristen Leguardowski, M.A., CCC-SLP
Charles Ellis, PhD
Saturday 4:30-5:30
Grand Central

Session #171
Marketing Your Private Practice: The Musts and the Methods
Owners of private practices are responsible for being experts in not only their field, but also in what would otherwise be a separate degree - business and marketing. In this presentation, we will cover the whys and the hows of marketing your private practice business, including social media, content, and websites.
Learner Outcomes: 1. Describe different methods for reaching their target audience while marketing a private practice. 2. List dos and don'ts for messaging across a variety of marketing methods. 3. Describe and explain their client avatars (target audience).
Kristin Bowers, M.A., CCC-SLP
Hannah Boeck, M.S., CCC-SLP
Saturday, 5:00-6:00
St Pete Breakout Room 1

Session #172
Finding A Voice Following Total Laryngectomy: Benefits of Establishing Support Groups
Establishing a support group provides a resource for patients and their caregivers transitioning back into everyday routines following this impactful surgery. In this session, we will discuss key objectives, benefits, and values of a Laryngectomee support group while highlighting how a successful support group promotes improved quality life throughout survivorship.
Learner Outcomes: 1. Describe the key objectives associated with a Laryngectomee support group. 2. Explain the benefits and value of establishing a Laryngectomee support group. 3. Discuss how a successful Laryngectomee support group promotes improved quality life and community resurgence throughout survivorship.
Amanda Demane M.A., CCC-SLP
Saturday 5:00-6:00
Williams/Demens

Session #173
Trauma-Informed Care Across SLP Settings
Trauma-informed care is recommended for all settings that SLPs work. This presentation will briefly go over TIC and then look at examples in each setting and how to implement in your field.
Learner Outcomes: 1. Understand one benefit of using trauma-informed care. 2. Explain a possible negative outcome of not using trauma-informed care. 3. Discuss SLP-related activities that may or may not be trauma-informed.
Rachel Archambault, MA CCC-SLP
Saturday 5:30-6:30
Grand Central

Session #174
Thinking about Autism
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 improving
Executive functioning skills such as Flexible thinking, Interoception and Context Sensitivity; 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. Define Executive Functioning skills; such as Context Sensitivity and Interoception; how they impact cognition and language. 3. Incorporate them into more effective strategies for treatment.

Jennifer Ushka M.A. CCC-SLP
Saturday 6:00-7:00
Grand Central

Session #175
The Value of Black and Brown Student Voices in Improving Inclusion in CSD Programs at Predominately White Institutions

Black and brown students at predominately white institutions (PWI) traditionally represent a small percentage of students enrolled in SLP/A programs. The professions have made a concerted effort to recruit Black and Brown students into the profession, many continue to report a lack of inclusion in programs that consist of predominately White Females. In this presentation we will report the findings (key themes) obtained from a panel discussion of Black/Brown student focus groups related to inclusion. The findings offer information for specific strategies to improve inclusion among Black/Brown students enrolled in SLP/A programs.

Learner Outcomes: 1. Describe the perspectives of Black and Brown students enrolled in PWA related to program/profession inclusion. 2. Describe key strategies that improve Black/Brown students perceived inclusion when enrolled in PWI.

Candice J. Adams-Mitchell, SLPD., CCC-SLP
Charles Ellis, Jr. PhD, CCC-SLP
Saturday 6:00-7:00
Williams/Demens

Session #176
FLASHA Past Presidents' Vision for Leaving a Legacy

New and seasoned professionals and students are invited to join a panel of FLASHA's Past Presidents for an interactive discussion as they reflect on the successes and challenges of state association leadership, share their vision for the association and the profession, and discuss leadership resources and ways for members to get involved in leadership.

Learner Outcomes: 1. Describe the successes and challenges facing state association leaders. 2. Discuss a shared vision for the association and the professions. 3. Connect with leadership resources and opportunities for state association leadership.

Shannon Hall-Mills, Ph.D., CCC-SLP
Rachel Williams, Ph.D., CCC-SLP
Lisa Garrett, M.S., CCC-SLP
Robert C Fifer, Ph.D., CCC-AUD
Lynn Miskiel, MA, CCC-SLP/A, LSLS Cert AEd
Stacie Rubin Smith, M.S., CCC-SLP
Carole Joe Hardiman, M.S., CCC-SLP
Sue Snover, Ed.D., CCC-SLP
Melissa Edrich, Ed.D., CCC-SLP
Vivian Topp Klein, M.Ed, CCC-SLP
Paula Sullivan, M.S., CCC-SLP
Sunday 7:00-8:00
St Petersburg Ballroom

Session #177
Regulations, Guidance, and Best Practice: What Professionals Need to Know

School SLPs and Audiologists following ASHA best practices must adhere to state and local regulations. This session explores the differences between regulations, guidance and best practices. Participants will explore real scenarios where school regulations and practice differ and discuss problem solving steps and options for advocacy and change.

Learner Outcomes: 1. Identify federal and state regulations, local policy/procedures, and professional best practice information. 2. Describe areas of practice where regulation and policy differ from best practice and discuss strategies to address concerns. 3. Identify state and local resources to contact for clarification when questions arise.

Marie Ireland M.Ed, CCC-SLP, BCS-CL
Sunday 8:00-10:00
St Petersburg Ballroom

Session #178
The Clinical Education Process: A Focus on Feedback and Evaluation

The purpose of this presentation is to discuss the importance of the clinical education process with an emphasis on feedback and evaluation. Attendees will earn the .2 ASHA CEUs that are required to mentor and instruct SLP interns and CFs.

Learner Outcomes: 1. Describe the differences
between feedback and evaluation. 2. List three ways to provide effective feedback to student interns and CFs. 3. Explain the value of journaling as part of the feedback process.

Jean S. Mead, Ed.D., CCC-SLP
Joe Zelenke, M.S., CCC-SLP
Sunday 8:00-10:00
St Petersbourg Breakout 1

Session #179
Improvisational "Games" Can Help Train Caregivers, Students and Others about Communication
"Games" based in improvisational theater can be effective experiential teaching and learning opportunities. In this session you will experience and learn 5 improv games that can help you educate others about communication and communication disorders. You will leave with all the tools you need to use these games immediately.
Learner Outcomes: 1. Define medical improv. 2. Demonstrate at least one improv game to help others learn about communication. 3. List at least two key debriefing points to be used with medical improv games.
Jackie Hinckley, Ph.D., CCC-SLP
Sunday 8:00-9:00
Grand Central Ballroom

Session #180
Expanding SLP’s Role in Multidisciplinary Management of Complex Multiphase Dysphagia
Comprehensive swallowing centers provide unique models for dysphagia management. Speech-language pathologists serve an expanded role in assessment and treatment of multiphase dysphagia. Case studies will elucidate opportunities for optimizing dysphagia care in interdisciplinary settings. Assessment and treatment approaches will be offered for oropharyngeal and esophageal dysphagia, and other swallowing disorders.
Learner Outcomes: 1. Describe the SLP’s role in managing multiphase dysphagia in a comprehensive swallowing center. 2. Formulate appropriate SLP recommendations for esophageal dysphagia. 3. Develop treatment approaches for disorders including aerophagia, supragastric belching, rumination and muscle tension dysphagia.
Jaimie Payne Anderson, M.S., CCC-SLP
Joy Gaziano, M.A., CCC-SLP, BCS-S
Sunday 8:00-9:30
Williams/Demens

Session #181
Constant Change of Healthcare: Evolving SLP Practices to Meet New Standards
This session is sponsored by:

The healthcare landscape is ever-changing with the advent of new technologies and changes in third-party payer systems. The SLP profession continues to grow and innovate, but is our practice meeting the new standards set in place while maximizing our worth and outcomes with our patients? Now more than ever before, it is important to become experts in advocacy for our professions, as well as show the value of SLP services across the care continuum. With a shared vision of making effective communication a human right, we can move the needle on recognition for what we do and for what we are worth on both state and federal levels. This presentation will focus on strategies for advocacy within your healthcare setting, recent changes to Medicare and payment models, and standards of care impacting clinical services.
Learner Outcomes: 1. Identify strategies for effective advocacy and interprofessional collaboration in your healthcare setting. 2. Identify strategies for effective state and federal level advocacy. 3. Identify government requirements, payer parameters and standards of care impacting clinical services.
Nicole Day, M.S. CCC-SLP
Sunday 9:00-10:00
Grand Central Ballroom

Session #182
Interdisciplinary Relationships: Working with ABA Allies
Interdisciplinary relationships are consistently proven to be the key to coordinating services to improve client’s overall state and wellbeing. Understanding other professions, their scope of practice and their methodology can help build a good relationship with other professionals. Applied Behavior Analysis is a relatively new field and to build a good relationship with their providers, we must understand what their purpose is and how they approach their goals.
Learner Outcomes: 1. Outline what Applied Behavior Analysis is about, scope of practice, general goals and objectives and their Code of Ethics. 2. Compare and contrast ABA and Speech approaches to target speech and language goals and facilitate treatment for patients with behavioral challenges. 3. Successfully communicating with ABA staff about scheduling, goals and objectives, behavior challenges and Code of Ethics differences.
Elena Ugas M.S., CCC-SLP
Sunday 9:30-11:00
Williams/Demens

Session #183
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, M.A., CCC-SLP, ASDCS
Sunday 10:00-12:00
St Pete Ballroom

Session #184
How Do I Find Resources and Materials for My Clients with Aphasia?
It can be difficult for clinicians and people with aphasia to find resources in Florida. This session will provide an overview of available resources and generate ideas for how this information can be more accessible. Participants will brainstorm ways to identify and disseminate information about existing resources/services in Florida.
Learner Outcomes: 1. List 3 programs within Florida that provide aphasia services. 2. Identify resources within Florida and other online resources for individuals and co-survivors impacted by aphasia. 3. Participate in collaborative discussions to identify unmet needs of the aphasia community in Florida and potential solutions.
Amy Engelhoven, Ph.D., CCC-SLP, CBIS
Lauren Bislick, Ph.D., CCC-SLP, CBIS
Jackie Hinckley, Ph.D., CCC-SLP
Sunday 10:00-11:00
St Petersburg Breakout 1

Session #185
Muscle Tension Dysphagia
Muscle Tension Dysphagia (MTDg) is a diagnosis of exclusion for a functional idiopathic swallowing disorder. It is associated with abnormal laryngeal muscle tension and often exhibits concurrent disorders of laryngeal hyperresponsiveness. Studies have shown high treatment efficacy with the use of voice therapy techniques targeting unloading of pharyngolaryngeal muscle tension.
Learner Outcomes: 1. Define diagnosis criteria of muscle tension dysphagia. 2. Describe laryngeal hyperresponsiveness. 3. Differentiate between primary and secondary muscle tension dysphagia.
Christina H. Kang, M.M., M.S., CCC-SLP
Sunday 10:00-11:00
Grand Central Ballroom

Session #186
Head and Neck Cancer: Legacy of a Lifetime
To empower SLPs with knowledge for the evaluation and treatment of individuals with head and neck cancer as it pertains to best practice, imaging, therapeutic interventions and advocacy within the acute and post-acute setting.
Learner Outcomes: 1. Describe the components of a gold-standard protocol and explain the challenges in implementing a proactive protocol for individuals with head and neck cancer. 2. Compare and contrast the differences between instrumental evaluations for those with head and neck cancer. 3. Explain factors causing dysphagia and communication disorders for those with head and neck cancer as well as therapeutic options.
Brooke Beilman M.S., CCC-SLP
Maggie Donaker M.S., CCC-SLP
Sunday 11:00-12:00
St Petersburg Breakout 1

Session #187
Voice Therapy Across Settings
This session will review current evidenced-based voice therapy techniques and discuss how they can be applied across different settings. It will also provide recommendations for continuing education for each technique discussed.
Learner Outcomes: 1. Describe appropriate voice therapy techniques. 2. Explain how each method of voice therapy is thought to improve vocal quality (e.g., which sub-system(s) it targets). 3. Discuss how these methods can be used across different settings.
Stacey Menton, M.M., M.A., CCC-SLP
Chandler Thompson, DMA, M.S., CCC-SLP
Adam Lloyd, SLP-D, CCC-SLP, M.M.
Sunday 11:00-12:00
Grand Central Ballroom

Session #188
Creating a Legacy: Active Student Participation in the Supervisory Process
Supervision is a core component in graduate education in speech-language pathology. Students feel empowered when provided with tangible tools for personal and clinical growth. This session will discuss how supervisors can empower students to take an active role in the supervisory experience to enhance communication and clinical learning opportunities.
Learner Outcomes: 1. Describe at least 2 differences between the role of the supervisor vs. the supervisee; 2. Articulate the various developmental points of the supervisory development continuum. 3. Identify at least 2 methods to engage students as active participants in the supervisory process.
Tricia Montgomery, Ph.D., CCC-SLP
Jinger Deason, M.S., CCC-SLP
Becky Greenhill, M.Ed., CCC-SLP
Sunday 11:00-12:00
Williams/Demens

Session #189
Understanding ASHA Ethics for Professional Conduct
Understanding Ethics for Professional Conduct examines ethical issues that Aud/SLPs may encounter during clinical practice. When an ethical dilemma is identified an ethical decision-making process can be utilized to determine the best ethically correct decision for resolution. Focus will center on deliberate decisions made to benefit the clients served.
Learner Outcomes: 1. Define ethics and terminology associated with ethics, and describe the sections in the 2016 ASHA Code of Ethics. 2. Describe how to apply the ASHA Code of Ethics to possible ethical dilemmas. 3. Describe the steps for resolving ethical dilemmas.

Marian A. Lowther, M.S., CCC-SLP
Nicole Shaffer, M.S., CCC-SLP
Sunday 12:00-1:00
St Petersburg Ballroom

Session #190
Chromosome Deletions: More Than What’s Missing
This session will explore a variety of chromosome deletions, particularly Prader Willi, 1p36 deletion and Angelman syndrome, and provide an overview of unmet needs from a parent’s perspective, case studies, and inform clinicians who attend about how to help families and children with chromosome deletions in everyday life.

Learner Outcomes: 1. Identify learner outcomes specific to chromosomal deletions and early learning. 2. Recommend resources to integrate into higher education curriculum and/or content for professional development. 3. Recognize how to feel and become more comfortable engaging families of children with disabilities.

Juliana Hirn, Ed.S., CCC-SLP
Kelly David, M.A., CCC-SLP
Jonathan Alexander, MSW
Sunday 12:00-1:00
St Petersburg Breakout 1

Session #191
Navigating Dysphagia Intervention Across the Continuum Care in Specialty Populations
Complex voice, swallowing and airway disorders can be a consequence of diagnoses such as Head and Neck Cancer, Amyotrophic Lateral Sclerosis (ALS) and Esophageal disorders which require specialty care from a speech language pathologist. In this session, we will discuss these complex disorders while highlighting assessment and treatment across the continuum care.

Learner Outcomes: 1. Participants will be able to describe the characteristics of voice, swallowing and airway disorders associated with specialty populations such as Head and Neck Cancer, ALS, and esophageal disorders. 2. Participants will be able to understand assessment and treatment interventions that are considered the standard of care in these specialty populations. 3. Participants will be able to understand optimization of care for patients within these specialty populations across the continuum of care.

Amanda Demane, M.A., CCC-SLP
Dr. Lauren Tabor Gray, Ph.D., CCC-SLP
Stephanie Watts, Ph.D., CCC-SLP
Sunday 12:00-1:00
Grand Central Ballroom

Legacy of Care: Yoga, Meditation, and Mindfulness for the SLP
The course will provide a brief literature review of yoga, meditation, and mindfulness practices as relevant to speech-language pathologists, audiologists, and related healthcare providers. The course will provide an opportunity for the community to practice techniques together in-person, supported by a chair. The word "yoga" is derived from the Sanskrit word meaning "to yoke" or "to unite." Following the events of 2020-2021, SLPs, AuDs, and related healthcare professionals have an opportunity to begin a legacy of professional self-care. Gathering for a yoga, mindfulness, and meditation practice will be a healing (and evidenced-based!) practice for the community.

Learner Outcomes: 1. List the evidenced-based benefits of a yoga, meditation, and mindfulness practice to the speech-language pathologist’s, audiologist’s, or related healthcare provider’s clinical and professional practice. 2. Use yoga poses and asanas in an in-person, yet socially distanced, community setting to practice together and to ready the body for simple breathing and meditation practice. 3. Plan functional ways to integrate yoga, meditation, and mindfulness practices into the SLP’s daily life, clinical practice, and professional practice.

Kerrie Mansfield Rigberg, M.S., CCC-SLP; RYT-200
Sunday 12:00-1:00
Williams/Demens
Candice J. Adams-Mitchell, SLPD., CCC-SLP
Dr. Candice Adams-Mitchell is a Clinical Assistant Professor at the University of Florida. Her research focuses on neurological manifestations of sickle cell disease. Additional research interest includes concussion assessment and management, improving patient health literacy, and reducing neuropsychological disparities in culturally diverse and/or historically disadvantaged populations. She has clinical experience working in SNFs, hospitals, schools, and home health.

Relevant financial disclosures: Receives salary as a clinical assistant professor at the University of Florida. No nonfinancial relationships to disclose.

Mahwish Ahmed, MS, CCC-SLP
Mahwish Ahmed, M.S., CCC-SLP is a bilingual Clinical Instructor in the Department of Communication Sciences and Disorders at the University of South Florida. Her clinical specialty includes swallowing, speech-language, and cognitive-communication disorders within neurologically based populations. Mahwish shares a passion for diversity awareness and advising the Minority Students of CSD.

No relevant financial disclosures.
No nonfinancial relationships to disclose.

Jonathan Alexander, MSW
Jonathan Alexander, MSW, is currently pursuing his doctorate in Education (Exceptionalities) at the University of Hawaii at Manoa. Jonathan’s research interests include Early Intervention, families, policy, and advocacy for the severely disabled. He earned his Master of Social Work degree from Hawaii Pacific University. He is a father of four. His youngest daughter Leila has 1p36 Microdeletion Syndrome.

Relevant financial disclosures: The development of this paper was provided by the Office of Special Education Programs, U.S. Department of Education, Doctoral Leadership Consortium grant awarded to the University of Connecticut (Award# H325H190004). The opinions expressed, however, are those of the authors and do not necessarily reflect the official position of the Department.
No relevant non-financial disclosures.

Alliete R. Alfano, PhD, CCC-SLP
Alliete R Alfano, PhD, CCC-SLP, LLS Cert. AVT is a bilingual SLP and assistant professor in the CSD Department at FIU. 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.

Relevant financial disclosures: Salaried full-time assistant professor at Florida International University. No nonfinancial relationships to disclose.

Jaimie Payne Anderson, MS, CCC-SLP, BC-ANCDS
Jaimie Payne Anderson, MS, CCC-SLP, BC-ANCDS is an SLP board certified by the Academy of Neurogenic Communication Disorders. She works at the University of South Florida Joy McCann Culverhouse Center for Swallowing Disorders. She graduated from Florida State University. Clinical experience includes UT MD Anderson Cancer Center, Cleveland Clinic Florida and Memorial Regional Hospital.

Relevant financial disclosures: Salary from USF Center for Swallowing Disorders
Nonfinancial relationships to disclose: Professional Development Committee with ASHA SIG 2 Neurogenic Communication Disorders; Evidence-Based Clinical Research committee for the ANCDS

Alice Andrews, MA, CCC-SLP, Professor Emerita
Alice Andrews, CCC-SLP, Professor Emerita, received her MA from Northeast Missouri State University. As well as teaching and researching at the university level, she was the Clinical coordinator at Valdosta State University. Her areas of interest include aphasia, dysphagia, and syndromes. She has presented locally and nationally.

No relevant financial disclosures.
No nonfinancial relationships to disclose.

Teresa Anthony, MHA, MA, CCC-SLP
Teresa Anthony is the Clinic Director for University of South Florida (USF) CSD and a PhD student in Public Health at USF. Teresa serves as chair of ASHA's Medicaid committee. She completed CAPCSD's Leadership Academy (2019), and ASHA's Healthcare Leadership Development program (2018).

No relevant financial disclosures.
Nonfinancial relationships to disclose: Chair of the ASHA Medicaid committee, member of the FLASHA Medicaid committee

Rachel Archambault, MA CCC-SLP
Rachel Archambault, MA CCC-SLP is mostly known for her work on trauma-informed education after working at Marjory Stoneman Douglas High School. She recently transitioned to her new role as an SLP Program Specialist in order to support other SLPs. She runs the Instagram page @PTSD.SLP where she provides resources on trauma and has presented nationally at universities and state conferences. 
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Scott Archibald, MS, CCC-SLP
Scott Archibald, MS CCC-SLP is a graduate from Nova Southeastern University with a Master’s degree in Science in the area of Speech Language Pathology. He has creatively utilized various technology resources in therapeutic practices with diverse populations. He is a previous board member for San Antonio Speech-Language Hearing Association.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Jamie Averitt
Jamie Averitt is an undergraduate student at the University of Florida in the Communication Sciences and Disorders major. She has spent time volunteering with local school's reading programs. She currently serves as Vice President for the Fellowship of Christian Athletes Club and is Assistant Marketing Director at Chick-fil-A.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Terri Ayotte, MEd, CCC-SLP CBIS
Terri Ayotte, MEd, CCC-SLP CBIS has 20+ years experience, primarily in acute care at Orlando Health. She is an active member of the hospital system's Neuro and Dysphagia SIGs, the Brain Injury and Dysphagia Journal clubs, Stroke committee, and has worked on process improvement committees for Orlando Health pulmonary patients. 
Relevant financial disclosures: Salary with Orlando Health
No nonfinancial relationships to disclose.

Emily Baer, MS, CCC-SLP
Ms. Baer 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.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Erika Baculima, MS, CCC-SLP
Erika Baculima is a licensed and certified speech-language pathologist working in St. Lucie County School District. Her passion is working with Deaf and Hard of Hearing children and to educate parents about the different modes of communication.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Sydney Balis, BS
Sydney Balis is a first year graduate student in the M.S. in Speech-Language Pathology program at the University of South Florida. She served as the Historian on the 2020-2021 Board of the University of South Florida Online NSSLHA Chapter that initially developed the Communication for All campaign.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Erin Beasley MS, CCC-SLP
Erin Beasley, M.S., CCC-SLP is a Clinical Supervisor and Program Instructor for the Dr. Pallavi Patel College of Health Care Sciences at Nova Southeastern University (NSU). Her areas of interest include aural rehabilitation, articulation and phonological disorders, pediatric language disorders, and clinical supervision. She teaches courses in aural rehabilitation, clinical processes, organization, and management of school based SLP’s, and clinic and diagnostic lab.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Brooke Beilman MS, CCC-SLP
Brooke Beilman is a full time member of Tactile Medical's Oncology team, a board member for Dysphagia Outreach Project, and has completed affiliate projects with MedBridge, SpeechTherapyPD and Tactus Therapy. She is certified in NMES, myofascial release, and MDTP. She is the co-founder of Servant Leadership, and member of the Medical SLP Collective and SIG13. Brooke has presented at the state and national levels, has been a guest on the Understanding Dysphagia Podcast, and has been the host and guest speaker for continuing education webinars.
Relevant financial disclosures: Employee of Tactile Medical; Affiliate work (past and current) with Speech Therapy PD, Tactus Therapy, Aspire, and Savorease. Relevant non-financial disclosures: Leader/developer of Servant Leadership; Director of Customer Retention for Dysphagia Outreach Project; Member of SIG 13; Member of the Medical SLP Collective

Daniela Berrios, MA, CCC-SLP LSLS Cert AVEd
Daniela Berrios, M.A., CCC-SLP LSLS Cert AVEd, is an ASHA certified and Florida licensed speech-language pathologist as well as a certified Listening and Spoken Language Specialist. She works at the University of Miami's Debbie Institute Auditory Oral Education Program. She has served on professional
committees and presented nationally. Relevant financial disclosures: Full time employee at the University of Miami. Adjunct Faculty Professor at Albizu University. No nonfinancial relationships to disclose.

**Jenna Best, MS, CCC-SLP**

Jenna Best, M.S., CCC-SLP is a Speech-Language Pathologist at the University of Miami Miller School of Medicine, based in the Department of Otolaryngology. She received her BS in Communication Sciences and Disorders from Ohio University and MS in Speech Pathology from Jacksonville University. She specializes in the evaluation and treatment of neurological disorders in the adult population. Her research interests include Speech-Language Pathologists role in Concussion and Traumatic Brain Injury. No relevant financial disclosures. No nonfinancial relationships to disclose.

**Lauren Bislick, Ph.D., CCC-SLP CBIS**

Lauren Bislick is an Assistant Professor in the School of Communication Sciences and Disorders at the University Central Florida and Director of the Aphasia and Related Conditions (ARC) Research Lab. Her research primarily focuses on the understanding, diagnosis, and treatment of acquired apraxia of speech and aphasia. Relevant financial disclosures: Employed and receives a salary from the University of Central Florida. Serves as a regional coordinator for Project BRIDGE and receives compensation, funded by the Patient Centered Outcomes Research Institute (PCORI). No relevant non-financial disclosures.

**Jennie Bjorem MA, CCC-SLP**

Jennie has been practicing as a pediatric speech-language pathologist for over 22 years. Over the past 10 years, Jennie has taken a special interest in childhood apraxia of speech. She currently carries a small caseload of children with childhood apraxia and travels the country presenting on the topic. Jennie has owned a private practice in Overland Park, Kansas for the past 20 years and is the owner of Bjorem Speech Publications. Jennie’s goal is to publish inclusive and diverse products that speak to all children and therapists. Relevant financial disclosures: Owner of Bjorem Speech Publications, products may be discussed and receives a salary from the company. No nonfinancial relationships to disclose.

**Hannah Boeck, MS, CCC-SLP**

Hannah Boeck, M.S., CCC-SLP is the owner of Cued Creative, which creates marketing and website design for private practices. Both businesses may be listed or mentioned within the presentation. No nonfinancial relationships to disclose.

**Kristin Bowers, MA, CCC-SLP**

Kristin Bowers, M.A., CCC-SLP is a speech-language pathologist and owner of Therapy Marketing Kit. She currently serves a pediatric population through her own small private practice and uses her knowledge of business and graphic design to create digital and print marketing for other private practices so that they can share their businesses with their communities. Relevant financial disclosures: Owner of Therapy Marketing Kit, which creates digital and print marketing for private practices. No nonfinancial relationships to disclose.

**Ana Cabrera-Jarquin**

Ana Cabrera-Jarquin is a second-year student at Florida International University in the Communication Disorders and Disorders program. No relevant financial disclosures. No nonfinancial relationships to disclose.

**Deborah R. Campbell, Ph.D., CCC-SLP**

Dr. Campbell is the owner and president of Superior Therapy Services, Inc. She has been a Certified and Licensed Speech/Language Pathologist for over 27 years. In 2021, she received the Florida Association of Speech-Language Pathologists and Audiologists “Clinician of the Year.” Also in 2021, she published two studies on the COVID-19 pandemic and telehealth. She is passionate about the services she provides to her clients. No relevant financial disclosures. No nonfinancial relationships to disclose.

**Wyndi L. Capeci MS, CCC-SLP, M.S., Special Educator**

Wyndi L. Capeci is a Clinical Assistant Professor at Jacksonville University. In addition to a M.S. in Communication Sciences and Disorders, Wyndi has also earned a Masters in Special Education and is working on a doctorate in Traumatology. She enjoys linking student clinicians to meaningful service-learning opportunities and helping them identify opportunities to expand their clinical knowledge related to trauma and diversity, equity and inclusion. Relevant financial disclosures: Registration and room provided by FLASHA Relevant nonfinancial disclosures: VP of Educational Services for FLASHA and Committee Chair for the JU Advisory Board

**Marisa Carr MS, CF-SLP**

Marisa is currently in her Clinical Fellowship Year. She recently graduated with her masters degree in Speech-Language Pathology at Jacksonville University. She received her undergraduate degree at Elmira College. Marisa’s interests include school...
age language disorders and Autism Spectrum Disorder.

No relevant financial disclosures.
No nonfinancial relationships to disclose.

Edward Castillo
Edward Castillo is a graduate student studying Speech-Language Pathology at Florida International University.

No relevant financial disclosures.
No nonfinancial relationships to disclose.

Elisabel J. Chang, MS, CCC-SLP, TSSLD-BE
Elisabel J Chang is Certified Speech-Language Pathologist and Bilingual Extension (Spanish) with extensive experience conducting monolingual and bilingual culturally and linguistically diverse speech-language evaluations.

No relevant financial disclosures.
No nonfinancial relationships to disclose.

Julisa Chrysafi, MS, CCC-SLP, CBIS
Julisa Chrysafi is a bilingual acute care SLP in SWFL, originally from NY. She received her BA in Linguistics and Spanish, and MS in Speech Pathology with a focus in the CLD population. One of her many interests include cognitive-communication cultural and linguistic considerations for patients with acquired brain injuries.

No relevant financial disclosures.
No nonfinancial relationships to disclose.

Hillary Cooper, MA, CCC-SLP
Hillary got her start in speech-language pathology in an outpatient private practice in Leesville, Louisiana, which served active-duty soldiers, their dependents, and military retirees. She has since worked in long term care facilities, acute care, and home health. In 2016, Hillary started her own outpatient private practice and created North Louisiana Swallow Solutions. Hillary created an online gift shop called SLPstuff.com, which donates a portion of every sale to speech-language pathology related charitable organizations. Hillary co-founded The Dysphagia Outreach Project, a 501(c)(3) nonprofit organization whose mission is to provide meaningful assistance to individuals affected by dysphagia. In 2020 Hillary joined forces with Jessica Lasky and Michael Kurtz to establish Evolutionary Education Solutions, an ASHA approved CEU Provider to bring high quality dysphagia education to speech-language pathologists around the country. Hillary enjoys teaching and travels around the country providing high-quality lectures to medical speech-language pathologists. Hillary is also in the process of earning her Board Certification in Swallowing and Swallowing Disorders (BCS-S).

Relevant financial disclosures: Co-Owner, Evolutionary Education Solutions, LLC. (receives salary) Owner, North Louisiana Swallow Solutions (receives salary) Owner, SLPstuff.com (receives salary) Adjunct Instructor & Clinical Supervisor at University of Louisiana at Monroe (receives salary) Content Creator & Peer Mentor for The Medical SLP Collective (receives honorariums) Content Creator for Simucase, LLC. (Receives Salary)
Nonfinancial relationships to disclose: President & Co-founder of Dysphagia Outreach Project President-Elect of Louisiana Speech-Language Hearing Association Member of American Speech-Language Hearing Association

Courtland Crain, BA
Courtland Crain, B.A. is a second-year speech-language pathology graduate student at the University of South Florida (USF). Courtland is a person who stutters, has Tourette’s Syndrome, and spent twelve years attending speech therapy growing up. Courtland is passionate about spreading awareness of stuttering through sharing life experiences and embracing acceptance.

No relevant financial disclosures.
No nonfinancial relationships to disclose.

Jasmine B. R. Cutler, Pharm.D., CPH
Jasmine B. R. Cutler, Pharm.D., CPH Jasmine is a pharmacist and assistant professor at USF Taney College of Pharmacy. She performs clinical duties at the USF Neuroscience Institute and at Reliance Medical Centers. She serves on several department committees at USF and is a member of the American Association of Colleges of Pharmacy (AACP).

Relevant financial disclosures: Paid faculty at USF
No nonfinancial relationships to disclose.

Kelly David, MA, CCC-SLP
Kelly David received her Master of Arts degree in Communication Sciences and Disorders from the University of Central Florida. She currently works as an adjunct clinical educator at a state university and in acute care at a local hospital in Florida. She serves as Co-Vice Chairperson for the Foundation for Angelman Syndrome Therapeutics (FAST), the largest non-governmental funder for Angelman syndrome research. Her most important role, however, is as mother to her two children. Her son Colin has Angelman syndrome. ASHA affiliation: ASHA Member, CCC-SLP.

No relevant financial disclosures.

Jasmine B. R. Cutler, Pharm.D., CPH
Jasmine is a pharmacist and assistant professor at USF Taney College of Pharmacy. She performs clinical duties at the USF Neuroscience Institute and at Reliance Medical Centers. She serves on several department committees at USF and is a member of the American Association of Colleges of Pharmacy (AACP).

Relevant financial disclosures: Paid faculty at USF
No nonfinancial relationships to disclose.

Jayla Davis, MS, CF-SLP
Jayla Davis is a CF-SLP. She earned her M.S. in SLP from Jacksonville University. She served as the 2020-2021 Florida student state officer for National NSSLHA and was the 2020-2021 President of Jacksonville University’s local NSSLHA chapter. Jayla is a recipient of the Multicultural Achievement Program Academic Excellence Award and the Jacksonville University service scholarship.

No relevant financial disclosures.
No nonfinancial relationships to disclose.
Nicole Day, MS, CCC-SLP
Nicole Day is a medical SLP with a master's degree in Communication Sciences and Disorders from the University of the District of Columbia. She completed foundational training at the Johns Hopkins Hospital and currently works full-time as the Lead Speech Pathologist at an inpatient rehabilitation hospital in Tampa. She also has experience working in acute care, skilled nursing and outpatient rehabilitation facilities. Nicole is the founder and administrator of the "Florida Med SLPS" and "Rehab SLPs of Tampa Bay" social media groups. She currently represents Florida as a State Advocate for Medicare Policy (StAMP) and Grassroots Advocate for ASHA, as well as serving on the FLASHA Board of Directors, previously as the Vice-President of Membership Services and currently as the Vice-President in Professional Practices for SLP. She completed the ASHA Leadership Development Program, is a recipient of the ASHA Distinguished Early Career Professional Award and three-time recipient of the ASHA ACE Award.

Relevant financial disclosures: Salary from Encompass Health Inpatient Rehabilitation Hospital of North Tampa, Registration and lodging waived
Nonfinancial relationships to disclose: FLASHA Board of Directors - Vice-President for Professional Practices for SLP Serves as an unpaid volunteer as the Florida StAMP to the ASHA state network.

Jinger Deason, MS, CCC-SLP
Jinger Deason is a faculty member at Florida State University. She serves as the Graduate Program Director and Clinical Placement Coordinator for the Distance Learning Master's Program.

Relevant financial disclosures: Salaried employee at FSU
Relevant non-financial disclosures: Graduate Program Director - Distance Learning.

Amanda Demane, MA, CCC-SLP
Amanda Demane, MA, CCC-SLP is a speech pathologist in the Division of Speech Pathology in the Department of Otolaryngology at the University of Miami Miller School of Medicine. She specializes in the evaluation and treatment of oropharyngeal swallowing disorders, as well as head and neck cancer speech and swallowing restoration.

Relevant financial disclosures: Salary from University of Miami
No nonfinancial relationships to disclose.

Jennylee Diaz, MS, CCC-SLP
Ms. Diaz is a Speech Pathologist at the Cleveland Clinic Florida. She received her master's degree at the Massachusetts General Hospital Institute of Health Professions. She completed her clinical fellowship at the University of Wisconsin-Madison Voice Clinic. Her research interests include voice therapy adherence and functional voice disorders.

Relevant financial disclosures: No relevant financial disclosures.
No nonfinancial relationships to disclose.

Stephanie Di Ianni, BS
Stephanie Di Ianni is currently a Graduate Student Clinician at Jacksonville University in the Speech-Language Pathology Master's program. She graduated with a B.S, in Communication Sciences & Disorders from Jacksonville University. Steph is an active member of Jacksonville University's chapter of Phi Kappa Phi, an honor society, and of Jacksonville University's chapter of the National Student Speech Language Hearing Association (NSSLHA). Her interests include trauma-based pediatric invention and neurological foundations of speech and language.

Relevant financial disclosures: No relevant financial disclosures.
No nonfinancial relationships to disclose.

Maggie Donaker MS, CCC-SLP
Maggie is a graduate of Ohio University (BS)/BGSU (MS). She has 10 years of knowledge and expertise within the acute/subacute settings. She is Director of Operations for Dysphagia Outreach Project. She is a 7 time ASHA ACE Award recipient and is the facilitator of Dysphagia Digest of Florida. Maggie is a respected presenter, educator and believes in the power of a sense of humor!

Relevant financial disclosures: CEO/ SLP at Transcend Speech and Swallowing Solutions; PRN SLP at Doctor’s Hospital of Sarasota and Sarasota Memorial Hospital; Content Creator for the Medical SLP Collective.
Relevant non-financial disclosures: Facilitator of Dysphagia Digest of Florida; Director of Operations of Dysphagia Outreach Project; Member of SIG 13; Member of the Medical SLP Collective.

Hasina Echoles MS, CCC-SLP
Hasina Echoles was born and raised in Miami, Florida. Hasina is a graduate of Nova Southeastern University where she earned a M.S. in Speech-Language Pathology. Hasina received a B.S. in Special Education from Florida International University. She is the owner of Global Speech and Rehab Services, a private speech therapy practice in Miami, FL.

Relevant financial disclosures: Registration and room provided by FLASHA
No nonfinancial relationships to disclose.

Melissa Edrich, Ed.D, CCC-SLP
Melissa Edrich is an Associate Professor and Chair of the Speech-Language Pathology Department at Nova Southeastern University. Melissa served as FLASHA President in 2010, served as the Florida representative for the ASHA SLP Advisory Council 2012-2018 and is currently the associate coordinator for ASHA's SIG 11.

Relevant financial disclosures: Registration waived.
Relevant nonfinancial disclosures: Past President of FLASHA.

Charles Ellis, Ph.D CCC-SLP
Charles Ellis is a professor and chair in the
Department of Speech, Language and Hearing Sciences at the University of Florida. 

Relevant financial disclosures: Receives salary for his position at the University of Florida.  
No nonfinancial relationships to disclose.

Amy Engelhoven, Ph.D, CCC-SLP CBIS  
Amy Engelhoven is a Clinical Lecturer and the Director of the Aphasia House in the School of Communication Sciences and Disorders at the University Central Florida. Her research interests include the psychosocial implications of acquired neurogenic communication disorders, caregiver quality of life, patient reported outcomes for patients with aphasia, and evidence-based treatment of aphasia. 
Relevant financial disclosures: Full-time salaried Lecturer at the University of Central Florida. She also serves as a regional coordinator for Project BRIDGE and receives compensation, funded by the Patient Centered Outcomes Research Institute (PCORI).  
No relevant non-financial disclosures.

Joleen R. Fernald, Ph.D, CCC-SLP BCS-CL  
Joleen R. Fernald, PhD, CCC-SLP, was awarded Board Specialty Recognition in Child Language from the American Speech-Language Hearing Association. A Training Leader and Expert provider, Dr. Fernald follows Greenspan and Wieder's model, DIRFloortime®, when working with children and families. She has a special interest in the social-emotional development of young children and its impact on their speech and language skills. As a speech-language pathologist, Dr. Fernald works with children who have a variety of communication disorders, most commonly those who are autistic or present with Selective Mutism. She is the creator of the DIR-SM model and author of "The Comprehensive Guide to Selective Mutism." In 2018, Dr. Fernald co-founded REConnections Education Center, a private school that utilizes the DIRFloortime® framework as its foundation to support children with individual differences. Dr. Fernald enjoys public speaking and has presented nationally and internationally on the topics of childhood apraxia of speech and selective mutism. 
Relevant financial disclosures. 
Nonfinancial relationships to disclose: Expert DIRFloortime clinician and training leader as well as a LAMP certified clinician.

Christina Fernandez  
Christina Fernandez is a second-year student at Florida International University in the Communication Disorders and Disorders program.  
No relevant financial disclosures. 
No nonfinancial relationships to disclose.

Robert Fifer, Ph.D.  
Robert C. Fifer, Ph.D. is currently an Associate Professor and Director of Audiology and Speech-Language Pathology at the Mailman Center for Child Development, University of Miami Miller School of Medicine. Clinical and research interests include central auditory processing, early detection of hearing loss in children, and auditory anatomy and physiology. 
Relevant financial disclosures: Registration and room provided by FLASHA. Employee of University of Miami. Honoraria for speaking: New Jersey Speech and Hearing Association and Mississippi Speech and Hearing Association.  
Relevant nonfinancial disclosures: Member of FLASHA Executive Board, Head Start/Early Head Start Advisory Board, Genetics and Newborn Screening Advisory Council (Florida DOH), Early Hearing Identification and Intervention Advisory Committee (Florida DOH), EHDI-PALS Development Group (NCHAM), and Disability Network Alliance Employee Resource Group (University of Miami).

Hélène R. Fisher, SLPD, CCC-SLP  
Dr. Fisher 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. 
No relevant financial disclosures. 
No nonfinancial relationships to disclose.

Daniel Furnas, PhD  
Daniel Furnas, PhD Dr. Daniel Furnas is an Assistant Professor of Communication Sciences and Disorders at Jacksonville University. He received his BA in East Asian Languages & Literature and MS in Speech-Language Pathology at the University of Florida and his PhD in Communication Sciences and Disorders from Columbia University. His research interests include aphasia, cognition, telepractice, and clinical applications of technology in treatment and assessment. 
Relevant financial disclosures. 
Nonfinancial relationships to disclose.

Inae Caroline Gadotti PT, MSc, PhD  
Inae Gadotti is an Associate Professor in the Department of Physical Therapy at Florida International University in Miami. Her scholarly interests relate to head and neck orthopedics physical therapy. 
No relevant financial disclosures. 
No nonfinancial relationships to disclose.

Raquel Garcia, SLP-D, CCC-SLP, CLC, CNT, BCS-S  
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 and her SLP-D from the University of Florida. She is a board-certified specialist in Child Language (BCS-S) and holds specialty recognition as a Craniofacial Language Clinician (CLC) and a Craniofacial Nationally Certified Therapist (CNT). 
Relevant financial disclosures: Employee, Joe DiMaggio Children's Hospital. Participates in Research Studies funded by Industry and Research Grants funded by Federal Agencies.

No relevant nonfinancial disclosures.
University and her doctorate of speech-language pathology from Northwestern University. Her clinical interests include upper airway disorders, infant feeding, neonatal care, and dysphagia. Relevant financial disclosure: Registration and lodging No nonfinancial relationships to disclose.

Lisa Garrett, MS, CCC-SLP
Lisa Garrett received her Master’s Degree from the University of South Florida. She works for Hillsborough County Public Schools and has a private therapy company in the Tampa area. She served as FLASHA President 2016-2017 and VP for Convention 2012-2016. Relevant financial disclosures: Registration waived. Relevant nonfinancial disclosures: Past President of FLASHA.

Laurie M. Gauger, Ph.D., CCC-SLP
Laurie M. Gauger, Ph.D., is a Clinical Associate Professor at the University of Florida in the Department of Speech, Language and Hearing Sciences. She is the Director of the Undergraduate Program in Communication Sciences and Disorders and the Director of the UF Reading Disabilities Clinic. No relevant financial disclosures. No nonfinancial relationships to disclose.

Aisha Gaziani, BS
Aisha Gaziani is a graduate student in the Speech-Language Pathology program at Nova Southeastern University. She is an active member of NSSHLA and SLP-SGA. She currently works as an administrative assistant in the College of Education at NSU. Her areas of interest are swallowing and neurogenic disorders. No relevant financial disclosures. No nonfinancial relationships to disclose.

Joy Gaziano, MA, CCC-SLP, BCS-S
Joy Gaziano (BCS-S) is the Clinic manager at University of South Florida Center for Swallowing Disorders. Interests include management of complex multiphase swallowing disorders and voice problems related to upper aerodigestive tract disorders. Current research interests include expanding the SLP role in management of esophageal dysphagia. Relevant financial disclosures: Receives a salary as a full-time employee at USF Center for Swallowing Disorders. Relevant non-financial disclosures: Serves on the mentorship committee for the American Board of Swallowing and Swallowing Disorders. She is a contributing author and developer to the Robust Esophageal Screening Test that will be discussed.

AnnMarie Giglio, BS
AnnMarie Giglio is a current Speech-Language Pathology graduate student at the University of South Florida, with an expected graduation date of August 2023. Her passion of helping people and interest in language lead her to where she is today. No relevant financial disclosures. No nonfinancial relationships to disclose.

Emily Glass, MA, CCC-SLP
Emily Glass, M.A., CCC-SLP is a Clinical Instructor in the Department of Communication Sciences and Disorders at the University of South Florida. Emily’s clinical background is in the intensive inpatient rehabilitation setting working with adult and geriatric populations. Her clinical interests include neurogenic cognitive-communication disorders and dysphagia. No relevant financial disclosures. No nonfinancial relationships to disclose.

Amber Gonzalez
Amber Gonzalez is a second-year student at Florida International University in the Communication Disorders and Disorders program. No relevant financial disclosures. No nonfinancial relationships to disclose.

Kelli Gorajec, MA, CCC-SLP
Kelli Gorajec, M.A., CCC-SLP is a Clinical Instructor in the Department of Communication Sciences and Disorders at the University of South Florida. Her clinical interests include neurogenic communication disorders and dysphagia. She shares her passion for Speech-Language Pathology with her students and prioritizes a life participation approach with all clients. No relevant financial disclosures. No nonfinancial relationships to disclose.

Melissa Grassia-Chisholm MS CCC-SLP
Ms. Grassia-Chisholm 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, Pueberphonia & Presbylarynx. No relevant financial disclosures. No nonfinancial relationships to disclose.

Dr. Lauren Tabor Gray, Ph.D., CCC-SLP
Dr. Lauren Tabor Gray is a clinical researcher and co-Director of the Phil Smith ALS Clinic in Fort Lauderdale. The mission of her research is to develop interventions to improve cough function and airway protection in individuals with ALS, in effort to maintain oral intake and improve quality of life. Relevant financial disclosures: Employee of the Phil Smith ALS Clinic in Fort Lauderdale and receives a salary for her work as a Speech Language Pathologist and funding from ALSA. No relevant non-financial disclosures.
Becky Greenhill, M.Ed., CCC-SLP
Becky Greenhill is a faculty member at Florida State University. She serves as a Clinical Instructor in the FSU Speech & Hearing Clinic and as the Academic Advisor for the Distance Learning Master’s Program. Relevant financial disclosures: Salaried employee at FSU.
No relevant non-financial disclosures.

Eunice Gutierrez
Eunice Gutierrez is a senior in the University of South Florida Department of Communication Sciences and Disorders. She currently serves as President of Minority Students of CSD and the Treasurer of the USF-Tampa Chapter of NSSLHA. She will graduate in May 2022.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Shannon Hall-Mills, Ph.D., CCC-SLP
Shannon Hall-Mills is an Assistant Professor in the School of Communication Science and Disorders at FSU. Her 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 served as FLASHA President 2019-2021 and is the Immediate Past President.
Relevant financial disclosures: Registration and hotel room provided by FLASHA.
Relevant nonfinancial disclosures: Shannon Hall-Mills is currently serving on the FLASHA Executive Board as Immediate Past President.

Carole Joe Hardiman, MS, CCC-SLP
Carole Joe Hardiman is a retired Director of Clinical Education at Florida State University. She served as FLASHA President in 1977-1978.
Relevant financial disclosures: Registration waived.
Relevant nonfinancial disclosures: Past President of FLASHA.

Meredith Harold, PhD, CCC-SLP
Meredith Poore Harold, PhD, CCC-SLP is a scientist and clinician, working to find realistic solutions to implement our field’s best research in practice. She is the founder and owner of The Informed SLP—a website dedicated to connecting clinicians and scientists with each other’s work.
Relevant financial disclosures: Owner of The Informed SLP, and it pays my salary
Nonfinancial relationships to disclose: Owner of several Facebook groups and social media accounts, which may be mentioned in the talk. Member of the ASHA CRISP committee, which may be mentioned in the talk.

Jane M. Hastings, MMSc, CCC-SLP
Jane M Hastings MMSc, CCC-SLP, has over 40 years of experience as a Speech and Language Pathologist. She has worked in the Public-School System since 1992 as an itinerant therapist, self-contained language teacher, Diagnostician and Administrator for the speech and language program at a large Florida School District with certification in Educational Leadership. Jane is a published author who has presented at both FLASHA and ASHA. In her current position with CRA Therapy, Jane mentors and supervises SLPs and develops professional development opportunities for CRA Therapy staff and District employees.
Relevant financial disclosures: Employed by CRA Therapy and receives a salary. One of her employment responsibilities is to develop and present professional development opportunities.
No nonfinancial relationships to disclose.

Michelle Harvey, MS, CCC-SLP, CBIS
Michelle Harvey, MS, CCC-SLP, CBIS is an SLP at Tampa General Hospital but has worked for over 25 years in multiple settings. Michelle co-founded MESPA and currently serves as co-chair of the FLASHA Medical SLP SIG. Michelle is a university guest lecturer on topics of medical Speech-Language Pathology as well as Interprofessional Practice.
Relevant financial disclosures: Salary from Tampa Bay General Hospital
Nonfinancial relationships to disclose: Co-Chair of FLASHA Medical SLP SIG, Co-founder of MESPA

Calonda Henry MS, CCC-SLP
Calonda Henry M.S. CCC-SLP is the founder and clinical director of Broad Horizons Speech Therapy. Broad Horizons is a certified woman and minority owned business in the state of Florida. Calonda specializes in pediatric speech and language therapy with over 9 years of clinical expertise ranging from ages 1-18.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Jackie Hinckley, Ph.D., CCC-SLP
Jackie Hinckley is Associate Professor in Speech-Language Pathology at Nova Southeastern University and Executive Director Emeritus of Voices of Hope for Aphasia, a community-based nonprofit. She is the current PI and past Co-PI for Project BRIDGE, funded by the Patient Centered Outcomes Research Institute (PCORI).
Relevant financial disclosures: Employed by Nova Southeastern University. Earns royalties from aphasia-related products from Northern Speech Services and MedBridge.
Relevant non-financial disclosures: Executive Director Emeritus of Voices of Hope for Aphasia. She is also a member of the Advisory Board of the National Aphasia Association.

Juliana Hirn, Ed.S., CCC-SLP
Juliana Hirn has her Educational Specialist degree in Communication Sciences and Disorders (CSD) from the University of Georgia. She earned her bachelor’s and master’s degrees in CSD from the University of Central Florida. Juliana’s research interests include dialogic reading, learning
disabilities, developmental delays, early intervention, early literacy, American Sign Language.

Relevant financial disclosures: The development of this paper was provided by the Office of Special Education Programs, U.S. Department of Education, Doctoral Leadership Consortium grant awarded to the University of Connecticut (Award# H325H190004). The opinions expressed, however, are those of the authors and do not necessarily reflect the official position of the Department.

No relevant non-financial disclosures.

Paige Horne, BA
Paige Horne is a Graduate Student Clinician in the Speech-Language Pathology program earning her M.S. at Jacksonville University. She received her B.A. in Communication Sciences and Disorders from the University of South Florida. Prior to graduate school, she was an ASD self-contained multi grades K-2nd special education teacher. She is an active member of NSLSLHA and her interests include pediatric speech/language disorders, aphasia, and swallowing disorders.

No relevant financial disclosures.

No nonfinancial relationships to disclose.

Monica Strauss Hough, Ph.D., CCC-SLP
Dr. Monica Strauss Hough has been Professor and Chairperson of the Department of Communication Sciences and Disorders at Florida International University since December 2011. She has been a practicing speech-language pathologist, involved in development of graduate programs for over 30 years. Dr. Hough has taught Masters’ and Doctoral coursework in aphasia, motor speech disorders, research design, and cognitive-communicative impairments with numerous publications and presentations.

Relevant financial disclosures: Salary

No nonfinancial relationships to disclose.

Marie Ireland M.Ed. CCC-SLP, BCS-CL
Marie Ireland, an adjunct research associate at Charles Sturt University, is a board-certified specialist in child language and language disorders. She has 25 years of experience in public education focusing on dynamic assessment, cultural and linguistic differences, and child language. She served as ASHA's Vice President for SLP Practice (2018-2020).

Relevant financial disclosures: Registration and hotel accommodations provided by FLASHA

No nonfinancial relationships to disclose.

Molly Jacobs, PhD
Molly Jacobs is an associate professor in the Department of Health Services Research and Policy at the University of Florida.

Relevant financial disclosures: Molly Jacobs, PhD receives salary support for her position at the University of Florida.

No nonfinancial relationships to disclose.

Kara A. Jones, MA, CCC-SLP
Kara Jones, M.A. CCC-SLP specializes in adult dysphagia. She received her Master's at SUNY University at Buffalo. Kara works in the acute care setting at Wellstar North Fulton Hospital in Roswell, GA where she completes Modified Barium Swallow Studies and Fiberoptic Endoscopic Evaluation of Swallowing (FEES). Kara is passionate about her work with patients in the Intensive Care Unit and Neurointensive Care Unit. Kara is Immediate Past President of the Georgia Speech Language Hearing Association (GSHA) and is a 4-time ACE award winner.

Relevant financial disclosures: Registration and hotel accommodations provided by FLASHA

Relevant nonfinancial disclosures: Immediate Past-President of the Georgia Speech Language Hearing Association.

Monika Juliao, MS, CCC-SLP
Monika Juliao is a licensed and certified SLP in a pediatric outpatient setting in Miami. She graduated from Florida International University in 2019.

No relevant financial disclosures.

No nonfinancial relationships to disclose.

Christina Kang, MM, MS, CCC-SLP
Christina H. Kang is a medical SLP and a Singing Voice Specialist. She published the seminal paper on Muscle Tension Dysphagia (MTDg) in 2016. She is an internationally sought-out vocal pedagogue for singers suffering with muscle tension dysphonia and Central Sensitization Syndrome. She works at the University of Miami.

No relevant financial disclosures.

Relevant non-financial disclosures: Employee of University of Miami; Owner of The Voice Forum, LLC.

Vivian Topp Klein, M.Ed, CCC-SLP
Vivian Topp Klein is owner of Ambilingual Associates in Boca Raton, Florida. She served as FLASHA President 2014-2015.

Relevant financial disclosures: Registration waived.

Relevant nonfinancial disclosures: Past President of FLASHA.

Timothy Kowalski, MA, CCC-SLP
Timothy P. Kowalski, M.A.,CCC-SLP ASDCS is a clinical specialist in ASD and is internationally known for his work in social-pragmatic communication deficits and high functioning autism spectrum disorders. He currently is FLASHA's President 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 was 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.

Relevant financial disclosures: Registration and room provided by FLASHA. Holds intellectual property.

Relevant nonfinancial disclosures: Current FLASHA Vice-President of Convention.

Mario A. Landera, SLP.D., CCC-SLP, BCS-S
Mario A. Landera, SLP.D., CCC-SLP, BCS-S is a Clinical Assistant Professor in the Department of Otolaryngology and Deputy Chief in the Division of Speech Pathology. He specializes in the evaluation and treatment of voice and oropharyngeal swallowing disorders, as well as head and neck cancer speech and swallowing restoration.

Relevant financial disclosures: Receives a salary from the University of Miami and Nova Southeastern University.

No nonfinancial relationships to disclose.

Rita Lenhardt, D.H.Sc., CCC-SLP
Rita Lenhardt is an Assistant Professor in the Masters of Speech-Language Pathology Program at Gannon University, Ruskin, FL. Her research focuses on innovative teaching methods addressing the needs of culturally and linguistically diverse populations, including graduate students and their clients. She is passionate about empowering underrepresented individuals.

Relevant financial disclosures: Employed by Gannon University and receive a salary

No nonfinancial relationships to disclose.

Kristen Lewandowski, MA, CCC-SLP
Kristen Lewandowski is a clinical lecturer and director of clinical education in the Department of Speech, Language and Hearing Sciences at the University of Florida.

Relevant financial disclosures: Receives salary support for her position at the University of Florida

No nonfinancial relationships to disclose.

Adam Lloyd, SLP-D, CCC-SLP MM
Dr. Lloyd is an assistant professor and voice pathologist 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 gender affirming voice care. His research interests are in voice disorders and vocal pedagogy.

No relevant financial disclosures.

No nonfinancial relationships to disclose.

Ana Lowe
Ana Lowe is a graduate student studying Speech-Language Pathology at Florida International University. She plans to graduate in Summer 2022. Ana loves learning about developmental and acquired language disorders and dysphagia management. She hopes to provide bilingual services in English and Spanish to patients across the lifespan.

No relevant financial disclosures.

No nonfinancial relationships to disclose.

Marian A. Lowther, MS CCC-SLP
Marian A. Lowther, MS CCC-SLP, is a Clinical Instructor for the University of South Florida and FLASHA Vice-President of Convention. She is a national speaker on topics including SLP advocacy, ethics, educational relevance. She is an affiliate of several ASHA Special Interest Groups and an ASHA Grasstop Envoy for Florida.

Relevant financial disclosures: Registration and room provided by FLASHA.

Relevant nonfinancial disclosures: Current FLASHA Vice-President of Convention

Jenna Silver Luque, PhD, CCC-SLP
Dr. Jenna Silver Luque is an Associate Professor of Instruction at the University of South Florida Sarasota-Manatee Campus. There, she is the online NSSLHA advisor; in 2020 she earned the ASHA Advisor Honors Making Waves Award. Dr. Luque has worked as SLP for 10+ years and focuses on Accent Modification.

Relevant financial disclosures: Receives a salary from the University of South Florida.

No nonfinancial relationships to disclose.

Katherine Manrique MS, CCC-SLP
Katherine Manrique is a bilingual pediatric speech-language pathologist and co-founder of Therapies Plus, LLC. Katherine was born in Bogota, Colombia and raised in Florida by Colombian and Cuban-American parents. Being raised by and around different cultures and languages has fueled her passion for multilingualism and providing culturally responsive services.

Relevant financial disclosures: Co-owner of Therapies Plus, LLC.

Relevant nonfinancial disclosures: The workshops were completed at Achieve Plant City. Employed (in the past) by the non-profit organization.

Khalilah Marques MA, CCC-SLP
Khalilah is currently the owner and clinical director of Fresh Start Speech Therapy where her mission is to bring communication to the community and to serve the underserved!

No relevant financial disclosures.

No nonfinancial relationships to disclose.

Aaron Marshall
Aaron Marshall is the owner of Extra Mile Billing in Jupiter Florida. He works with several therapy practices across the State of Florida.

No relevant financial disclosures.

Relevant nonfinancial disclosures: Owner of Extra Mile Billing Company

Katherine Mazza
Katherine Mazza is a graduate student studying Speech-Language Pathology at Florida International University.
Jean S. Mead, Ed.D., CCC-SLP
Dr. Jean Mead is the Coordinator of Clinical Education in the CSD Department at Florida International University. She administers all aspects of the clinical process for interns at FIU. Her research interests include supervision and mindfulness training for interns.
Relevant financial disclosures: Salary
No nonfinancial relationships to disclose.

Angela M. Medina, PhD, CCC-SLP
Angela Medina, Ph.D., CCC-SLP is an assistant professor in the Communication Sciences and Disorders Graduate Program at Florida International University. She teaches phonetics, fluency disorders, and phonological disorders. Dr. Medina is Research Chair of the National Stuttering Association. Her research interests include stuttering, culturally/linguistically diverse populations, and qualitative research methods.
Relevant financial disclosures: Salaried full-time assistant professor at Florida International University.
No nonfinancial relationships to disclose.

Jani Medina, MS, CCC-SLP
Jani Medina M.S. is a licensed and certified Speech Language Pathologist currently working in Miami, Florida.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Stacey M. Menton, MM, MA, CCC-SLP
Stacey has been a voice/upper airway specialist at Mayo Clinic for the past 6.5 years. Previous positions included work in acute care, rehab, and outpatient settings. Their research interests include voice measures and how these measures relate to voice therapy/surgical outcomes, chronic cough, and voice disorders in the EDS/HSD population.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Dana M Merritt MS, CCC-SLP
Dana Merritt began working as a SLP in multidisciplinary settings. She started her private practice, Merritt Speech & Learning, in Jacksonville, Florida 25 years ago. She specializes in diagnosis and treatment of auditory, visual & motor processing disorders that cause delays in speech, language, and learning.
Relevant financial disclosures: Copyright of Math Made Fun Playing Cards = Intellectual Property Rights to the Cards.
No nonfinancial relationships to disclose.

Natalie Mikkelson, MA, CCC-SLP
Natalie Mikkelson, M.A., CCC-SLP is a Clinical Instructor in the Department of Communication Sciences and Disorders at the University of South Florida. Her clinical interests are in Early Intervention, specifically the use of caregiver coaching and routines-based intervention.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Lynn W. Miskiel, MA, CCC-SLP/A, LSLC Cert. AVed
Lynn W. Miskiel, M.A., CCC-SLP/A, LSLC Cert. AVed, is an ASHA certified and Florida licensed speech-language pathologist and audiologist as well as a certified Listening and Spoken Language Specialist. She currently works at the University of Miami Debbie Institute as the Director of the Auditory Oral Education Program.
Relevant financial disclosures: Full time employee at the University of Miami.
Nonfinancial relationships to disclose: On the AG Bell Board as well as the Option Schools Board.

Savannah Mock, BA
Savannah Mock, B.A. is a second-year speech-language pathology graduate student at the University of South Florida (USF). Amidst the pandemic and graduate school, Savannah was diagnosed with autism at 23 years old. Savannah is passionate about neurodiversity-affirming practice, autism acceptance and appreciation.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Tiffany M. Mohr, MA, CCC-SLP, BCS-S, CBIS
Tiffany Mohr is an SLP at Orlando Regional Medical Center, having worked for 20+ years. She achieved board recognition in swallowing in 2016 and currently serves on the SIG 13 Coordinating Committee. She has been an invited speaker on topics from complex dysphagia assessment to palliative care in Speech Pathology.
Relevant financial disclosures: Salary with Orlando Health
Relevant nonfinancial disclosures: ASHA SIG 13 Coordinating Committee; ASHA Dysphagia Policy development committee; Orlando Health BioEthics Committee

Tricia Montgomery, Ph.D., CCC-SLP
Tricia Montgomery is a faculty member at Florida State University. She serves as the Director of Clinical Education and the Director of the FSU Speech & Hearing Clinic. She also serves as the VP for Professional Development for the Council for Academic Programs in Communication Sciences and Disorders.
Relevant financial disclosures: Salaried employee at FSU.
Relevant non-financial disclosures: CAPCSD Board.

Amanda Morales
Amanda Morales is a second-year student at Florida International University in the Communication Disorders and Disorders program.
No relevant financial disclosures.
No nonfinancial relationships to disclose.
Julie Morales
Julie Morales is a second-year student at Florida International University in the Communication Disorders and Disorders program.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Natasha Muniz, MS, CCC-SLP
Natasha Muniz is a licensed and certified bilingual Speech-Language Pathologist who graduated in Speech-Language Pathology at Florida International University in 2019. She works at B&V Thera-Pro Associates, Corp. along with a multidisciplinary case-management team.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Mariáteresa H. Muñoz, SLPD., CCC-SLP
Dr. Mariáteresa (Teri) H. Muñoz is a Clinical Assistant Professor at Florida International University (FIU). She has 30 years of experience as speech-language pathologist and special education instructor combined. Her areas of interest include early childhood development and intervention; augmentative and alternative communication (AAC); and feeding disorders. Dr. Muñoz is the President and founder of a clinical practice, which was converted to a non-profit organization, St. Therese’s Roses of Hope, Pediatric Center, Inc. She was the president and founding board member. Dr. Muñoz has an Associate’s Degree in Speech Communication from Miami-Dade College; Bachelor’s Degree in Special Education from Florida International University; and a Master’s and Doctoral Degree in Speech-Language Pathology from Nova Southeastern University.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Mary Murphy, MS, CCC/SLP
Mary Murphy, M.S., CCC/SLP, Clinical Coordinator and Onboarding Specialist, for Community Rehab Associates, Inc., has 28 years of experience as a Regional Manager, Clinical Manager, and Speech-Language Pathologist. She has managed multi-disciplinary teams in the school-setting with a focus on program and staff development. Mary has over 11 years of experience in designing, managing, and delivering telepractice and services as a champion and expert of this non-traditional service delivery model. She is a published author of the children’s book, "If I Stutter, Just Let Me Finish." She values team collaboration and her skill set align well with assisting staff, educators, and school administration with developing systems, content and support to problem-solve and drive student engagement, and success.
Relevant financial disclosures: Employed by CRA Therapy and receives a salary. One of her employment responsibilities is to develop and present professional development opportunities.
No nonfinancial relationships to disclose.

Nannette Nicholson Ph.D., CCC-A
Nannette Nicholson is a Professor at Nova Southeastern University in Ft. Lauderdale Fl. Her areas of interest include early hearing detection and intervention systems, pediatric audiology, and family support. She currently teaches counseling, pediatric aural rehabilitation, and research methods. Dr. Nicholson has served as a reviewer for the Journal of Early Hearing Detection and Intervention (JEHDI) and is an active member of the ASHA Committee on Clinical Research, Implementation Science, and Evidence-Based Practice.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Hailey Nies, BA
Hailey Nies is a graduate student earning her Master’s at Jacksonville University in Speech-Language Pathology. She earned her Bachelor of Arts in Public Health from College of Charleston in May of 2020. She is a member of NSSLHA and is interested in both pediatric and adult language disorders.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Ellen Nimmons, M.C.D., CCC-SLP
Ellen Nimmons is a Faculty Clinical Instructor, Teaching Faculty III at Florida State University’s School of Communication Science and Disorders. During her 36 years of experience, Ellen has worked clinically and administratively in acute care, inpatient rehab, outpatient, and university settings. She currently is a graduate course instructor and faculty clinical supervisor who specializes in the area of adult neurogenic disorders with teaching and research interests including aphasia, dysphagia, and traumatic brain injury.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Cheryl A. Paul, MS, CCC-SLP
Cheryl A. Paul, MS, CCC-SLP Cheryl is an SLP and a retired Clinical Instructor at the University of South Florida after 21 years. Her area of interest is adult neurogenic communication disorders, specifically aphasia. She is a member of Aphasia Access, Aphasia Recovery Connection and a member of the Leadership Team for Project BRIDGE.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Gabriela Pedrido
Gabriela Pedrido is a second-year student at Florida International University in the Communication Disorders and Disorders program.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Katherine Perez, BS
Graduate student at Florida State University.
No relevant financial disclosures.
No nonfinancial relationships to disclose.
Desiree Perkins, BA
Desirée Perkins has her Bachelor of Arts in Communication Sciences and Disorders & minor degree in American Sign Language at Radford University. She is pursuing a Master of Science in Speech-Language Pathology at Jacksonville University.
No nonfinancial relationships to disclose.
No relevant financial disclosures.

Kimberly Porter
Kimberly Porter is Florida Newborn Hearing Screening Director/Early Hearing Detection and Intervention Coordinator in the Bureau of Early Steps and Newborn Screening at the Florida Department of Health, Division of Children’s Medical Services. Ms. Porter has extensive experience with program implementation and quality improvement at local, state, and national levels
Relevant financial disclosures: Employed by the Florida Department of Health
No nonfinancial relationships to disclose.

Elizabeth Pozen, BS
Elizabeth Pozen is a senior at Jacksonville University with a major of Communication Sciences and Disorders and a minor in Vocal Performance. She is the undergraduate representative of Jacksonville University’s NSSLHA Chapter, a FLASHA member, a student ambassador with the Admissions office, and a peer mentor for the Honor Program. In addition to being an Honors student, Elizabeth has also been inducted into Phi Kappa Phi and NSLS. For volunteer work, she serves as the head cantor at the Holy Family by the Sea chapel at Naval Station Mayport. Her paid jobs include her role as a Student Ambassador through the Admissions Office at Jacksonville University and her employment as a Respite Care Provider through Child Care Aware for children with disabilities who are military dependents.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Cedric Pritchett, MD, MPH
Cedric Pritchett is a pediatric otolaryngologist, cochlear implant surgeon and public health professional with particular interest in pediatric hearing loss. He is employed by and a research investigator with Nemours Health Florida in Orlando, and has an Associate Professor affiliation with the University of Central Florida College of Medicine.
Relevant financial disclosures: Employment Nemours Foundation. Occasional content review for EBSCO.
No nonfinancial relationships to disclose.

Brittany Probus, BS
Brittany Probus lives in Sarasota, Florida. She spends her time volunteering and working as an SLP-A. During her senior year at USF, Brittany was the Vice President of USF’S NSSLHA Online Chapter. At which time she created the Communication For All ribbon. Brittany hopes to attend graduate school.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Mary Pyfrom, MA, CCC-SLP, MT-BC
Mary Pyfrom, MA, CCC-SLP Mary is an SLP and has served as Lead Clinical Instructor in the adult practicum at University of South Florida (USF) since 2015. She is a PhD student at USF studying adult neurodegenerative diseases. She serves on several departmental committees at USF and is a member of FLASHA’s Medicare Committee.
Relevant financial disclosures: paid faculty at USF
No nonfinancial relationships to disclose.

Mayra Quintana
Mayra Quintana is a second-year student at Florida International University in the Communication Disorders and Disorders program.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Tami Radzai, MA, CCC-SLP
Tami Radzai, M.A, CCC-SLP, started her career in Early Intervention. She provided treatment to families, was on the diagnostic team, and instructed parent-coaching classes. Tami has also worked with pediatrics in the public schools and in private practice. She has been working in telepractice for the past 12 years, where she has provided therapy to early childhood families, as well as supported hundreds of SLPs in a clinical management role. Today, Tami works as a Clinical Outreach Manager with PresenceLearning.
Relevant financial disclosures: Employed by PresenceLearning
Relevant nonfinancial disclosures: Member of ASHA Special Interest Group 18

Balaji Rangarathnam PhD., CCC-SLP
Balaji Rangarathnam is an Associate Professor in the Department of Speech-Language Pathology at Midwestern University, Illinois. His scholarly interests relate to treatment efficacy for disorders of voice and swallowing.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Sherlie Paz, MS, CF-SLP
Sherlie Paz, MS, CF-SLP is a speech-language pathology Clinical Fellow and graduate of Florida International University’s MS-SLP program. She provides speech therapy in English and Spanish to children of all ages at The Alfano Center.
No relevant financial disclosures.
No nonfinancial relationships to disclose.

Marsha Reynolds, LCSW, MSW, MSCJ
Marsha Reynolds, LCSW, MSW, MSCJ, received her degrees from Valdosta State University and has experiences in many areas of social work. Believing
an eclectic toolbox provides a well-rounded scope of practice with may modalities and techniques providing individualized results, assists in discovering solutions together. She is currently researching and conducting workshops and presentation i stress and anxiety.

No relevant financial disclosures.

No nonfinancial relationships to disclose.

Theresa Richard MA, CCC-SLP, BCS-S
Theresa Richard M.A., CCC-SLP, BCS-S is a Board Certified Specialist in Swallowing and Swallowing Disorders. She started in the SLP business world with Mobile Dysphagia Diagnostics and she provided mobile FEES studies to thousands of patients in over 100 skilled nursing facilities across 4 states. She has helped over 80 medical SLPs start and grow thriving mobile FEES companies and individually has supported over 60 SLPs accomplish their goals in their career advancement. One of her blog posts, “Don’t Be a Sip, Sip, Done SLP” was viewed over 30,000 times in the first 24 hours - a surprisingly large number for our small little field. Theresa created a podcast called “Swallow Your Pride” that debuted at #11 on the Science and Medicine chart of iTunes. It just crossed the 3 Million downloads mark, and is going strong! Above all, Theresa is a normal girl that wants to provide patients the highest quality assessments and treatments that are supported by the evidence.

Relevant financial disclosures: Owner, Salary of MedSLP Collective, LLC, Owner, Salary of Medical SLP, LLC, authored the book “So You’re Having Trouble Swallowing”. Theresa is a sponsor of FLASHA’s convention.

No nonfinancial relationships to disclose.

Kerrie Mansfield Rigberg, MS, CCC-SLP; RYT-200
Kerrie Mansfield Rigberg served as SLP at a Level 1 Trauma Center in the neonatal ICU, pediatric ICU, pediatric acute care, and Pediatric Rehabilitation. Kerrie transitioned to private practice in 2017. As Adjunct Faculty at the University of South Florida in Fall 2020, Kerrie taught graduate students in Pediatric Language Disorders, focusing on preverbal language, AAC, and infant-toddler feeding and swallowing. Kerrie’s training as a Registered Yoga Teacher informed her throughout personal and professional life, prompting her to share the practice. Especially following the public health, social, and political events of 2020-2021, Kerrie’s talk at the ASHA 2021 Convention in Washington, DC was well-attended, prompting her to share again at FLASHA 2022.

No relevant financial disclosures.

No relevant non-financial disclosures.

Meagan Rojan, BS
Meagan Rojan is a graduate clinician studying for her Master’s in speech-language pathology at Jacksonville University. Prior to starting graduate school, she worked in a self-contained special education program teaching high schoolers with special needs and assisting with therapy. She received a Bachelor of Science in Psychology with an emphasis on abnormal psychology and lifespan development from Northwest University. While earning her undergraduate, Maegan started work as an occupational therapy assistant where she discovered her passion for DIR/Floortime® and using play to achieve therapy goals. She hopes to use these same principles in a speech-language setting to provide services in early intervention.

No relevant financial disclosures.

No nonfinancial relationships to disclose.

Aliana Romero, AuD
Aliana Romero, AuD. is a staff audiologist at the University of Miami Mailman Center for Child Development. She plays a key role in overseeing the universal newborn hearing screening program in Jackson Memorial Hospital and has a special interest in inter-professional collaboration in the care of children with hearing loss.

Relevant financial disclosures: Employed by the University of Miami

No nonfinancial relationships to disclose.

Gary Rosenblum, MBA
Gary Rosenblum has been President of Oticon since 2016. He is responsible for the Oticon brand’s strategic planning and development, supported by its sales, marketing, customer experience, learning & development, business development, and audiology team.

Relevant financial disclosures: Salary/Bonus from Oticon

Nonfinancial relationships to disclose: Chairman of Hearing Industries Association

Sheryl Rosin PhD.,CCC-SLP
Sheryl Rosin is a speech-language pathologist, professor, and certified autism specialist with 25 years of experience in the field. She has presented around the world and has published research on best practices for individuals with ASD. She is the owner and director of Palm Beach Speech-Language Specialists and Play Pals in south Florida. Dr. Rosin is also the Founder and Consulting Director of The St. Kitts Spectrum Services Centre in St. Kitts, the first autism clinic in the Caribbean.

Relevant financial disclosures: Play Project Consultant and Supervisor, Owner/Director Palm Beach Speech-Language Specialists

No nonfinancial relationships to disclose.

Brittany Schmidt, MA, CCC-SLP, BCBA
Brittany Schmidt is one of approximately 400 dually certified SLP-BCBAs in the world, as well as a certified children’s yoga and mindfulness instructor. She is the Director of Speech-Language Pathology for BASS Therapies, with a clinical focus in complex speech sound disorders, AAC assessment and management, and pediatric feeding disorders.

Relevant financial disclosures: Director of Speech-Language Pathology for BASS Therapies
Nonfinancial relationships to disclose: Member of FLASHA, ASHA, SIG 12 AAC, FABA, SPABA SIG of ABAI

Jessica N. Schmidt, M.Ed., MS, CCC-SLP
Jessica is a staff speech language pathologist and Floortime Specialist at a private practice in northern Virginia. Her caseload includes late talkers, AAC users and autistic individuals ranging from 2-27. Jessica relies on the DIRFloortime model to inform her practice as she is sometimes the first therapist her families encounter post diagnosis. In her very limited free time, you can find Jessica at the pool teaching adapted swim lessons, the yoga studio or at home with her husband and cats. No relevant financial disclosures. Nonfinancial relationships to disclose: Advanced DIRFloortime clinician and training leader as well as a LAMP certified clinician.

Nicole Shaffer, MS CCC-SLP
Nicole Shaffer, MS CCC-SLP, is a Speech-Language Pathologist and Dysphagia Specialist for Pinellas County Schools. She was named Florida School Clinician of the Year for 2021 and is the Florida nominee for the ASHA’s Van Hattum Award for 2022. She is an ASHA Grasstop Envoy for Florida. No relevant financial disclosures. No nonfinancial relationships to disclose.

Cindy Ann Simon, Au.D.
Cindy Simon has been an audiologist for over 40 years. She currently serves on the Florida Coordinating Council for the Deaf and Hard of Hearing, on the board of the Tinnitus Practitioners Association, and is a founding member as well as board member of the Misophonia Association. Relevant financial disclosures: Half owner of South Miami Audiology Consultants, Inc. Adjunct professor Florida International University. No relevant nonfinancial disclosures.

Jocelyn Slater, MS, CCC-SLP
Jocelyn Slater is a Clinical Supervisor and Program Instructor in the Masters of Speech-Language Pathology Program at Nova Southeastern University in Fort Lauderdale, FL. Her areas of interest include multicultural issues (bilingualism), articulation and phonological disorders, pediatric language, aphasia and clinical supervision. She teaches courses in treatment disorders, clinic and diagnostic lab. Relevant financial disclosures: Employed by Nova Southeastern University and receive a salary. No nonfinancial relationships to disclose.

Stacie Rubin Smith, MS, CCC-SLP
Stacie Rubin Smith, M.S., CCC-SLP, is the Manager at South Miami Hospital Child Development Center. She has served on many executive board and committee positions for American Speech-Language and Hearing Association (ASHA), Florida Association of Speech-Language Pathologists and Audiologists (FLASHA), and other organizations. She is a past recipient of FLASHA’s Outstanding Service Award. She is currently serving on a Multi-Generational Business Resource Group, which explores today’s challenges and advantages in healthcare across generations. Stacie served as FLASHA President in 2001-2002. Relevant financial disclosures: Registration waived. Relevant nonfinancial disclosures: Past President of FLASHA.

Kathryn Smrcka
Kathryn Smrcka is a second-year student at Florida International University in the Communication Disorders and Disorders program. No relevant financial disclosures. No nonfinancial relationships to disclose.

Sue Snover, Ed.D., CCC-SLP
Sue Snover, Ed.D., CCC-SLP was President of FLASHA 2003-2004. Relevant financial disclosures: Registration waived. Relevant nonfinancial disclosures: Past President of FLASHA.

Ruth H. Stonestreet, Ph.D., CCC-SLP, Professor Emerita
Ruth Stonestreet, Ph.D., CCC-SLP, Professor Emerita, received her BS and MS degrees from Mississippi University for Women and her Ph.D. from Southern Illinois University-Carbondale. Her interests include syndromes, craniofacial anomalies, pediatric language, and interprofessional practices. She is an ASHA Fellow, Fellow-NAP and Board Certified in Child Language. Relevant financial disclosures: Receives compensation from Valdosta State University and EBS Healthcare. Nonfinancial relationships to disclose: President of the Board of Directors for the Lowndes Advocacy Resource Center and was the Past President of the Board of Directors for Parent to Parent of Georgia.

Susan Succar
Susan Succar is a second-year student at Florida International University in the Communication Disorders and Disorders program. No relevant financial disclosures. No nonfinancial relationships to disclose.

Chandler Thompson, MS, CCC-SLP, DMA
Dr. Chandler Thompson, is an SLP/professional voice at Mayo Clinic Florida, where she was named Assistant Professor of Otolaryngology. Chandler holds three degrees in Vocal Performance, including a DMA, and received an MS in SLP from New York Medical College, winning the Clinical Excellence Award. Chandler previously worked at 4 academic voice centers in New York and Boston. No relevant financial disclosures. No nonfinancial relationships to disclose.

Elena Ugas MS, CCC-SLP
Elena Ugas obtained her Master’s Degree from Florida International University in 2009. Elena
Jennifer Ushka MA, CCC-SLP
Jennifer Ushka, a Temple Graduate, has worked as an SLP in multiple environments. Presently she contracts with the schools in Polk County and supervises SLP-As; providing therapy to students from Prek to 12th grade. She has presented multiple times at FLASHA and ASHA. Nonfinancial relationships to disclose: I have been trained on the Autism Navigator Program.

Mabell Vargas
Mabell Vargas is a graduate student pursuing a master’s degree in Speech-Language Pathology at Florida International University. Her graduation date is in Summer 2022. She wants to provide services in English and Spanish to patients. Mabell is interesting in keep learning about voice, dysphagia, stuttering and developmental and acquired language disorders. Nonfinancial relationships to disclose: No relevant financial disclosures.

Allison Ventrone, BS
Allison Ventrone is a Graduate Student Clinician in the Speech-Language Pathology program at Jacksonville University. She received a B.S. in Communication Sciences and Disorders from Jacksonville University. She is an active member of the National Student Speech Language Hearing Association and the Phi Kappa Phi Student President on campus. Her interests include exploring the medical foundations of Speech Language Pathology and Augmentative and Alternative Communication. Nonfinancial relationships to disclose: No relevant financial disclosures.

Doanne Ward-Williams, M.Ed., CCC-SLP
Doanne Ward-Williams, MEd, CCC-SLP, is owner and bilingual speech-language pathologist at TheraPlay Bilingual Solutions, LLC. In her private practice, Doanne focuses on monolingual and bilingual English and Spanish-speaking children in early intervention. Her passion is to empower families and teachers with the knowledge to advocate for their children and/or students. Doanne currently serves on ASHA’s Board of Directors as Vice President for Government Affairs and Public Policy. Relevant financial disclosures: ASHA is funding travel to this event as their Board of Directors representative to speak on advocacy. FLASHA is providing registration and honorarium. Nonfinancial relationships to disclose: Volunteer membership on ASHA’s Board of Directors.

Stephanie Watts, PhD, CCC/SLP
Dr. Stephanie Watts is a clinician, researcher, and educator specializing in the area of swallowing and voice assessment and treatment at the University of South Florida. Her research interests include esophageal physiology; cough neurophysiology, clinical evaluation of airway protective behaviors, and maximizing patient health outcomes through multidisciplinary care. Nonfinancial relationships to disclose: No relevant financial disclosures.

Kristen West, MA, CCC-SLP
Kristen West is an assistant professor at Edinboro University. She is a doctoral candidate at Slippery Rock University. She is a PD specialist who has worked in a variety of clinical settings, including NICU, EI, and schools. Her clinical interests include PFD competency in graduate students and feeding/swallowing services in public schools. Nonfinancial relationships to disclose: No relevant financial disclosures.

Charlene A. Westman, MA, CCC-SLP
Charlene Westman is the owner of Building Blocks, Inc, located in Naples, and Orlando, FL. She is the current co-chair of FLASHA's Medicaid Committee and a former FLASHA VP for Governmental Education. In 2020, She received FLASHA’s “Honors of the Association” and in 2021, she was the Florida nominee for ASHA's Louis DiCarlo award for work in promoting compliance with Medicaid's Early and Periodic Screening, Diagnostic and Treatment (EPSDT) benefit among state health care organizations and insurers. Nonfinancial relationships to disclose: No relevant financial disclosures. Relevant nonfinancial disclosures: Charlene Westman is the co-chair of FLASHA's Medicaid/Reimbursement Committee.

Katherine Javier Widdicombe MS, CCC-SLP
Katherine Javier Widdicombe is a bilingual speech-language pathologist in the Tampa Bay Area and co-founder of Therapies Plus, LLC. She specializes in working with culturally and linguistically diverse populations in pediatric therapy, family-centered services, and literacy-based programs with an emphasis in utilizing culturally responsive practices. Relevant financial disclosures: Co-owner of Therapies Plus, LLC. Relevant nonfinancial disclosures: The workshops were completed at Achieve Plant City. Employed (in the past) by the non-profit organization.
This conference was put together entirely through volunteer labor. To all the those who had a part in making it happen, we extend a hearty THANK YOU!