

2023 FLASHA ANNUAL CONVENTION

JULY 13-16 ORLANDO, FL

Beyond All Limits



POWER UP
Professionally and Personally



FLASHA

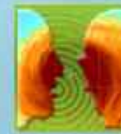
Florida Association Of Speech-Language
Pathologists & Audiologists

ANNUAL CONVENTION

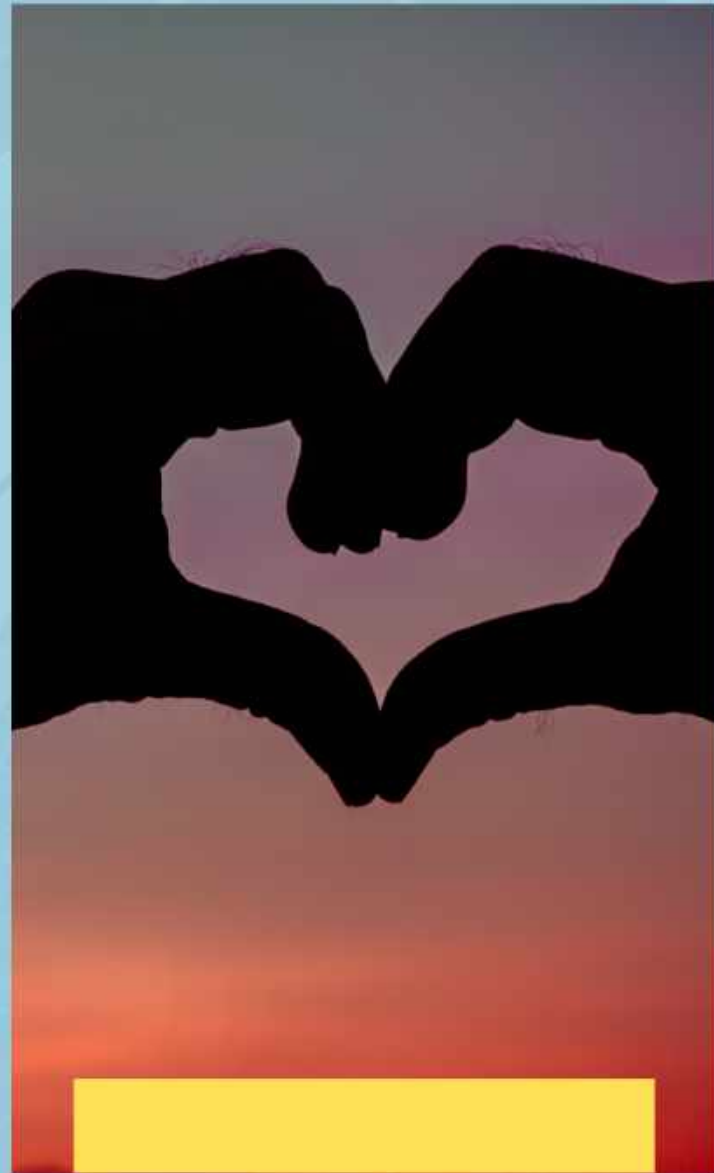
Beyond All Limits

**Power Up
Professionally
and
Personally**

**20
23**



FLASHA
Florida Association Of Speech-Language
Pathologists & Audiologists



We hope you and your fellow colleagues are excited as much as we are about this year's Annual Convention. So come and be inspired as you enjoy this year's ultimate Florida get together.

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PRESIDENT'S MESSAGE

Felice Abby



Welcome to our 2023 FLASHA Annual Convention—Beyond All Limits! We are pleased to offer our attendees a jam-packed agenda of educational podium and poster sessions, practice resources, networking opportunities, and social events, all within close proximity to Disney! As you power up professionally & personally, I hope you will also enjoy some of the renowned sights and fun activities that Orlando has to offer.

FLASHA continues to be self-managed by our Executive Board which means that this year's convention is the result of an immense amount of volunteer time and commitment on the part of our VP of Convention, Dr. Lyndsey Zurawski. We are extremely grateful to Lyndsey! Also, thank you to the Board Members, Convention Committee participants, students and others who have assisted with the extraordinary amount of work accomplished behind the scenes, both beforehand and onsite as the conference takes place.

This is a certification year in our state, so it is noteworthy that, during 3.5 days at FLASHA, you'll have the ability to obtain up to 32 hours of CEUs (3.2 ASHA/ Florida DOH). And our schedule includes Medical Errors (Florida requirement), as well as ASHA required courses for supervision, ethics, and DEI (diversity, equity, and inclusion). Specialty tracks include Schools, Medical, Private Practice, and Audiology. I know that you will find our CE offerings to be timely, informative, and suitable to whatever your personal area of interest may be.

I encourage you to attend all of our social and business events. The lineup includes: FLASHA Bash/Casino Night & Awards (Friday evening), Breakfast & Annual Business Meeting (Saturday morning), Tailgate Party and Knowledge Quest (Saturday evening). As always, our social events will include food, friends, fun & games!

I look forward to personally welcoming our members, speakers, exhibitors, sponsors and guests during convention. Thank you for your support of FLASHA! And, importantly, may you have a fulfilling and enjoyable time!

F. Abby, M.S., CCC-SLP

VP OF CONVENTION'S MESSAGE

Dr. Lyndsey Zurawski



Each year, FLASHA members come together to network, learn, and engage with one another. This year, we are aiming to taking you Beyond All Limits and challenge you to Power Up, both professionally and personally. Take this time, to meet new colleagues, attend a session on an unfamiliar topic, and step out of your comfort zone.

With a record-breaking year, FLASHA is proud to offer 94 podium presentations, 5 groups of poster groups (33 offerings), and over 215 speakers and up to 3.2 CEUs. This convention is well-round, diverse, and inclusive! We are so excited to welcome you all back to Orlando!

Beyond our professional learning, FLASHA is once again excited to host the annual FLASHA Bash. This year, we are hosting a Casino Night with all of your favorite games and tables!

Finally, we can't have a convention without giving back. This year, FLASHA Gives Back will focus on providing much needed items to incarcerated youth around our state that are within the many juvenile justice facilities in Florida. We hope you'll consider contributing to this worthy cause which is especially near and dear to my heart!

I look forward to seeing each and every one of you in a few short months!

A handwritten signature in white ink that reads "Lyndsey". The signature is fluid and cursive, matching the name in the text above.

ABOUT US



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.

OUR VISION & MISSION



VISION

The purposes of the Association shall be to promote the study of basic and disordered processes related to human communication, swallowing, hearing, and balance; advance an appreciation, understanding and respect for the diversity of both those persons served and the scope of disorders evaluated and managed; stimulate the exchange of information among the membership and related professions; encourage the pursuit of professional growth and competency among the membership; advocate for both the prevention and treatment of communication (language, speech or hearing) and related (balance) disorders, and the rights of persons with these disorders; and advance the individual and collective professional interests of the members of the Association.

MISSION

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.

MEET THE 2022-2023 BOARD



**Felice Abby,
President**



**Marian Lowther,
President-Elect**



**Tim Kowalski,
Past President**



**Dr. Lyndsey Zurawski,
VP for Convention**



**Amy Vaughan,
VP for Continuing
Education**



**Dr. Robert Fifer,
VP for Audiology**



**Hasina Echoles,
VP for Government**



**Nicole Shaffer,
VP for
Communications**



**Nicole Day,
VP for SLP Practices**



**Heather Bruno,
VP for Membership**



**Dr. Albert Villanueva-Reyes
VP for Education**

FLASHA'S ANNUAL GIVING PROJECT

FLASHA

Gives Back!

DONATIONS

HELP PROVIDE CARE ITEMS TO INCARCERATED
YOUTH AT JUVENILE DETENTION CENTERS
ACROSS THE STATE OF FLORIDA

[HTTPS://AMZN.TO/3SQPLFX](https://amzn.to/3SQPLFX)





FLASHA

Florida Association Of Speech-Language Pathologists & Audiologists

Thank You!

2023 FLASHA CONVENTION

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Thank You! EXHIBITORS

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Autism diagnosis is critical to treatment.

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THE Medical SLP
COLLECTIVE



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NEWBORN
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and Intervention Program



JRC the SLP
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County Public Schools



APP INFORMATION

WE'RE SO GLAD YOU'RE JOINING US FOR 2023 FLASHA CONVENTION! IT'S TIME TO LOG IN TO THE EVENT APP AND SET UP YOUR NETWORKING PROFILE. IF YOU'VE ALREADY DOWNLOADED AND LOGGED INTO THE MOBILE APP, GREAT! SIMPLY USE THE EVENT APP'S SEARCH FUNCTION TO FIND AND DOWNLOAD FLASHA 2023 ANNUAL CONVENTION.

IF YOU'VE NEVER USED THE APP BEFORE, PLEASE USE THESE INSTRUCTIONS TO DOWNLOAD AND JOIN THE EVENT APP FROM YOUR MOBILE DEVICE:

SELECT THE CORRECT APP DOWNLOAD BUTTON FOR YOUR DEVICE AND DOWNLOAD THE APP.
(WEBEX EVENTS)

OPEN THE APP AND ENTER YOUR PREFERRED EMAIL ADDRESS, OR USE ONE OF THE SOCIAL SIGN-IN OPTIONS.

IF YOU ENTER AN EMAIL, CREATE A PASSWORD AND TAP SIGN UP.

FILL IN YOUR NETWORKING PROFILE AND TAP CONTINUE. YOUR PROFILE INFORMATION WILL HELP YOU CONNECT WITH OTHER PEOPLE DURING THE EVENT!

NOW, BROWSE FOR FLASHA 2023 ANNUAL CONVENTION OR USE THE SEARCH BAR TO FIND IT. ONCE YOU'VE FOUND IT, TAP ON IT.

YOU'RE IN! FEEL FREE TO START EXPLORING. IF YOU HAVE ANY QUESTIONS ABOUT THE EVENT APP, OR IF YOU HAVE TROUBLE LOGGING IN, DON'T HESITATE TO REACH OUT.

CONTINUING EDUCATION

CEU INFORMATION

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 and 2 hours in Cultural Competency, Cultural humility, Culturally Responsive practice, or Diversity, Equity, and Inclusion (DEI) 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 2023 FLASHA Annual Convention is offered for a maximum of 3.2 CEUs (Various Levels, Professional Area) with or without Medical Errors which is offered for 0.2 ASHA CEUs (Intermediate Level, Professional Area). FLASHA assumes you meet the requirements to obtain professional development credit.

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 Provider approval does not imply endorsement of course content, specific products, or clinical procedures.



ASHA CE
APPROVED PROVIDER

Florida Association of
Speech-Language Pathologists &
Audiologists

Up to 3.2 ASHA CEUs, Various Levels
0.2 Medical Errors, Intermediate Level

HONORS & AWARDS



**Enid Gildar,
M.A., CCC-SLP**

Honors of the Association
The Honors of the Association, FLASHA's highest honor, is bestowed upon a FLASHA member in recognition of distinguished contributions in speech-language pathology, audiology or education of the hearing impaired over a period of time; plus active participation/service to FLASHA.



**Angela Medina,
Ph.D., CCC-SLP**

Clinician of the Year
Previously known as the Clinical Achievement Award, the Clinician of the Year Award is bestowed upon an individual who has demonstrated outstanding professional behavior and recent personal achievement in the field. This individual is the Florida Nominee for the ASHA DiCarlo Award. Types of activities may include, but are not limited to: achievement with a single client or group of clients; program development; achievement in a state or local organization or government agency activity; clinical teaching, research or administration.



**Alliete Rodriquez
Alfano, Ph.D., CCC-SLP**

Clinical Career
The Clinical Career Award is bestowed upon an individual in recognition of outstanding contributions to clinical science and practice in communication science and disorders over a 20 year or longer period. This individual will be our Florida nominee for the ASHA Kleffner Clinical Career Award. The lifetime contributions may have been in clinical service, supervision or administration of clinical service, clinical research, or any other activity which has promoted excellence in clinical service.

HONORS & AWARDS

None Nominated

Rhonda Work School Clinician of the Year The Rhonda Work School Clinician of the Year Award is bestowed upon an individual in recognition of exemplary commitment and contribution to the delivery of audiology and/or speech-language pathology services within a school setting. This individual will be our Florida nominee for the ASHA Van Hattum Award



**Raquel Garcia, SLP.D,
CCC-SLP, CNT, BCS-S**

Outstanding Service
The Outstanding Service Award is presented to a member for a specific outstanding contribution which supports FLASHA, through word or deed, in the attainment of its goals and objectives.



Aaron Marshall

Distinguished Service
The Distinguished Service Award is presented to a non-member for specific outstanding contribution which supports FLASHA, through word or deed, in the attainment of its goals and objectives. .

PAST PRESIDENTS

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

PAST AWARDEES

Honors of the Association

McKenzie Buck

Landis Stetler

June E. Kennedy

Janet D. Whiteside

Betty J. Phillips

Rhonda S. Work

Frank X. Freuh

Linda I. Rosa-Lugo

Robert J. Harrison

G. Paul Moore

Arthur M. Guilford

Barri Hoffman Ruddy

Kenneth Wilson

James L. Sullivan

Francis J. Kemker

Jennifer Kent-Walsh

Laurel Schendel

Margaret P. Nattress

Melinda K. Harrison

Pamela Rowe

Sara E. Conlon

Carole Jo Hardiman

Paula Sullivan

Robin Parker

Thomas B Abbott

Rick Bollinger

Frederick A. Rahe

Stewart W. Kinde

Virginia Walker

Shelley Victor

Lori Savage Grayson

Marilyn Sharbaugh

Lowell C. Hammer

Joseph J. Langhans

Lynn M. Miskiel

L. Gay Radcliff

June R. Long

Robert C. Fifer

Kim Bloom

James C. Kemp

Barbara M. Heilig

Carole Goldsmith

Charlene Westman

Gail Gree Rosenberg

Walter Amster

Donna Lundy

Howard Goldstein

Kenneth Bzoch

Clare Nichols

Lynn Guilford

Maudie Phoebus

Floye Johansen

Kenyatta O. Rivers

E.A. Lee Kasan

Cindy Simon

PAST AWARDEES

Distinguished Service Award

John Staples

Everett Kelly

Spencer Moore

Cecil Golden

Joseph A. Orr

Amy Young

Robert Graham

Mark Foley

Alisa Snow

M. Lisle Reese

Beverly Pilla

Stephanie Spinelli

Rod Davis

Richard D. Dirst

Joe Barimo

Betty Castor

Wendy M. Cullar

Lori Binko

Frederick T. Spahr

G. Floyd Blanton

**Coord. Council for Deaf
and Hard of Hearing**

Gene Sellers

Claude Pepper

Ellen Shorthill

Ralph B. Gray

Bill Spooone

Janet Deppe

T.W. Hahn, M.D.

Evelyn Lynn

Lawton Chiles

Paul C. Arcell

Theresa Rodgers

PAST AWARDEES

Clinician of the Year Award

James Kemp

Paula A. Sullivan

Timothy P. Kowalski

Kandace Penner

Michael A. Crary

Joy E. Gaziano

William N. Williams

Nan D. Musson

Giselle Carnaby

Donna Lundy

Carole Zangari

Vicki Lewis

Robert C. Fifer

Alina de la Paz

Rachel Williams

Robert Harrison

Amy Weatherby

Sheryl Rosin

Barbara Faircloth

Lillian Rosenberg

Lisette M. Bentacourt

Francis J. Kemker

Gregory J. Spirakis

Rachel Cohen

**Kenneth J.
Gerhardt**

Janet Whitney

Debbie Campbell

Alice Homes

Joyce Schoonover Mills

Adam Lloyd

Rick Bollinger

Lisa Proper

PAST AWARDEES

Clinical Career Award

Rhonda S. Work

Barbara Ehren

Charlotte Harvey

David C. Shepherd

Linda J. Lombardino

Paula Sullivan

Jack R. Mills

Patricia B. Kricos

Donna Lundy

**Mary Louise
Bachman**

Shelly Ash

Vivian Topp-Klein

E. Joseph Kemker

Leslie Gonzalez Rothi

Marcia Shapiro

Lynn C. Guilford

Nancy Lieberman

Monica Hough

Lillian Poms

Susan Allen

Bonnie Smith

Carole Jo Hardiman

Sylvia Diehl

Jean Mead

Leonard L. LaPointe

Robert Fifer

Ellen Nimmons

PAST AWARDEES

Rhonda Work School Clinician of the Year Award

Joan Spencer Kissel

Jane B. Busbee

Susan McKeown

Kai J. Long

Barbara J. Bruner

Cheran Zadrogran

Sally Anderson

Donna Emerson

Cynthia "Cindy" Bender

Moritz Schultz

Jeanne Renee Pendley

Patrick Craanen

Carole B. Goldsmith

Fay Jones

Lyndsey Zurawski

**Gail Gregg
Rosenberg**

JoAnn Doyle

Cindy Herold

Dennis Hoffman

Dwight Bowerman

Lisa Keane

JoAn A. Cline

Terrie Kate Pierson

Nicole Shaffer

Elizabeth Rivera

Susan Z. Alex

Lisa Garrett

PAST AWARDEES

Outstanding Service Award

John B. Seamens

Virginia Walker

Shelley Victor

**Lee, Tim, and Mike
Dresher**

Joseph J. Langhans

Lisa Rock

Kathleen C. Vergara

Karen Anderson

Janet Line

Rick Bollinger

Lynn Miskiel

Julian Woods

Joseph P. Barimo

Vivian Topp-Klein

Tina Kautter

Peter R. Johnson

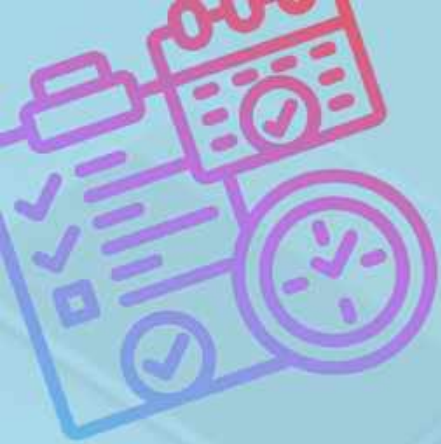
Stacie Rubin Smith

**Timothy P.
Kowalski**

Celia Santini

Danie Casal

**Michelle Harvey
Heather Bruno**



DAILY SCHEDULE

Thursday

	Palm Ballroom 2	Palm Ballroom 1	Azalea/Begonia	Camelia/Dogwood								
8:00 AM			#105 Maximizing Your Speech Session with Thoughtful Bilingual Intervention Arias	# 124 The Early Hearing Detection and Intervention Program's Impact and Expanding Scope Porter and Waterman								
8:30 AM					# 106 Beyond Borders: Empowering Students through International Service Learning Lenhardt	# 125 OTC Devices and the Business of Audiology Powers						
9:00 AM							# 107 How to Implement a Stress Free Accounting System that Focuses on Maintaining Your Profit First Marshall	# 126 Advances in Electrophysiology: Making Your EP Life Easier Davie				
9:30 AM										# 108 The Art of Surrender: Mindfulness and Stuttering Medina and Mead		
10:00 AM												# 109 Supporting Young Children with Complex Needs: An Interprofessional Approach Feuerstein and Tucker
10:30 AM								# 127 Grand Rounds: Cortical Deafness Fifer				
11:00 AM								# 128 Deaf/Hard-of-Hearing Trauma-Informed Care & Care Models Berrios				
11:30 AM								# 129 From a Parents Perspective: How to Build a Collaborative Partnership with Your LSL Team Clark, Granger, Lockenbach, Ochoa, & Williams				
12:00 PM							Exhibit Hall Set-Up	#101 Diversity, Equity, and Inclusion: A Panel Discussion Echoles, Williams, Lloyd, Sanchez, Shipman, Ellis, Carby-Joseph				
12:30 PM												
1:00 PM												
1:30 PM												
2:00 PM												
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3:00 PM												
3:30 PM												
4:00 PM												
4:30 PM												
5:00 PM												
5:30 PM												
6:00 PM												
6:30 PM												



DAILY SCHEDULE

Friday

FRIDAY SCHEDULE AT A GLANCE

	Palm Ballroom 2	Palm Ballroom 1	Palm Ballroom 3	Palm Ballroom 4	Palm Ballroom 5	Azalea/Begonia	Camelia/Dogwood
8:00 AM	Exhibit Hall OPEN	#130 LGBTQ+ Culturally Responsive Practice Lloyd	#135 Power Up Your Clinical Supervision Skills Edrich and Beasley	#141 English Learners: Assessment Considerations and Specific Interventions for Reading Shanock and Lopez	#164 SLPs Role in a Neuro-Based Multidisciplinary ALS or Parkinson's Clinic Best and Siu	#171 Insurance reimbursement considerations including common billing errors and how to resolve and correct errors Marshall	#178 Wait, We Hear With Our Brains? Gottschalk
8:30 AM						#172 To Partner or Not to Partner in Private Practice Carby-Joseph	
9:00 AM		#131 Utilizing DTTC for Treatment of CAS in Play Bjorem	#136 Incorporating Resilience into Therapy Capecci and Houselander	#142 Math is a Word & Symbol Problem Merritt	#165 Making the Unconventional Conventional: Exploring Creative Clinical Education Models Lewandowski	#173 Interprofessional Forum: Private Practice Edition Ugas, Wootton, Rodriguez	#179 Reciprocal Peer Interaction and Language Development in Auditory-Oral Inclusive Classrooms Miskiel, Perry, Messenger
9:30 AM							
10:00 AM		#132 Dipping Your Toe(s) into the World of Literacy Zurawski and Kline	#137 Which Type of Resume is Right For Your Job Search? Williams	Poster Sessions Group 3	#166 Round the Burr: LP Billinger and Skinner	#174 The Value of Thinking Outside the Box: Creating Employability for Young Adults with Severe Communication Disorders Campbell	#181 Poor Access to Healthcare Among the Deaf and Individuals with Various Hearing Difficulty Gonzalez, Jacobs, Adams-Mitchell, Ellis
10:30 AM							
11:00 AM							
11:30 AM							
12:00 PM							
12:30 PM							
1:00 PM							
1:30 PM							
2:00 PM							
2:30 PM			#138 Hanen More Than Words®: Adding flexibility to a parent coaching intervention Dame	Poster Sessions Group 4	#168 Interplay between Cognitive, Linguistic, and Physical Function in Post-Stroke Aphasia Bislick, Dawson, Suarez	#175 Maximizing Independence Across Environments for AAC Users Through Assistive Technology Benyon	#182 Influence of Developmental Disabilities on Audiological Diagnostics Fifer and Romero
3:00 PM		Poster Sessions Group 5					
3:30 PM							
4:00 PM							
4:30 PM							
4:30 PM	#134 Do SLPs Entrepreneur? Your Own Innovation Fernandes	#139 Going Beyond the Limits: Accessibility, Accommodations, and Advocacy Hirn	#162 The Art of Compromise: Positive Interactions and Outcomes with IEP Team Members Shaffer and Lowther	#169 Empowering Children with Autism: Applying son's Disease Via Biofeedback Watts and Brandimore	#176 Empower Your Expertise: Combating the Constraints of Aspiration Pneumonia Svenning and Daley	#183 OTC Hearing Aids: Advocacy Updates and Resources Boyd	
5:00 PM							
5:30 PM							
6:00 PM							
6:00 PM	Set up for FLASHA BASH	#140 Taking the Picky out of Eater: Infant to Toddler Feeding Transition Campbell	#163 Supporting AAC Users in the Classroom Zaugg	#170 Rehabilitation for Cognitive-Communication Impairments in Long-COVID Across Treatment Settings Romes and Ziegler	#177 DIRFloortime: Beyond Playing on the Floor Fernald	#184 Beyond Literacy: Phonological Skills and Children with Hearing Loss Nittroer	
6:30 PM							
7:00 PM							
7:30 PM							
8:00 PM							
8:30 PM							

FLASHA BASH
CASINO NIGHT in PALM BALLROOM 1



DAILY SCHEDULE

Sunday

	Palm Ballroom 2	Palm Ballroom 1	Palm Ballroom 3	Palm Ballrom 4	
8:00 AM	Exhibit Hall OPEN	#218 Virtual Education- Not Bad but We Can Do Better Mestres	#221 What to Do When You Suspect Childhood Apraxia of Speech Waldrup	#225 Contrastive Phonology (Spanish/English): Clinical Applications Villanueva-Reyes	
8:30 AM					
9:00 AM		#219 Professional Ethics in Today's World Lowther	#222 Powering Up Our Assessment for the Lung Transplant Program: Pre & Post Arin and Colsky		
9:30 AM					
10:00 AM			#220 Medical Errors Kowalski	#223 FLASHA 2023: Pathway to Becoming a Voice Specialist Murijacic, Urbano, Cole	#226 Help Expand Limits: "This Student Cannot Sound Out Words" Merritt
10:30 AM				#224 Mindfulness: The Power of the Present Moment Mead and Medina	
11:00 AM					
11:30 AM					
12:00 PM					
12:30 PM	Exhibitor Tear Down				

KEYNOTE SPEAKER



Phuong Lien Palafox, M.S., CCC-SLP

THURSDAY

3:30 - 5:00 pm

Disrupting, Dismantling & Designing the Field of Speech, Language & Hearing Sciences

The field of speech, language and hearing sciences is evolving. Impacted by increased workload, changing societal ideologies and amplified advocacy, speech-language pathologists and audiologists carry a heavy load.

Through a lens of evidence-based practices and human connection, Phuong will move you through empowering and culturally-responsive considerations to maximize outcomes for students/clients/patients and service providers. You will leave this session reflecting, refueled and re-engaged in your meaningful work.

Phuong is a Vietnamese-Chinese bilingual speech-language scientist, author and advocate

www.phuonglienpalafox.com

INVITED SPEAKERS



JENNIE BJOREM

APRAXIA

DR. LINDSEY ZURAWSKI

JUVENILE JUSTICE



DR. RACHEL WILLIAMS

RESUME WRITING

FEATURED SPEAKERS



DR. ADAM LLOYD

LGBTQ+

MARIAN LOWTHER

ETHICS



DR. RAQUEL GARCIA

NICU

FEATURED SPEAKERS

SYDNEY BASSARD

EARLY LITERACY



TIMOTHY KOWALSKI

MEDICAL ERRORS

AUDIOLOGY FEATURED SPEAKERS



DR. TOM POWERS



DR. KATE GATTSCHALK



DR. JACKIE DAVIE



Thursday **SESSION DETAILS**

#101 DIVERSITY, EQUITY, AND INCLUSION: A PANEL DISCUSSION

THE RETAINMENT, RECRUITMENT, AND INCLUSION OF DIVERSE SERVICE PROVIDERS IN THE FIELD IS THE RESPONSIBILITY OF EVERYONE. JOIN FLASHA FOR A PANEL DISCUSSION ON ALL OF THE ISSUES FACING SERVICE PROVIDERS IN EVERY SETTING AND DISCUSS WAYS THAT WE CAN CONTRIBUTE TO INCREASING OUR KNOWLEDGE AROUND DIVERSITY, EQUITY, AND INCLUSION.

1. BE ABLE TO DEFINE DIVERSITY, EQUITY AND INCLUSION
2. BE ABLE TO EXPLAIN WHY DEI IS IMPORTANT IN THE FIELD OF SPEECH LANGUAGE PATHOLOGY AND AUDIOLOGY
3. NAME AT LEAST PROFESSIONAL RESOURCES ON DIVERSITY, EQUITY AND INCLUSION
ECHOLES, WILLIAMS, LLOYD, SANCHEZ, SHIPMAN, ELLIS, CARBY-JOSEPH

12-1:30PM

PALM BALLROOM 1

#102 ARE YOU LOOKING AT ME? PARANOIA AND AUTISM

ASD FEATURES ELEVATED RATES OF PARANOIA WITH SOCIAL VIGILANCE AND THREAT PERCEPTIONS PRESENT. WE NEED TO ENCOURAGE INDIVIDUALS WITH ASD WHO'VE COME TO EXPECT HOSTILITY NOT TO GIVE UP. BY PROVIDING APPROPRIATE THERAPY AND THE USE OF PSYCHOTROPIC MEDICATIONS, POSITIVE CHANGES CAN RESULT – IF THE INDIVIDUAL IS RECEPTIVE TO INTERVENTION.

1. DEFINE THE CLINICAL SYMPTOMS OF PARANOIA
2. OUTLINE HOW THESE SYMPTOMS MANIFEST IN ASD
3. LIST STRATEGIES FOR APPROPRIATE INTERVENTION

KOWALSKI

1:30-3PM

PALM BALLROOM 1

KEYNOTE SESSION #103 DISRUPTING, DISMANTLING, & DESIGNING THE FIELD OF SPEECH, LANGUAGE, AND HEARING SCIENCES

THE FIELD OF SPEECH, LANGUAGE AND HEARING SCIENCES IS EVOLVING. IMPACTED BY INCREASED WORKLOAD, CHANGING SOCIETAL IDEOLOGIES AND AMPLIFIED ADVOCACY, SPEECH-LANGUAGE PATHOLOGISTS AND AUDIOLOGISTS CARRY A HEAVY LOAD. THROUGH A LENS OF EVIDENCE-BASED PRACTICES AND HUMAN CONNECTION, PHUONG WILL MOVE YOU THROUGH EMPOWERING AND CULTURALLY-RESPONSIVE CONSIDERATIONS TO MAXIMIZE OUTCOMES FOR STUDENTS/CLIENTS/PATIENTS AND SERVICE PROVIDERS. YOU WILL LEAVE THIS SESSION REFLECTING, REFUELED AND RE-ENGAGED IN YOUR MEANINGFUL WORK.

1. PARTICIPANTS WILL IDENTIFY CURRENT NEEDS AND PAIN POINTS OF STUDENTS, CLIENTS, PATIENTS THROUGH A PERSON-CENTERED AND NEURODIVERSITY-AFFIRMING LENS.
2. PARTICIPANTS WILL IDENTIFY AND DESCRIBE NARRATIVES AND EXPERIENCES OF DECENTERED SERVICE PROVIDERS AND STUDENTS.
3. PARTICIPANTS WILL DESCRIBE CURRENT IDEOLOGIES THAT HAVE PERPETUATED INEQUITABLE, ABLEIST PRACTICES IN THE FIELD OF SPEECH AND LANGUAGE SCIENCES.
4. PARTICIPANTS WILL IDENTIFY AND DESCRIBE ACTIONS TO UPHOLD THE FIELD OF SPEECH AND LANGUAGE SCIENCES TO CULTURALLY RESPONSIVE, SOCIALLY JUST AND ETHICAL CLINICAL PRACTICE TO EMPOWER COMMUNICATION RIGHTS TO ALL

PALAFIX

3:30-5PM

PALM BALLROOM 1

#104 WHAT YOU NEED TO KNOW ABOUT THE ASLP-IC

ATTENDEES WILL LEARN ABOUT THE IMPLEMENTATION OF THE AUDIOLOGY & SPEECH-LANGUAGE PATHOLOGY INTERSTATE COMPACT. PARTICIPANTS WILL BE ABLE TO IDENTIFY ADVOCACY RESOURCES TO SUPPORT PASSAGE OF THE ASLP-IC IN FLORIDA. LEAVE FEELING MORE PREPARED IN REGARD TO UNDERSTANDING THE PROCESS FOR ACCESSING AND ADVOCATING FOR THE ASLP-IC.

1. DEMONSTRATE UNDERSTANDING OF THE ASLP-IC COMPACT PRIVILEGE
2. IDENTIFY 2 BENEFITS OF ASLP-IC
3. IDENTIFY 2 IMPACTS OF THE ASLP-IC.

BOYD

6-7PM

PALM BALLROOM 1

#105 MAXIMIZING YOUR SPEECH SESSION WITH THOUGHTFUL BILINGUAL INTERVENTION

SLPS KNOW THAT BILINGUALISM IS NOT A NEGATIVE TO COMMUNICATION – THE MORE ACCESS A CHILD HAS TO THEIR COMMUNITY THE BETTER THE OUTCOMES! BUT WHAT DOES BILINGUAL TREATMENT EVEN LOOK LIKE? THIS PRESENTATION OFFERS SLPS A HOW-TO FOR EVALUATION AND TREATMENT PLANNING FOR BILINGUAL CHILDREN WITH SPEECH SOUND DISORDERS.

AS A RESULT OF THIS PRESENTATION, THE PARTICIPANT WILL BE ABLE TO DESCRIBE COMPONENTS OF A BILINGUAL EVALUATION FOR A SPEECH SOUND DISORDER. AS A RESULT OF THIS PRESENTATION, THE PARTICIPANT WILL BE ABLE TO DESIGN A TREATMENT PLAN USING A BILINGUAL CASE STUDY WITH A PRESCHOOL CHILD. AS A RESULT OF THIS PRESENTATION, THE PARTICIPANT WILL BE ABLE TO COMPARE TREATMENT APPROACHES FOR SPEECH SOUND DISORDERS AND THEIR IMPLEMENTATION WITH A BILINGUAL POPULATION. AS A RESULT OF THIS PRESENTATION, THE PARTICIPANT WILL BE ABLE TO LIST WAYS TO SUPPORT BILINGUAL FAMILIES EVEN IF THE TREATING THERAPIST DOES NOT SPEAK THE FAMILY'S HOME LANGUAGE.

ARIAS

8-9:30AM

AZALEA/BEGONIA

#106 BEYOND BORDERS: EMPOWERING STUDENTS THROUGH INTERNATIONAL SERVICE LEARNING

SERVICE LEARNING REQUIRES AN UNDERSTANDING OF CULTURAL NORMS AND PRACTICES. AT GANNON UNIVERSITY, A SERVICE-LEARNING TRIP TO THE CARIBBEAN IS PLANNED FOR FEBRUARY 2023. THE BENEFITS OF SERVICE LEARNING FOR GRADUATE STUDENTS WILL BE DISCUSSED WITH STEPS TO CREATE A SIMILAR EXPERIENCE.

1. EXPLAIN THREE BENEFITS OF SERVICE-LEARNING
2. DESCRIBE STEPS TAKEN TO DEVELOP AN INTERNATIONAL SERVICE-LEARNING OPPORTUNITY
3. IDENTIFY LEADERSHIP ROLES FOR GRADUATE STUDENTS IN THE DEVELOPMENT OF A SERVICE-LEARNING PROGRAM

LENHARDT AND SINGH

9:30-10:30AM

AZALEA/BEGONIA

#107 HOW TO IMPLEMENT A STRESS FREE ACCOUNTING SYSTEM THAT FOCUSES ON MAINTAINING YOUR PROFIT FIRST

MOST SMALL AND LARGE BUSINESS USE THE "CASH ACCOUNTING" METHOD TO MANAGE THEIR FINANCES. CASH ACCOUNTING CAN BE STRESSFUL AND RARELY PAINTS A CLEAR PICTURE OF YOUR COMPANY'S TRUE PROFITABILITY. THIS PRESENTATION WILL TEACH PARTICIPANTS AN EASY AND STRESS-FREE ALTERNATIVE WHICH FOCUSES ON THEIR PROFIT AND GROWTH.

1. PARTICIPANTS WILL DEFINE "CASH ACCOUNTING" AND "PROFIT FIRST ACCOUNTING" METHODS

2. PARTICIPANTS WILL BE ABLE TO IMPLEMENT A PROFIT FIRST ACCOUNTING METHOD FOR THEIR OWN BUSINESS.

3. PARTICIPANTS WILL BE ABLE TO IMPLEMENT A SYSTEM FOR DETERMINING THEIR PROFIT, OWNERS COMPENSATION, OPERATING EXPENSES, AND TAXES FOR A GIVEN YEAR.

MARSHALL

10:30-11:30AM

AZALEA/BEGONIA

#108 THE ART OF SURRENDER: MINDFULNESS AND STUTTERING

THIS CASE STUDY INVESTIGATES THE IMPACT OF A REMOTE MINDFULNESS PROGRAM ON FIVE PEOPLE WHO STUTTER. PROGRAM DESIGN, PRE- AND POSTTEST OASES SCORES, AND PARTICIPANT REFLECTIONS WILL BE PRESENTED.

1. LIST ASPECTS OF MINDFULNESS PRACTICE.
2. DESCRIBE HOW MINDFULNESS HAS BEEN USED CLINICALLY WITH PEOPLE WHO STUTTER.
3. DISCUSS OUTCOMES OF A REMOTE MINDFULNESS PROGRAM FOR PEOPLE WHO STUTTER.

MEDINA AND MEAD

11:30AM-12:30PM

AZALEA/BEGONIA

#109 SUPPORTING YOUNG CHILDREN WITH COMPLEX NEEDS: AN INTERPROFESSIONAL APPROACH

THERE IS A CRITICAL NEED FOR INTERDISCIPLINARY EARLY INTERVENTION TO SUPPORT YOUNG CHILDREN WITH COMPLEX COMMUNICATION AND MOTOR NEEDS (CCMN), TO MAXIMIZE DEVELOPMENTAL OUTCOMES AND SUPPORT PARTICIPATION IN EVERYDAY LEARNING OPPORTUNITIES. THIS SESSION WILL PRESENT STRATEGIES FOR INTEGRATING MOTOR AND COMMUNICATION SUPPORTS WITHIN ENRICHED PLAY EXPERIENCES FOR CHILDREN WITH CCMN.

SESSION ATTENDEES WILL: 1. LIST 3 UNIQUE STRENGTHS AND 3 UNIQUE CHALLENGES CHILDREN WITH COMPLEX COMMUNICATION AND MOTOR NEEDS EXPERIENCE WHEN ENGAGING IN EARLY PLAY AND LEARNING EXPERIENCES. 2. DEFINE THE FEATURES THAT CHARACTERIZE "ENRICHED PLAY" EXPERIENCES. 3. LIST 3 WAYS IN WHICH SLPS AND PTS MAY COLLABORATE TO PROVIDE INTERVENTION SERVICES TO SUPPORT PARTICIPATION AND ENGAGEMENT FOR YOUNG CHILDREN WITH COMPLEX COMMUNICATION AND MOTOR NEEDS.

FEUERSTEIN AND TUCKER

12:30-1:30PM

AZALEA/BEGONIA

#110 POST-COVID-19 SYNDROME: A REVIEW OF NEUROCOGNITIVE ISSUES

MANY INDIVIDUALS DIAGNOSED WITH COVID-19 EXPERIENCE NEUROCOGNITIVE SYMPTOMS WEEKS AFTER RECOVERING FROM THE CONDITION. SYMPTOMS CAN INCLUDE COGNITIVE IMPAIRMENT, SYMPTOMS OF POSTTRAUMATIC STRESS DISORDER, AND CONCENTRATION PROBLEMS. THIS SYSTEMATIC REVIEW WAS COMPLETED TO HIGHLIGHT THE COMPLEXITY OF NEUROCOGNITIVE SYMPTOMS THAT SPEECH LANGUAGE PATHOLOGISTS (SLPS) MUST CONSIDER WHEN MANAGING CLIENTS WITH COVID-19.

1. DESCRIBE THE NEUROLOGICAL CONSEQUENCES OF COVID-19

2. DESCRIBE THE COLLECTION OF SYMPTOMS COMMON AMONG INDIVIDUALS WITH POST COVID-19 SYNDROME

3. DISCUSS POTENTIAL AREAS OF DEVELOPMENT FOR SLPS WHO MANAGE INDIVIDUALS WITH POST COVID-19 SYNDROME.

BELLAMY, KRUG, ADAMS-MITCHELL, JACOBS, ELLIS

POSTER GROUP 1 2-2:30PM

AZALEA/BEGONIA

#111 PARENTAL KNOWLEDGE ABOUT ACCESSING SPEECH THERAPY SERVICES

THIS STUDY INVESTIGATES PARENTAL KNOWLEDGE OF WHAT SPEECH-LANGUAGE PATHOLOGISTS DO AND HOW TO ACCESS SPEECH THERAPY SERVICES. PARENTS COMPLETED AN ONLINE SURVEY DESCRIBING THEIR KNOWLEDGE ABOUT SPEECH-LANGUAGE PATHOLOGISTS, ACCESS TO SPEECH THERAPY SERVICES, AND IMPORTANCE OF FOLLOWING PHYSICIANS' ADVICE.

PARTICIPANTS WILL BE ABLE TO: DESCRIBE PARENTAL KNOWLEDGE ABOUT WHAT SPEECH-LANGUAGE PATHOLOGISTS DO. DESCRIBE PARENTAL ACCESS TO SPEECH THERAPY SERVICES. DESCRIBE PARENTAL PERCEPTIONS OF PHYSICIANS' ADVICE.

ALFANO, BELLO, SAEZ, RAMIREZ, LOVE

POSTER GROUP 1 2-2:30PM

AZALEA/BEGONIA

112 THE POWER OF DIVERSITY: UNDERSTANDING MINORITY PROFESSIONALS IN SPEECH-LANGUAGE PATHOLOGY

THE PRIMARY PURPOSE OF THIS RESEARCH IS TO IDENTIFY THE CAUSES OF THE LACK OF CULTURAL, ETHNIC, AND GENDER DIVERSITY WITHIN THE COMMUNICATION SCIENCES AND DISORDERS FIELD, SPECIFICALLY AMONG SPEECH-LANGUAGE PATHOLOGISTS. THIS PROPOSAL WILL FURTHER DISCUSS THE PERCEPTION, INCREASED BARRIERS, AND LIMITED EXPOSURE TO SPEECH-LANGUAGE PATHOLOGY FOR UNDERREPRESENTED STUDENTS.

1. PARTICIPANTS WILL BE ABLE TO DEFINE DIVERSITY AND ITS PERCEPTION AS IT RELATES TO SPEECH-LANGUAGE PATHOLOGY. 2. PARTICIPANTS WILL BE ABLE TO IDENTIFY GAPS IN CULTURAL, ETHNIC, AND GENDER EQUITY AND INCLUSION IN THE FIELD 3. PARTICIPANTS WILL BE ABLE TO DESCRIBE THE LACK OF AWARENESS KNOWLEDGE FOR UNDERREPRESENTED POPULATIONS. 4. PARTICIPANTS WILL BE ABLE TO STATE THE BARRIERS THAT UNDERREPRESENTED AND MINORITY POPULATIONS FACE WHEN CONTINUING EDUCATION FOR SPEECH-LANGUAGE PATHOLOGY.

CHAUDHRY, GARCIA, CAPECI
POSTER GROUP 12-2:30PM
AZALEA/BEGONIA

#113 INTERVENTION EFFICACY USING LINGRAPHICA SOFTWARE ON ICON IDENTIFICATION

A RESEARCH STUDY WAS CONDUCTED TO EVALUATE THE EFFECTS OF AN INTERVENTION USING THE LINGRAPHICA SOFTWARE WITH A PERSON DIAGNOSED WITH BROCA'S APHASIA AND VERBAL/ORAL APRAXIA TO MEASURE THE FREQUENCY OF IDENTIFYING REQUESTING ICONS NECESSARY TO MEET THEIR WANTS AND NEEDS.

1. DESCRIBE THE IMPORTANCE OF MEASURING OUTCOMES BEFORE AND AFTER INTERVENTION PER SESSION WHEN USING THE LINGRAPHICA SOFTWARE WITH AN INDIVIDUAL DIAGNOSED WITH APRAXIA AND APHASIA DISORDER. 2. DESCRIBE THE EFFECTS OF USING THE LINGRAPHICA SOFTWARE TO INCREASE THE FREQUENCY OF IDENTIFYING ICONS NECESSARY FOR REQUESTING WANTS AND NEEDS WITH AN INDIVIDUAL DIAGNOSED WITH APRAXIA AND APHASIA DISORDER 3. DESCRIBE A PROCEDURAL RUBRIC USED TO MEASURE OUTCOMES OF INTERVENTION WHEN USING THE LINGRAPHICA SOFTWARE WITH A PATIENT WITH BROCA'S APHASIA AND APRAXIA TO INCREASE THE FREQUENCY OF IDENTIFYING ICONS NECESSARY TO MEET WANTS AND NEEDS.

MUNOZ, GONZALEZ, PEDRIDO, QUINTANA, SMRCKA
POSTER GROUP 12-2:30PM
AZALEA/BEGONIA

114 POWERING-UP CLINICAL INSTRUCTION

SPEECH-LANGUAGE PATHOLOGY GRADUATE STUDENTS ARE REQUIRED TO COMPLETE CLINICAL PRACTICUM HOURS; HOWEVER, THERE IS LIMITED EVIDENCE REGARDING BEST PRACTICES OR GRADUATE CLINICIAN PREFERENCES FOR SUPERVISION. PRELIMINARY RESULTS OF A SCOPING REVIEW FOUND THAT GRADUATE CLINICIANS REPORTED AN INCREASE IN KNOWLEDGE, SKILLS, AND CONFIDENCE AS A RESULT OF SPECIFIC SUPERVISORY ELEMENTS.

1. DESCRIBE GRADUATE CLINICIAN PREFERENCES FOR CLINICAL INSTRUCTION. 2. ANALYZE CLINICAL INSTRUCTION PROGRAM ELEMENTS, ACTIVITIES, AND RECOMMENDATIONS. 3. INTEGRATE FINDINGS OF CLINICAL INSTRUCTION AND MENTORSHIP PROGRAMS."

SCHEBLE
POSTER GROUP 12-2:30PM
AZALEA/BEGONIA

115 ATTRIBUTES OF MULTILINGUAL/MULTICULTURAL SLP GRADUATE PROGRAMS

A SURVEY WAS CONDUCTED OF GRADUATE SLP PROGRAMS WHO SELF-IDENTIFIED AS BILINGUAL, MULTICULTURAL OR BOTH IN ASHA'S EDFIND, ALONG WITH A SMALL CONTROL GROUP. INFORMATION GATHERED LOOKED AT BILINGUAL/MULTICULTURAL ASPECTS OF THESE PROGRAMS. RESULTS WILL SHARE COMMONALITIES AND DIFFERENCES BETWEEN PROGRAMS AND DIRECTOR'S PERCEIVED IMPACT.

BY THE END OF THE PRESENTATION, ATTENDEES WILL BE ABLE TO: 1. EXPLAIN THE REQUIREMENTS TO BE MULTILINGUAL/MULTICULTURAL IN ASHA'S EDFIND. 2. COMPARE/CONTRAST THE MULTILINGUAL/MULTICULTURAL ATTRIBUTES OF VARIOUS SLP GRADUATE PROGRAMS. 3. DISCUSS THE ATTRIBUTES PROGRAM LEADERS FIND MOST IMPORTANT TO THEIR PROGRAM.

DIAZ AND LUQUE
POSTER GROUP 12-2:30PM
AZALEA/BEGONIA

#116 WORD BY WORD: AN AAC GENERATIVE LANGUAGE INTERVENTION (GLI) FOR PRESCHOOLERS USING GRAPHIC SYMBOLS

THE CURRENT STUDY PRESENTS FINDINGS FROM 5-YEAR INVESTIGATION, DESIGNED TO TEACH 3 AND 4-YEAR-OLD CHILDREN WITH SEVERE SPEECH DISORDERS TO PRODUCE SENTENCES USING A GRAPHIC SYMBOL-BASED AAC APP. FORTY-FOUR INTERVENTION AND CONTROL GROUP PARTICIPANTS WILL BE PRESENTED TO ILLUSTRATE OUTCOMES OF EXPRESSIVE SEMANTICS, SYNTAX AND GRAMMAR USING AIDED AAC.

1. DESCRIBE ONE POSSIBLE INTERVENTION APPROACH FOR TARGETING EARLY SEMANTICS AND SYNTAX WITH CHILDREN USING AAC. 2. DESCRIBE TYPES OF ERRORS CHILDREN MAKE WHEN LEARNING NEW SEMANTIC-SYNTACTIC RELATIONS. 3. DESCRIBE ONE MEASURE USED TO ASSESS EXPRESSIVE LANGUAGE SKILLS OF CHILDREN USING AAC.

HARRINGTON, KENT-WALSH, BINGER, CAMPBELL, MILLER, SULLIVAN, VARTDAL
POSTER GROUP 12-2:30PM
AZALEA/BEGONIA

#117 SEX DIFFERENCES IN APHASIA OUTCOMES

THE MECHANISMS THAT CAUSE STROKE DIFFERS SIGNIFICANT BETWEEN MEN AND WOMEN. IT IS UNCLEAR HOW SUCH DIFFERENCES MANIFEST INTO POST-STROKE CONDITIONS SUCH AS APHASIA. WE USED DATA FROM AN APHASIA DATABASE TO EXAMINE OUTCOMES BETWEEN MEN AND WOMEN WITH APHASIA. WE DID NOT FIND ANY SIGNIFICANT DIFFERENCES IN APHASIA OUTCOMES.

1. DESCRIBE THE SEX DIFFERENCES IN STROKE OUTCOMES THAT CONTRIBUTE TO POTENTIAL DIFFERENCES IN APHASIA OUTCOMES. 2. DESCRIBE THE DIFFERENT CHARACTERISTICS OF APHASIA BETWEEN MEN AND WOMEN. 3. DISCUSS HOW QUALITY OF LIFE MAY DIFFER BETWEEN MEN AND WOMEN WITH APHASIA."

POPE, BELTRAN, ADAMS-MITCHELL, JACOBS, ELLIS
POSTER GROUP 2 3-3:30PM
AZALEA/BEGONIA

#118 ADULTS WITH HEARING LOSS AND EXPERIENCES WITH AUDITORY TRAINING APPS

THIS STUDY INVESTIGATES THE EXPERIENCES WITH AUDITORY TRAINING APPS OF ADULTS WITH ADULT-ACQUIRED HEARING LOSS, USING IN-DEPTH, OPEN-ENDED PARTICIPANT INTERVIEWS, WHICH WAS LATER ANALYZED USING GROUNDED THEORY.

AFTER COMPLETING THIS ACTIVITY, PARTICIPANTS WILL BE ABLE TO: 1. DESCRIBE THE EXPERIENCES OF AUDITORY TRAINING APPS FOR ADULTS WITH HEARING LOSS. 2. DESCRIBE THE LIMITATIONS OF CURRENT AUDITORY TRAINING APPS. 3. DESCRIBE RECOMMENDATIONS FOR FUTURE DEVELOPMENT OF AUDITORY TRAINING APPS."

ALFANO
POSTER GROUP 2 3-3:30PM
AZALEA/BEGONIA

#119 ARFID INTERVENTION ON INCREASING FOOD ACCEPTANCE AND DECREASING ABERRANT BEHAVIOR

AVOIDANT/RESTRICTIVE FOOD INTAKE DISORDER (ARFID) IS A FEEDING DISORDER CHARACTERIZED BY FOOD SELECTIVITY. INDIVIDUALS DIAGNOSED WITH ARFID AVOID FOOD ITEMS DURING MEALTIMES AND PRESENT WITH ADVERSE BEHAVIORS. THIS STUDY INVESTIGATED THE EFFECTS OF A FEEDING INTERVENTION ON THE FREQUENCY OF FOOD ACCEPTANCE AND THE DECREASE OF ABERRANT BEHAVIORS.

AFTER COMPLETING THIS ACTIVITY, PARTICIPANTS WILL BE ABLE TO: 1. DESCRIBE TYPICAL FEEDING PATTERNS OF INDIVIDUALS WITH ARFID. 2. DISTINGUISH BETWEEN SEVERAL FEEDING AND EATING DISORDERS. 3. DESCRIBE OUTCOMES OF TACTILE FEEDING INTERVENTION WITH INDIVIDUALS WITH ARFID. SESSION DESCRIPTION

MUNOZ, CABRERA-JARQUIN, MORALES, FERNANDEZ, SUCCAR
POSTER GROUP 2 3-3:30PM
AZALEA/BEGONIA

#120 THE IMPACT OF IMST ON VOCAL LOUDNESS IN INDIVIDUALS WITH PD

PEOPLE WITH PD OFTEN DEVELOP HYPOKINETIC DYSARTHRIA WITH ASSOCIATED HYPOPHONIA. REDUCED RESPIRATORY SUPPORT MAY CONTRIBUTE TO HYPOPHONIA SECONDARY TO CHEST WALL RIGIDITY AND/OR REDUCED RESPIRATORY STRENGTH. THIS PILOT STUDY EVALUATED THE EFFECTS OF IMST ON VOCAL LOUDNESS IN CONNECTED SPEECH IN PEOPLE WITH PD AND HYPOPHONIA.

1. PARTICIPANTS SHOULD BE ABLE TO DISCUSS THE ROLE OF THE RESPIRATORY SYSTEM AND ITS IMPORTANCE FOR SUPPORTING SPEECH LOUDNESS. 2. PARTICIPANTS SHOULD BE ABLE TO DISCUSS THE IMPACT OF RESPIRATORY MUSCLE STRENGTH TRAINING AND ITS POTENTIAL EFFECT ON SPEECH. 3. PARTICIPANTS SHOULD BE ABLE TO DEFINE THE IMPACT THAT PARKINSON DISEASE CAN HAVE ON SPEECH PRODUCTION.

MCCLUTCHY, HIGHLAND, ANDERSON, HERNDON, MIR
POSTER GROUP 2 3-3:30PM
AZALEA/BEGONIA

#121 INCORPORATION OF AMERICAN SIGN LANGUAGE IN SPEECH LANGUAGE PATHOLOGY AS A METHOD OF COMMUNICATION

AMERICAN SIGN LANGUAGE (ASL) IS A FORM OF COMMUNICATION AND ESTABLISHED LANGUAGE WHICH USES MOVEMENTS OF THE HANDS AND FACE TO COMMUNICATE. DESPITE ITS HISTORY, THE FIELD OF SPEECH LANGUAGE PATHOLOGY HAS ENGAGED IN LOW UTILIZATION. THE PROJECT EXPLORES THE SIGNIFICANT ROLE ASL CAN HAVE FOR INDIVIDUALS WITH COMMUNICATION DISORDERS.

DESCRIBE THE HEALTHCARE ACCESS OF DSHD AMERICANS. DESCRIBE THE DISPARITIES IN ACCESS TO HEALTHCARE THAT DSHD AMERICANS EXPERIENCE AND HOW THAT TRANSLATES INTO POOR OUTCOMES. DISCUSS HOW HEALTHCARE SYSTEMS CAN IMPROVE STRUCTURALLY TO IMPROVE THE QUALITY OF HEALTHCARE ACCESS AMONG DSHD AMERICANS.

TJON, MESCH, SANTIAGO
POSTER GROUP 2 3-3:30PM
AZALEA/BEGONIA

122 ACCESS TO CARE DISPARITIES AMONG DBS-ELIGIBLE PATIENTS WITH PD

DEEP BRAIN STIMULATION (DBS) SURGERY IS AN ELECTIVE SURGERY OFFERED TO PARKINSON DISEASE PATIENTS WHO MEET CERTAIN SYMPTOM CRITERIA. AFRICAN AMERICAN PATIENTS EXPERIENCE HIGHER BARRIERS TO ACCESS CARE IN MOST HEALTHCARE AREAS, INCLUDING PARKINSON DISEASE NEUROLOGY AND REHABILITATION CARE. THIS STUDY EXPLORES PREDICTORS OF DBS REFERRAL TO IDENTIFY DISPARITIES.

1. SUMMARIZE RACIAL DISPARITIES IN ACCESS TO DBS. 2. COMPARE BARRIERS TO ACCESS TO CARE AMONGST DIFFERENT RACES. 3. INCORPORATE PRACTICES THAT LOWER BARRIERS TO ACCESS IN YOUR OWN THERAPY PRACTICE.

TAYLOR, WHEELER-HEGLAND, ELLIS
POSTER GROUP 2 3-3:30PM
AZALEA/BEGONIA

#123 QUALITATIVE INVESTIGATION OF APPLICABILITY OF THE PEDIATRIC MISOPHONIA/HYPERACUSIS QUESTIONNAIRE IN THE ASD POPULATION

THE PEDIATRIC MISOPHONIA AND HYPERACUSIS QUESTIONNAIRE (PMHQ) (CARSON ET AL., 2022) IS THE FIRST PARENT-REPORT INSTRUMENT FOR IDENTIFYING HYPERACUSIS AND MISOPHONIA. THE PURPOSE OF THIS QUALITATIVE STUDY WAS TO INVESTIGATE THE CLARITY AND APPLICABILITY OF PMHQ ITEMS TO THE ASD POPULATION VIA PARENT FOCUS GROUPS.

1) IDENTIFY 2-3 BARRIERS TO PARTICIPATION IN ACTIVITIES FOR CHILDREN DUE TO DECREASED SOUND TOLERANCE (DST); 2) CHARACTERIZE SYMPTOMS OF HYPERACUSIS VERSUS SYMPTOMS OF MISOPHONIA; 3) DISCUSS SIMILARITIES AND DIFFERENCES OF DST IN THE PEDIATRIC ASD

POPULATION AND THE NON-ASD PEDIATRIC POPULATION

MEDINA, CARSON, LONG, NIEBLES, TUTTLE, NIEVES-CRUZ

POSTER GROUP 2 3-3:30PM

AZALEA/BEGONIA

124 THE EARLY HEARING DETECTION AND INTERVENTION PROGRAM'S IMPACT AND EXPANDING SCOPE

THE WORKSHOP WILL PROVIDE AN OVERVIEW OF: THE IMPORTANCE OF HEARING SCREENING; FLORIDA EHDl'S PERFORMANCE ON NATIONAL OUTCOME MEASURES; AND PROGRAM EXPANSION ACTIVITIES RELATED TO CONGENITAL CYTOMEGALOVIRUS (CCMV) SCREENING, THE CHILDREN'S HEARING AID PROGRAM, AND COLLECTING HEARING SCREENING DATA UP TO AGE 3. PARTICIPANTS WILL ALSO ENGAGE IN A HANDS-ON HEARING SCREENING EXPERIENCE.

PARTICIPANTS WILL LEARN 1. SUMMARIZE THE IMPORTANCE OF HEARING SCREENING AND DESCRIBE HOW PARTICIPANTS CAN CONTRIBUTE TO ACHIEVEMENT OF NATIONAL EHDl OUTCOMES. 2. STATE NEWLY IMPLEMENTED STATE AND FEDERAL REQUIREMENTS 3. DESCRIBE METHODS FOR CONDUCTING HEARING SCREENING FOR INFANTS AND TODDLERS.

PORTER AND WATERMAN

8-9AM

CAMELIA/DOGWOOD

125 OTC DEVICES AND THE BUSINESS OF AUDIOLOGY

THIS SESSION WILL DISCUSS THE EFFECT THE OTC REGULATIONS ON THE PRACTICE OF AUDIOLOGY SPECIFICALLY THE IMPACT ON THE DELIVERY MODEL AND PRICING STRUCTURE OF OTC AND PRESCRIPTION DEVICES. SECONDLY HAVE THESE REGULATIONS IMPROVED ACCESSIBILITY AND AFFORDABILITY OF BOTH OTC AND PRESCRIPTION HEARING AIDS, A KEY DRIVER OF THE REGULATIONS.

1. DISCUSS THE IMPACT OF OTC (OVER THE COUNTER) HEARING DEVICES ON CONSUMERS' CHOICES FOR OBTAINING HEARING HEALTH SERVICES. 2. DESCRIBE AND DISCUSS THE ECONOMIC CHANGES IN HEARING AID DISTRIBUTION THAT WILL IMPACT DISPENSING OFFICES. 3. EXAMINE THE KEY FACTORS (TECHNOLOGY, PRICING, PATIENT TIME) FOR ADDING OTC DEVICES INTO A DISPENSING PRACTICE.

POWERS

9-10:30AM

CAMELIA/DOGWOOD

126 ADVANCES IN ELECTROPHYSIOLOGY: MAKING YOUR EP LIFE EASIER

RECENT ADVANCES IN EP CAN MAKE FOR SEARCH FOR AUDIOLOGICAL ANSWERS EASIER. TOPICS INCLUDING THE DEVELOPMENT OF STIMULI SUCH AS CHIRPS AND SPEECH SIGNALS; NEW DATA ON ASSRS AND DPOAES; IMPROVEMENTS IN RECORDING PARAMETERS; FINALLY, THE USE OF CABR AND FFR WILL BE DISCUSSED.

LEARNERS WILL BE ABLE TO 1) SUMMARIZE THE ADVANCES IN TECHNOLOGY USED IN EVOKED POTENTIALS OVER THE PAST FEW YEARS. 2) SUMMARIZE THE COSTS AND BENEFITS OF USING ASSR TO PREDICT HEARING THRESHOLDS. 3) DISCUSS THE USE OF COMPLEX STIMULI FOR ADVANCED EVOKED POTENTIALS.

DAVIE

10:30AM-12:30PM

CAMELIA/DOGWOOD

127 GRAND ROUNDS: CORTICAL DEAFNESS

CORTICAL DEAFNESS IS A RARE PHENOMENON THAT CAN BE EASILY MISDIAGNOSED AS A PSYCHIATRIC DISORDER OR MALINGERING. THERE ARE VARIOUS CAUSES THAT INVOLVE BILATERAL ASCENDING PATHWAY BLOCKAGE TO EACH WERNICKE'S AREA. THIS PRESENTATION WILL FOCUS ON THE SIGNS AND SYMPTOMS FOR APPROPRIATE, EARLY DIAGNOSIS.

1) RECOGNIZE THE PATTERN OF CORTICAL DEAFNESS IN CHILDREN AND ADULTS. 2) DEVELOP AN APPROPRIATE PLAN OF INTERVENTION BASED ON THE MEDICAL HISTORY AND PRESENTING SYMPTOMS. 3) MAKE APPROPRIATE NOTIFICATIONS AND REFERRALS ONCE CORTICAL DEAFNESS HAS BEEN ESTABLISHED AS A PRIMARY DIAGNOSIS.

FIFER

12:30-1:30PM

CAMELIA/DOGWOOD

128 DEAF/HARD-OF-HEARING TRAUMA-INFORMED CARE & CARE MODELS

THIS PRESENTATION WILL DEFINE TRAUMA-INFORMED CARE, CARE MODELS AND WHERE TRAUMA APPEARS WITHIN THE D/DEAF/HARD OF HEARING (DHH) COMMUNITY. LITERATURE RELATING TO TRAUMA-INFORMED CARE WITHIN THE DHH COMMUNITY WILL BE EXPLORED.

TRAUMA-INFORMED STRATEGIES FOR PROVIDERS WILL BE DISCUSSED TO SUPPORT CAREGIVERS AND CHILDREN WHO ARE DHH.

ATTENDEES WILL DEFINE TRAUMA-INFORMED CARE, GENERAL DEFINITIONS RELATED TO THE D/DEAF/HARD-OF-HEARING (DHH) POPULATION AND RELEVANT CARE MODELS ATTENDEES WILL DESCRIBE WHERE TRAUMA APPEARS WITHIN THE DHH COMMUNITY ATTENDEES WILL REVIEW GAPS IN THE LITERATURE RELATED TO TRAUMA-INFORMED CARE WITHIN THE DHH COMMUNITY ATTENDEES WILL DISCUSS TRAUMA-INFORMED STRATEGIES TO SUPPORT CAREGIVERS AND CHILDREN WHO ARE DHH.

BERRIOS

1:30-2:30PM

CAMELIA/DOGWOOD

129 FROM A PARENTS PERSPECTIVE: HOW TO BUILD A COLLABORATIVE PARTNERSHIP WITH YOUR LSL TEAM

ATTENDEES WILL GAIN INSIGHT ON HOW TO IDENTIFY DIFFERENT PARENT LEARNING STYLES AND HOW TO CONSIDER THEM WHEN COUNSELING FAMILIES IN EI AUDITORY VERBAL THERAPY SESSIONS. LEARN WAYS TO INCREASE FAMILY ENGAGEMENT TO MAXIMIZE CHILDREN'S OUTCOMES IN LISTENING AND SPOKEN LANGUAGE SKILLS AS OBSERVED FROM REAL-LIFE SCENARIOS AND PARENTS.

1. PARTICIPANTS WILL BE ABLE TO EXPLAIN VARIOUS LEARNING STYLES, DETERMINE A PARENT'S INDIVIDUAL LEARNING NEEDS, AND ADJUST THEIR COACHING APPROACH TO MEET A PARENT'S UNIQUE LEARNING STYLE. 2. PARTICIPANTS WILL BE ABLE TO IDENTIFY POSSIBLE OBSTACLES TO EARLY INTERVENTION SERVICES AND LEARN IDEAS ON HOW TO WORK AROUND THEM. 3. PARTICIPANTS WILL LIST IDEAS FOR COACHING AND COUNSELING PARENTS TO INCREASE AND MAINTAIN ENGAGEMENTS IN A CHILD'S AUDITORY VERBAL THERAPY JOURNEY FOLLOWING ACCOUNTS FROM FAMILIES WHO HAVE PARTICIPATED IN THIS PROCESS.

CLARK, GRANGER, LOCKENBACH, OCHOA, & WILLIAMS

2:30-3:30PM

CAMELIA/DOGWOOD



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Friday

SESSION DETAILS

#130 LGBTQ+ CULTURALLY RESPONSIVE PRACTICE

THIS SESSION FOCUSES ON IMPROVING ATTENDEE'S KNOWLEDGE AND CULTURAL COMPETENCE WHEN INTERACTING WITH LESBIAN, GAY, BISEXUAL, TRANSGENDER, AND QUEER (LGBTQ+) INDIVIDUALS. EMPHASIS WILL BE ON IDENTIFYING COMMON MISTAKES MADE, DESCRIBING VARIATIONS OF GENDER, AND WORK TO IMPROVE ATTENDEE'S KNOWLEDGE OF CULTURALLY COMPETENT LANGUAGE. IDENTIFY COMMON MISTAKES MADE WHEN INTERACTING WITH LGBTQ PERSONS. EXPLAIN VARIATIONS OF GENDER AND HOW THIS RELATES TO CLINICAL PRACTICE. DESCRIBE CULTURALLY COMPETENT LANGUAGE RELATED TO LGBTQ PERSONS.

LLOYD

8-10AM

PALM BALLROOM 1

#131 UTILIZING DTTC FOR TREATMENT OF CAS IN PLAY

DYNAMIC TEMPORAL AND TACTILE CUEING IS A CUEING HIERARCHY FOR MOTOR PLANNING SPEECH DISORDERS. THIS APPROACH HAS PROVEN TO BE VERY SUCCESSFUL IN THERAPY SESSIONS WITH CHILDREN WITH SEVERE CHILDHOOD APRAXIA OF SPEECH. DTTC IS TYPICALLY APPROACHED THROUGH MINIMAL PLAY OR "FUN". IN THIS COURSE WE WILL USE VIDEOS TO SHOW THAT DTTC CAN BE DONE IN PLAY-BASED THERAPY WITH EXCELLENT OUTCOMES. 1. PARTICIPANTS WILL BE ABLE TO EXPLAIN THE PRINCIPLES OF MOTOR LEARNING AND HOW THEY ARE UTILIZED IN PLAY-BASED THERAPY. 2. PARTICIPANTS WILL USE MULTIPLE METHODS TO OBTAIN HIGH REPETITIONS OF TARGET WORDS IN CAS THERAPY. 3. PARTICIPANTS WILL SHOW HOW TO FOLLOW THE CHILD'S LEAD IN THERAPY WHILE GETTING HIGH REPETITIONS.

BJOREM

10-11:30AM

PALM BALLROOM 1

#132 DIPPING YOUR TOE(S) INTO THE WORLD OF LITERACY

NO! IT'S NOT JUST THE JOB OF THE READING SPECIALIST. MANY SLPs DO NOT KNOW THAT TREATING AND ASSESSING CHILDREN WITH DYSLEXIA IS WITHIN OUR SCOPE OF PRACTICE. DURING THIS COURSE WE WILL LEARN MORE ABOUT WHAT ASHA SAYS IS WITHIN OUR SCOPE OF PRACTICE IN TERMS OF READING AND WRITTEN LANGUAGE DISORDERS. WE WILL ALSO DIG INTO THE EARLY SIGNS OF DYSLEXIA, COMPARE AND CONTRAST THE ACQUISITION OF SPOKEN AND WRITTEN LANGUAGE, AND LEARN STRATEGIES FOR HELPING CHILDREN DEVELOP STRONG PRE-LITERACY SKILLS. WE WILL ALSO DIVE DEEPER INTO THE PROFILE OF A DYSLEXIC.

IDENTIFY THE RELATIONSHIP BETWEEN ORAL AND WRITTEN LANGUAGE AND THE ACQUISITION OF BOTH IDENTIFY RED FLAGS OF WRITTEN LANGUAGE DISORDERS IDENTIFY THE PROFILE (BOTH STRENGTHS AND WEAKNESSES) OF STUDENTS WITH WRITTEN LANGUAGE DISORDERS

ZURAWSKI AND KLINE

11:30AM-1PM

PALM BALLROOM 1

#133 INCREASE YOUR REVENUE THROUGH INSURANCE

I DON'T ACCEPT INSURANCE, IT'S TOO COMPLICATED! THESE ARE THE WORDS OF SEVERAL SLPs WHO WANT TO DIVERSIFY THEIR REVENUE FOR THEIR PRIVATE PRACTICE BUT ARE FEARFUL OF THE PROCESS OF INSURANCE. THIS SESSION WILL EXPLAIN THE BENEFITS OF BECOMING AN INSURANCE PROVIDER. THE PRESENTER IS SELF-TAUGHT INSURANCE CREDENTIALLED AND INSURANCE BILLER WHO HAS MAINTAINED HER PRACTICE FOR THE PAST SIX YEARS. ATTENDEES WILL RECEIVE THE KNOWLEDGE AND PEACE OF MIND TO BECOME INSURANCE PROVIDERS.

1. IDENTIFY THE BENEFITS OF BECOMING AN INSURANCE PROVIDER 2. EXPLAIN THE STEPS TO BECOMING AN INSURANCE PROVIDER 3. CONSTRUCT A PLAN TO SELF CREDENTIAL AND LEARN THE BILLING PROCESS

HASTINGS

3-4:30PM

PALM BALLROOM 1

#134 DO YOU WANT TO BE YOUR OWN SLP BOSS? IMPACT DRIVEN ENTREPRENEURSHIP AND INNOVATION FOR SLPs

THIS SESSION IS DESIGNED FOR SPEECH-LANGUAGE PATHOLOGISTS CONSIDERING BECOMING THEIR OWN BOSS OR TAKING THE FIRST STEPS TOWARDS THE NEXT INNOVATION IN THE COMMUNICATION SCIENCES AND DISORDERS FIELD WITH BUSINESSES THAT ARE ALSO IMPACT DRIVEN. AS A SERIAL SUCCESSFUL ENTREPRENEUR, THE PRESENTER WILL SHARE THE INFINITE POSSIBILITIES FOR CRAFTING YOUR OWN PATH IN THE FIELD. THE PRESENTATION WILL COVER TOPICS SUCH AS FINDING WHAT BRINGS YOU JOY, MAKING AN IMPACT THROUGH YOUR IDEAS AND EXECUTION OF THOSE IDEAS, TAKING THE FIRST STEPS, RISK TAKING, PIVOTING IDEAS, PASSIVE INCOME GENERATION FOR SLPs, HIRING, NETWORKING, FUNDING AND COLLABORATIONS WITH OTHER SLPs.

PARTICIPANTS WILL: 1. IDENTIFY THREE CHARACTERISTICS IN THEMSELVES THAT MAKES THEM GOOD CANDIDATES FOR BECOMING AN ENTREPRENEUR 2. CONTRAST EMPLOYEE MINDSET TO ENTREPRENEURIAL MINDSET 3. STATE FOUR POTENTIAL BUSINESS IDEAS TO EXECUTE AND BECOME THEIR OWN BOSS

FERNANDES

4:30-5:30PM

PALM BALLROOM 1

#135 POWER UP YOUR CLINICAL SUPERVISION SKILLS

THIS PRESENTATION WILL FOCUS ON TOOLS AND STRATEGIES TO IMPROVE CLINICAL SUPERVISION SKILLS FOR SLPs AND AUCS WHO ARE NEW TO SUPERVISION AND THOSE LOOKING FOR EFFICIENT WAYS IN WHICH TO FACILITATE GROWTH OF THEIR SUPERVISEES THROUGHOUT A BUSY WORKDAY. THIS COURSE WILL INCLUDE A REVIEW OF THE LITERATURE ON THE TOPIC OF SUPERVISION, STRATEGIES TO IMPROVE THE SUPERVISEE AND SUPERVISOR RELATIONSHIP IN A VARIETY OF CHALLENGING SITUATIONS, AND WILL FOCUS ON SPECIFIC AREAS SUCH AS COMMUNICATION, CONFLICT, PROVIDING FEEDBACK, CRITICAL THINKING AND SELF-REFLECTION.

- 1) DISCUSS THREE SITUATIONS THAT MAY CAUSE CONFLICT BETWEEN SUPERVISOR AND SUPERVISEE
- 2) NAME TWO ADVANTAGES OF SUPERVISOR AND SUPERVISEE SELF-REFLECTION
- 3) NAME TWO BENEFITS OF PROVIDING SPECIFIC VERBAL AND WRITTEN FEEDBACK
- 4) DISCUSS THREE ACTIONS A SUPERVISOR CAN TAKE TO IMPROVE THE SUPERVISOR/SUPERVISEE RELATIONSHIP
- 5) DISCUSS TWO ADVANTAGES OF USING STRATEGIC QUESTIONING IN CLINICAL TEACHING.

EDRICH AND BEASLEY

8-10AM

PALM BALLROOM 3

136 INCORPORATING RESILIENCE INTO THERAPY

WHAT DOES IT MEAN TO BE RESILIENT? WHAT DIFFERENTIATES AND RESILIENT CLIENT IN THE THERAPY SETTING? DID YOU KNOW THAT RESILIENCY IS A SKILL THAT CAN BE TAUGHT AND EMBEDDED INTO YOUR EXISTING THERAPY SESSIONS? THIS SESSION WILL SUMMARIZE WHAT IT IS TO BE RESILIENT AND WHY SPEECH-LANGUAGE PATHOLOGISTS NEED TO INCORPORATE RESILIENCY INTO THEIR TREATMENT PLANNING. WE WILL DISCUSS HOW TO FOSTER RESILIENCE WHEN WORKING WITH CLIENTS WHO NOT ONLY HAVE COMMUNICATION DISORDERS BUT COME TO THE PROVERBIAL THERAPY TABLE WITH ADDITIONAL CHALLENGES IN THEIR LIVES. THESE CHALLENGES CAN INCLUDE HOMELESSNESS, AN INCARCERATED PARENT, HISTORY OF TRAUMA, AND FOOD INSECURITIES.

1. DEFINE RESILIENCY AND IT'S COMPONENTS
2. INDICATE AT LEAST THREE REASONS RESILIENCE IS IMPORTANT FOR CLIENTS
3. IDENTIFY AT LEAST THREE STRATEGIES TO INCORPORATE TEACHING RESILIENCE INTO THERAPY

CAPECIA AND HOUSELANDER

10-11AM

PALM BALLROOM 3

#137 WHICH TYPE OF RESUME IS RIGHT FOR YOUR JOB SEARCH?

THIS SESSION WILL PROVIDE AN OVERVIEW OF TYPES OF JOB SEARCHES RELEVANT TO FINDING A JOB QUICKLY. THE PRESENTER WILL DISCUSS HOW TO WRITE DIFFERENT TYPES OF RESUMES. EXAMPLES WILL BE PROVIDED THAT HIGHLIGHT THE KEY ELEMENTS ON A RESUME FOR SPECIFIC POSITIONS IN THE FIELD OF SPEECH LANGUAGE PATHOLOGY.

1. GIVE EXAMPLES OF STRATEGIES USED TO OBTAIN INFORMATION RELATED TO POTENTIAL POSITIONS
2. DESCRIBE VARIOUS JOB SEARCH METHODS (I.E., TRADITIONAL AND NONTRADITIONAL)
3. DESCRIBE THE PURPOSE OF THE RESUME OR CURRICULUM VITAE
4. DISCUSS THE DIFFERENCE BETWEEN RESUME AND CURRICULUM VITAE
5. IDENTIFY THE BASIC ELEMENTS OF A RESUME OR CURRICULUM VITAE

WILLIAMS

11AM-12:30PM

PALM BALLROOM 3

#138 HANEN MORE THAN WORDS®: ADDING FLEXIBILITY TO A PARENT COACHING INTERVENTION

THIS PRESENTATION DESCRIBES A NEWLY-DEVELOPED INDIVIDUAL ONLINE INTERVENTION BASED ON THE HANEN MORE THAN WORDS® GROUP PROGRAM. WHILE MAINTAINING THE MANUALIZED, ADULT EDUCATION-FOCUSED APPROACH TO COACHING, THIS PARENT-CHILD INTERVENTION OFFERS ADDITIONAL FLEXIBILITY IN TERMS OF CONTENT AND LENGTH, UTILIZING MODIFIED MATERIALS. PILOT PROGRAM EVALUATION TO DATE HAS BEEN POSITIVE.

1. EXPLAIN WHY THE HANEN CENTRE FOCUSES ON PARENT-IMPLEMENTED INTERVENTION FOR GROUPS OF PARENTS
2. DESCRIBE THE PRIMARY STRATEGIES PARENTS LEARN IN MORE THAN WORDS®- THE HANEN PROGRAM® FOR PARENTS OF CHILDREN ON THE AUTISM SPECTRUM
3. DESCRIBE THE FOUR-PART COACHING MODEL UTILIZED IN MORE THAN WORDS® AND HANEN PROGRAMS
4. CONTRAST THE FORMAT AND CONTENT OF THE MORE THAN WORDS® PROGRAM FOR GROUPS OF PARENTS WITH THE MODIFIED MORE THAN WORDS-BASED INTERVENTION FOR INDIVIDUAL PARENTS OF AUTISTIC CHILDREN
5. DESCRIBE PARENT AND PROVIDER FEEDBACK ON THE MORE THAN WORDS® PILOT PROGRAM

WORDS® PILOT PROGRAM

DAME

2:30-4PM

PALM BALLROOM 3

#139 GOING BEYOND THE LIMITS: ACCESSIBILITY, ACCOMMODATIONS, AND ADVOCACY

THIS PRESENTATION WILL COVER THE HARDSHIPS AND ISSUES RELATED TO ACCESS TO ACCOMMODATIONS UNDER THE AMERICANS WITH DISABILITIES ACT (ADA). ONE NEURODIVERGENT SLP WITH DISABILITIES WILL SHARE PERSONAL AND PROFESSIONAL EXPERIENCES NAVIGATING THE FIELD OF SPEECH-LANGUAGE PATHOLOGY, FROM ADVOCATING, TO ACCOMMODATIONS, TO ACCESS. AUDIENCE QUESTIONS WILL BE SOLICITED.

- PARTICIPANTS WILL BE ABLE TO:
1. DISCUSS WAYS TO ADVOCATE FOR STUDENTS OR SELF FOR RECEIVING ACCOMMODATIONS.
 2. DESCRIBE DIFFERENT PERSPECTIVES AND PATHWAYS OF INDIVIDUALS WITH DISABILITIES IN THE FIELD OF SPEECH-LANGUAGE PATHOLOGY.
 3. ANALYZE HARDSHIPS FACED BY SLPs WITH DISABILITIES

HIRN

4:30-6PM

PALM BALLROOM 3

#140 TAKING THE PICKY OUT OF EATER: INFANT TO TODDLER FEEDING TRANSITION

INFANTS AND TODDLERS WITH FEEDING DISORDERS ARE CONSTANTLY MOVING FROM ONE STAGE OF FEEDING DEVELOPMENT TO ANOTHER. THE TRANSITION STAGE CAN BE TRICKY FOR CLINICIANS WHO WORK WITH BABIES AND YOUNG CHILDREN. THIS SESSION WILL DISCUSS TIPS AND STRATEGIES TO HELP INFANTS TRANSITION FROM BOTTLE/BREAST TO CUP (OR STRAW) AND INFANTS AND TODDLERS TRANSITION THROUGH THE EVER-CHANGING CONSISTENCIES OF SOLIDS.

1. DISCUSS THE PRE-ASSESSMENT AND ASSESSMENT DATA NEEDED.
2. DEFINE AND DESCRIBE THREE DIFFERENT FEEDING TRANSITION STAGES.
3. EXPLAIN THE TIPS AND STRATEGIES THAT CAN BE USED FOR THREE TRANSITION STAGES.

CAMPBELL

6-7PM

PALM BALLROOM 3

#141 ENGLISH LEARNERS: ASSESSMENT CONSIDERATIONS AND SPECIFIC INTERVENTIONS FOR READING

A REVIEW OF WHAT MONOLINGUAL AND BILINGUAL SLPs SHOULD CONSIDER ABOUT AN EL CHILD'S LANGUAGE BACKGROUND AND DEVELOPMENT TO BEST ENGAGE IN EDUCATIONAL PLANNING, ASSESSMENT, AND INTERVENTION. SPECIFIC EXAMPLES OF EVIDENCE-BASED INSTRUCTION PRACTICES THAT ADDRESS EACH COMPONENT OF READING (PHONEMIC AWARENESS, PHONICS, VOCABULARY, FLUENCY, AND READING COMPREHENSION) WILL BE DEMONSTRATED

ATTENDEES WILL BE ABLE TO: IMPLEMENT EVIDENCE BASED READING INTERVENTIONS IN ALL COMPONENTS OF READING; EXPLAIN THE COMPONENTS OF THE SIMPLE VIEW OF READING; PROPERLY EVALUATE LANGUAGE PROFICIENCY IN A CHILD'S NATIVE LANGUAGE AND IN ENGLISH.

SHANOCK AND LOPEZ

8-10AM

PALM BALLROOM 4

#142 MATH IS A WORD & SYMBOL 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 EXPAND YOUR LIMITS.

1. EXPLAIN HOW TO MAXIMIZE HEBBIAN LEARNING TO DRIVE POSITIVE NEUROPLASTICITY.
2. DESCRIBE THE NEURAL PATHWAYS FOR LEARNING MATH
3. DESCRIBE NEW INNOVATIVE TECHNIQUES WITH ESPECIALLY DESIGNED PLAYING CARDS TO BUILD POSITIVE EXPERIENCES FOR MATH.

MERRITT

10AM-12PM

PALM BALLROOM 4

#143 AN EXAMINATION OF BLACK AND BROWN DEAF/SERIOUS HEARING DIFFICULTY ADULTS

LITTLE IS KNOWN ABOUT AFRICAN AMERICAN, HISPANIC, OR OTHER MULTIRACIAL ADULTS WHO ARE DEAF OR HAVE SERIOUS HEARING DIFFICULTY IN THE US. IN THIS PRESENTATION WE UTILIZED NATIONAL DATA FROM THE CDC BEHAVIORAL RISK FACTOR SURVEILLANCE SYSTEM (BRFSS) TO CHARACTERIZE THIS LARGE BUT LARGELY UNKNOWN BLACK AND BROWN POPULATION.

1. DESCRIBE THE BLACK AND BROWN DEAF COMMUNITY IN THE US.
2. DESCRIBE THE DIFFERENCES BETWEEN DEAF RACIAL-ETHNIC MINORITY POPULATIONS AND NON-HISPANIC WHITES.
3. DESCRIBE THE SYNERGISTIC FACTORS THAT POTENTIALLY CONTRIBUTE TO WORSE OUTCOMES AMONG BLACK AND BROWN DEAF ADULTS.

SMITH, DESINOR, ADAMS-MITCHELL, JACOBS, ELLIS

POSTER GROUP 3 12:30-1PM

PALM BALLROOM 4

#144 TINY TOTS TRANSITION TO HOME : A PILOT EDUCATION PROGRAM FOR NICU GRADUATES

THE PURPOSE OF THIS PRESENTATION IS TO REVIEW THE ROLE OF THE SPEECH-LANGUAGE PATHOLOGIST IN A NICU DISCHARGE TO HOME PROGRAM. PARENTAL MENTAL HEALTH, TRAUMA INDUCED STRESS, AND MEDICAL FATIGUE CAN OFTEN IMPACT PARENTAL CONFIDENCE, AUTONOMY, AND COMPETENCE AS THEY RE-ENTER IN THE COMMUNITY. EDUCATIONAL OPPORTUNITIES UTILIZING A VARIETY OF LEARNING MODELS WILL BE REVIEWED TO DEMONSTRATE PARENTAL EMPOWERMENT AND PROMOTION OF NEURODEVELOPMENTAL ACTIVITIES DURING THE DISCHARGE TO HOME PROCESS. THIS PRESENTATION WILL IDENTIFY HOW A NICU DISCHARGE TO HOME PROGRAM, CHAMPIONED BY SPEECH-LANGUAGE PATHOLOGY, CAN SUPPORT LONG TERM FEEDING, SWALLOWING, SPEECH, AND LANGUAGE OUTCOMES IN INFANTS ALREADY AT RISK FOR NEURODEVELOPMENTAL DELAYS. LASTLY, THIS PRESENTATION WILL IDENTIFY HOW A TRANSITION TO HOME PROGRAM CAN AMELIORATE SOME OF THE TRAUMA ASSOCIATED WITH A NICU ADMISSION AND LIFE WITH A HIGH-RISK INFANT.

- 1.) IDENTIFY ROLE OF SPEECH-LANGUAGE PATHOLOGIST IN A NICU TRANSITION TO HOME PROGRAM
- 2.) CRITICALLY EVALUATE THE IMPACT OF PARENTAL MENTAL HEALTH, TRAUMA, AND MEDICAL FATIGUE ON NEONATAL NEURODEVELOPMENT
- 3.) REVIEW BARRIERS TO DISCHARGE HOME IN THE NICU
- 4.) IDENTIFY NEURODEVELOPMENTAL RISK FACTORS RELATED TO PREMATURITY AND PROLONGED ADMISSION TO THE NICU

GARCIA, BARBEAU, WOLFF, LEWINSKY, PERRY

POSTER GROUP 3 12:30-1PM

PALM BALLROOM 4

#145 STIGMA AND COMMUNICATION DISORDERS: A SYSTEMATIC REVIEW

THE PURPOSE OF THIS PRESENTATION IS TO DISSEMINATE PRELIMINARY RESULTS FROM AN IN-PROGRESS SYSTEMATIC REVIEW ON STIGMA EXPERIENCED BY PEOPLE WITH COMMUNICATION DISORDERS. LITERATURE ON STIGMA IN COMMUNICATION SCIENCES AND DISORDERS, SYSTEMATIC REVIEW PROCEDURES, QUANTITATIVE RESULTS, AND NEXT STEPS WILL BE PRESENTED.

1. DESCRIBE HOW STIGMA RELATES TO COMMUNICATION SCIENCES AND DISORDERS.;
2. SUMMARIZE THE PROCESS OF SYSTEMATIC REVIEW.;
3. LIST AREAS IN CSD THAT HAVE BEEN EXPLORED RELATIVE TO STIGMA.

MEDINA AND ALFANO
POSTER GROUP 3 12:30-1PM
PALM BALLROOM 4

#146 CASE STUDIES ON MYO15A GENE VARIANTS AND NON-SYNDROMIC HEARING LOSS IN THE PEDIATRIC POPULATION

REVIEW OF THREE PEDIATRIC PATIENTS WITH NON-SYNDROMIC HEARING LOSS ASSOCIATED WITH MYO15A GENE VARIANTS.

1. IDENTIFY TYPE/DEGREE OF HEARING LOSS MOST COMMONLY ASSOCIATED WITH MYO15A GENE VARIANT
2. DESCRIBE MANAGEMENT OPTIONS OF CHILDREN WITH HEARING LOSS ASSOCIATED WITH MYO15A GENE VARIANT
3. DESCRIBE APPROPRIATE REFERRALS FOR CHILDREN WITH HEARING LOSS ASSOCIATED WITH MYO15A GENE VARIANT.

ROACH
POSTER GROUP 3 12:30-1PM
PALM BALLROOM 4

#147 USING A LUNCHLEARN FORMAT TO PROVIDE CAREGIVER EDUCATION

THIS SESSION EXPLORES THE DEVELOPMENT OF A PROGRAM ENGAGING WITH A COMMUNITY-BASED PROGRAM TO PROVIDE PARENTING CLASSES REGARDING COMMUNICATION AND LITERACY DEVELOPMENT TO SINGLE, YOUNG MOTHERS WHO ARE CHALLENGED BY HOMELESSNESS, MENTAL HEALTH NEEDS, OR A BACKGROUND OF TRAUMA USING A "LUNCHLEARN" FORMAT. SLP AND GRADUATE CLINICIAN EXPERIENCES WILL ALSO BE SHARED.

1. ATTENDEES WILL BE ABLE TO IDENTIFY 3 STEPS FOR STARTING A COMMUNITY-BASED PROGRAM.
2. ATTENDEES WILL BE ABLE TO DISCUSS AT LEAST 2 THEMES OF CULTURAL COMPETENCY GROWTH RELATED TO PROVIDING CAREGIVER EDUCATION IN A COMMUNITY-BASED FORMAT.
3. ATTENDEES WILL BE ABLE TO DESCRIBE A FRAMEWORK FOR A CAREGIVER EDUCATION PROGRAM.

CAPECI, POZEN, JOHNSON, SOUSA, BORJA, SALDANA, MORSHED
POSTER GROUP 3 12:30-1PM
PALM BALLROOM 4

#148 NAVIGATING OPERATIONAL AND LINGUISTIC FACTORS IN A STUDENT-LED TELE-AAC CLINIC

AS TELEPRACTICE BUILDS MOMENTUM AS AN EVIDENCE-BASED MODALITY FOR SERVICE PROVISION IN HEALTHCARE, FUTURE CLINICIANS MUST HAVE OPPORTUNITIES TO EXPLORE THE DIGITAL WORLD OF SPEECH PATHOLOGY. FURTHERMORE, TELE-AAC PROVIDES EVEN MORE COMPLEX EXPERIENTIAL LEARNING FOR SPEECH PATHOLOGY STUDENTS. THE AUTHORS DESCRIBE SKILLS DEVELOPMENT IN A TELE-AAC CLINICAL PLACEMENT.

1. IDENTIFY 3 BARRIERS AND 3 FACILITATORS TO CLINICAL EDUCATION IN A TELE-AAC PLACEMENT.
2. LIST AT LEAST 3 PROCESSES TO SUPPORT NAVIGATING OPERATIONAL AND LINGUISTIC FACTORS IN A TELE-AAC CLINICAL PLACEMENT.
3. DESCRIBE AT LEAST 3 CLINICAL LEARNING OUTCOMES FOR GRADUATE STUDENTS IN A TELE-AAC PLACEMENT.

MCKOY, WHITE, LEWANDOWSKI
POSTER GROUP 3 12:30-1PM
PALM BALLROOM 4

#149 UNDERSTANDING SELF-ADVOCATES' EXPERIENCES TO SHAPE AAC SERVICE-DELIVERY: A QUALITATIVE STUDY

UNDERSTANDING THE EXPERIENCES, PREFERENCES, AND PRIORITIES OF PEOPLE WHO USE AAC (PWUAAC) IS CRITICAL TO INFORM EVIDENCE-BASED AAC SERVICE DELIVERY. THIS POSTER WILL PRESENT KEY THEMES DERIVED FROM THE QUALITATIVE ANALYSIS OF 10 INTERVIEWS WITH PWUAAC. RESULTS WILL INFORM THE FUTURE TRAINING OF SLPs CONDUCTING AAC ASSESSMENT AND INTERVENTION. AFTER COMPLETING THIS ACTIVITY, PARTICIPANTS WILL BE ABLE TO:

1. DESCRIBE THE VALUE OF ELICITING PERSPECTIVES FROM AAC SELF-ADVOCATES.
2. LIST 2 THEMES DERIVED FROM INTERVIEWS WITH AAC SELF-ADVOCATES.
3. NAME ONE WAY IN WHICH THE PERSPECTIVES OF AAC SELF-ADVOCATES CAN BE INTEGRATED INTO AAC SERVICE DELIVERY.

FEUERSTEIN, BUCHANAN, KENT-WALSH
POSTER GROUP 3 12:30-1PM
PALM BALLROOM 4

#150 PROFILE OF DEAF AND INDIVIDUALS WITH SERIOUS HEARING DIFFICULTY IN THE US

LITTLE IS KNOWN ABOUT ADULTS WHO ARE DEAF OR HAVE SERIOUS HEARING DIFFICULTY IN THE US. IN THIS PRESENTATION WE UTILIZED NATIONAL DATA FROM THE CDC BEHAVIORAL RISK FACTOR SURVEILLANCE SYSTEM (BRFSS) TO CHARACTERIZE THIS LARGE BUT LARGELY UNKNOWN MINORITIZED POPULATION.

1. DESCRIBE THE DEAF AND HARD OF HEARING AMERICANS.
2. DESCRIBE THE DISPARITIES THAT MANY DEAF AND HARD OF HEARING ADULTS EXPERIENCE.
3. DESCRIBE THE NEGATIVE HEALTH-RELATED PROFILE OF DEAF AND HARD OF HEARING AMERICANS.

LLEO, MCKOY, ADAMS-MITCHELL, JACOBS, ELLIS
POSTER GROUP 4 2:30-3PM
PALM BALLROOM 4

#151 EARLY IDENTIFICATION & INTERVENTION OF SWALLOWING IMPAIRMENT FOR POST-OPERATIVE LIVER TRANSPLANT PATIENTS

THE PURPOSE OF THIS STUDY IS TO VALIDATE A PROTOCOL FOR EARLY IDENTIFICATION AND INTERVENTION OF DYSPHAGIA FOR PATIENTS STATUS POST LIVER TRANSPLANTATION AS CONFIRMED RADIOGRAPHICALLY BY A MODIFIED BARIUM SWALLOW STUDY. WE HAVE A SECONDARY OBJECTIVE TO MINIMIZE ADVERSE EVENTS THAT COULD OCCUR DUE TO UNDIAGNOSED DYSPHAGIA AND INFLUENCE THE OUTCOMES OF LIVER TRANSPLANTATION.

1. TO VALIDATE A BEDSIDE SCREEN PROTOCOL THAT EFFECTIVELY IDENTIFIES THE NEED FOR FURTHER SLP ASSESSMENT AND INTERVENTION.
2. TO DETERMINE THE PRESENCE OF DYSPHAGIA IN THE POST-OPERATIVE LIVER TRANSPLANTATION POPULATION.
3. TO ESTABLISH THE ROLE OF THE SLP ASSESSMENT AND INTERVENTION WITHIN THIS POPULATION.

HOLLOWAY, SEGALEWITZ, EICHMANN, KRUEGER, SUBRAMANIAN

POSTER GROUP 4 2:30-3PM

PALM BALLROOM 4

#152 EMPATHY SKILLS USING A BOOK CLUB

EMPATHY SKILLS HAVE BEEN DOCUMENTED AS DECLINING IN NEW GENERATIONS OF ALLIED HEALTH STUDENTS, BUT EMPATHY SKILLS CAN BE DEVELOPED AND SUPPORTED. THIS POSTER EXAMINES THE IMPACT THAT PARTICIPATING IN A BOOK CLUB HAD ON THE EMPATHY SKILLS OF GRADUATE STUDENTS.

1. ATTENDEES WILL BE ABLE TO IDENTIFY AT LEAST 2 WAYS EMPATHY CAN BE DEVELOPED.
2. ATTENDEES WILL BE ABLE TO DISCUSS RESULTS OF A BOOK CLUB ON THE EMPATHY SKILLS OF GRADUATE STUDENTS.
3. ATTENDEES WILL BE ABLE TO IDENTIFY AT LEAST 2 FUTURE IMPLICATIONS OF STUDY RESULTS FOR PRACTICING SLPs.

CAPECI, HALPERIN, HAFER, AFFRONTI, POZEN, MONTOYA

POSTER GROUP 4 2:30-3PM

PALM BALLROOM 4

#153 MOTORIC, PHONOLOGICAL AND SPEECH-SOUND ABILITIES OF CHILDREN

CHILDREN WITH SPEECH SOUND DISORDERS (SSD) MAY ALSO PRESENT WITH MOTORIC DEFICITS, BUT THIS RELATION IS NOT WELL UNDERSTOOD. WE INVESTIGATED THE COMPLEX RELATIONS BETWEEN SPEECH-SOUND ABILITIES, PHONOLOGICAL SKILLS, AND NON-SPEECH-BASED MOTORIC ABILITIES. THERE WERE SIGNIFICANT ASSOCIATIONS BETWEEN SPEECH SOUND ABILITIES AND MOTORIC PROFICIENCY. CLINICAL IMPLICATIONS WILL BE DISCUSSED.

- 1) PARTICIPANTS WILL DESCRIBE THE RELATIONSHIP BETWEEN NON-SPEECH MOTORIC ABILITIES, PHONOLOGICAL AWARENESS ABILITIES, RAPID NAMING ABILITIES, AND SPEECH-SOUND ABILITIES IN CHILDREN.
- 2) PARTICIPANTS WILL DESCRIBE THE RAMIFICATIONS OF THE RELATIONSHIPS AMONG THESE VARIABLES IN REGARDS TO THE SCREENING, ASSESSMENT, AND REFERRAL PROCESS.
- 3) PARTICIPANTS WILL DISCUSS THE RAMIFICATIONS OF THE RELATIONSHIPS AMONG THESE VARIABLES IN REGARDS TO SPEECH AND LANGUAGE TREATMENT FOR YOUNG CHILDREN.

MOODY, CARTER, RANDOLPH

POSTER GROUP 4 2:30-3PM

PALM BALLROOM 4

#154 COACHING EARLY INTERVENTION TEACHERS: PROMOTING AAC FOR TODDLERS WITH DISABILITIES

THE PURPOSE OF THIS POSTER IS TO EXPLORE THE IMPACT OF A PROFESSIONAL DEVELOPMENT PROGRAM ON TEACHERS' IMPLEMENTATION OF AAC TO PROMOTE LANGUAGE ACQUISITION IN TODDLERS WITH DISABILITIES. THE RESULT OF THIS RESEARCH WORKS TO FILL THE GAP IN THE LITERATURE REGARDING AAC USE IN EARLY INTERVENTION SETTINGS.

1. DESCRIBE THREE KEY FACTORS RELATED TO HOW AAC CAN BE USED BY TODDLERS WITH DISABILITIES IN AN EARLY INTERVENTION CLASSROOM.
2. IDENTIFY THREE ELEMENTS OF A PROFESSIONAL DEVELOPMENT TOOLKIT FOR TEACHERS FOR INTEGRATING EVIDENCED-BASED AAC PRACTICES IN AN EARLY INTERVENTION CLASSROOM TO SUPPORT TODDLERS WITH DISABILITIES.
3. DISCUSS THREE KEY FINDINGS OF A CASE STUDY TO COACH TEACHERS IN ONE EARLY INTERVENTION CLASSROOM TO USE AAC TO SUPPORT THE COMMUNICATION SKILLS OF TODDLERS WITH DISABILITIES WHO ARE MINIMALLY SPEAKING.

FERNANDEZ, GARILLI, SCHLADANT

POSTER GROUP 4 2:30-3PM

PALM BALLROOM 4

#155 BENEFITS OF STUTTERING SUPPORT GROUPS: PERSPECTIVES OF ADULTS WHO STUTTER

THE PURPOSE OF THIS STUDY IS TO EXAMINE THE BENEFITS ADULTS WHO STUTTER PERCEIVE GAINING FROM THEIR STUTTERING SUPPORT GROUP EXPERIENCES.

- 1) DEFINE THE PURPOSE AND FUNCTION OF STUTTERING SUPPORT GROUPS;
- 2) DESCRIBE THE DEMOGRAPHICS OF PARTICIPANTS WHO REPORT PARTICIPATING IN SUPPORT GROUPS;
- 3) LIST THE SELF-REPORTED BENEFITS OF PARTICIPATING IN STUTTERING SUPPORT GROUPS

MEDINA

POSTER GROUP 4 2:30-3PM

PALM BALLROOM 4

#156 DOES TPA MATTER IN APHASIA OUTCOMES?

INTRAVENOUS THROMBOLYSIS WITH RECOMBINANT TISSUE PLASMINOGEN ACTIVATOR (TPA) HAS EMERGED AS AN EVIDENCE-BASED TREATMENT TO REDUCE THE IMPACT OF STROKE. HOWEVER, IT IS UNCLEAR IF POST-STROKE CONDITIONS SUCH AS APHASIA ARE ALSO REDUCED EQUALLY. IN THIS REVIEW, WE EXPLORED THE CURRENT LITERATURE RELATED TO USE OF TPA AND POST-STROKE APHASIA OUTCOMES.

1. DESCRIBE THE USE OF TPA TO REDUCE STROKE SYMPTOMS.
2. DESCRIBE THE RELATIONSHIP BETWEEN TPA USE AND PRESENCE/ABSENCE OF APHASIA.
3. DISCUSS THE POTENTIAL ADVANTAGES OF TPA USE FOR IMPROVING APHASIA OUTCOMES.

DOCAL, BRITO, ADAMS-MITCHELL, JACOBS, ELLIS
POSTER GROUP 5 3:30-4PM
PALM BALLROOM 4

#157 LANGUAGE PATHOLOGIST SELF-EFFICACY AND INCORPORATING RESILIENCE IN THERAPY

CURRENT RESEARCH TRENDS SUGGEST THAT SPEECH-LANGUAGE PATHOLOGISTS SHOULD CONSIDER RESILIENCE A FOUNDATIONAL BUILDING BLOCK WHEN TREATMENT PLANNING. THIS POSTER EXAMINES SLPS PERCEPTIONS ABOUT WHAT RESILIENCE IS, IF THEY CAN INCORPORATE IT INTO THERAPY, AND IF THEY ARE INCLUDING IT IN THERAPY SESSIONS.

1. ATTENDEES WILL BE ABLE TO DISCUSS SLPS PERCEPTIONS AND UNDERSTANDING OF RESILIENCE IN THERAPY SESSIONS.
2. ATTENDEES WILL BE ABLE TO IDENTIFY 3 WAYS SLPS INCLUDE RESILIENCE TEACHING IN THERAPY
3. ATTENDEES WILL BE ABLE TO IDENTIFY AT LEAST 2 FUTURE IMPLICATIONS OF STUDY RESULTS FOR PRACTICING SLPS.

CAPECI, BORJA, KHAN, MORSHED, CINOTTI, POZEN
POSTER GROUP 5 3:30-4PM
PALM BALLROOM 4

#158 DISPARITIES IN ACCESS TO CARE AMONG SPANISH SPEAKING ADULTS

ACCESS TO QUALITY HEALTHCARE IS A MAJOR PROBLEM FOR MANY AMERICANS. INDIVIDUALS WHO PRIMARILY SPEAK SPANISH AND OTHER LANGUAGES ARE SUSCEPTIBLE TO LIMITED ACCESS TO AND SATISFACTION WITH HEALTHCARE PROVIDERS. IN THIS STUDY WE FOUND THAT SPANISH SPEAKERS WERE LESS LIKELY TO HAVE ACCESS TO INSURANCE AND REGULAR HEALTHCARE PROVIDERS.

1. DESCRIBE THE HEALTHCARE ACCESS OF SPANISH SPEAKING AMERICANS.
2. DESCRIBE THE DISPARITIES IN ACCESS TO HEALTHCARE THAT SPANISH SPEAKING AMERICANS EXPERIENCE AND HOW THAT TRANSLATES INTO POOR OUTCOMES.
3. DISCUSS HOW HEALTHCARE SYSTEMS CAN BE STRUCTURALLY MODIFIED TO IMPROVE THE QUALITY OF HEALTHCARE ACCESS AMONG SPANISH SPEAKING AMERICANS. *

UTKAN, MALONEY, DIFINO, JACOBS, ELLIS
POSTER GROUP 5 3:30-4PM
PALM BALLROOM 4

#159 PROMOTING PATIENT-CENTERED CARE IN TELEHEALTH GRADUATE STUDENT TRAINING

GRADUATE STUDENTS MUST MEET ASHA'S STANDARDS TO OBTAIN THEIR CERTIFICATION. STANDARD V-B INCLUDES COLLABORATION WITH CLIENTS AND THEIR FAMILIES. SERVICE PROVISION VIA TELEHEALTH PROVIDES A MODALITY FOR TRAINING IN CLIENT-CENTERED CARE. STUDENT LEARNING AND CLIENT OUTCOMES WILL BE DISCUSSED ALONG WITH THE PROCESS FOR IMPLEMENTING A PATIENT-CENTERED TELEHEALTH CLINIC.

1. LIST AT LIST 3 SKILLS NECESSARY FOR GRADUATE STUDENTS TO DEVELOP PATIENT CENTERED CARE COMPETENCIES
2. DESCRIBE ONE APPROACH IN A CLINICAL EDUCATION MODEL ADDRESSING TRAINING IN PATIENT CENTERED CARE
3. EXPLAIN STUDENT AND PATIENT OUTCOMES IN A TELEHEALTH CLINIC WITH FOCUS ON PATIENT CENTERED CARE

LEWANDOWSKI
POSTER GROUP 5 3:30-4PM
PALM BALLROOM 4

#160 UCF ECHO: BUILDING CAPACITY IN AAC SERVICE DELIVERY

THERE IS AN URGENT NEED TO INCREASE THE NUMBER OF SLPS PREPARED TO PROVIDE HIGH-QUALITY, EVIDENCE-BASED AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC) SERVICES FOR ADULTS WITH DEVELOPMENTAL DISABILITIES IN FLORIDA. THIS SESSION WILL DESCRIBE THE APPLICATION OF THE ECHO MODEL, BORROWED FROM MEDICINE, FOR BUILDING CAPACITY IN THE SLP COMMUNITY.

- SESSION ATTENDEES WILL:
1. LIST THE FOUR GUIDING PRINCIPLES OF THE ECHO MODEL™
 2. DEFINE THE MULTIPLIER EFFECT AND ITS IMPACT ON INCREASING ACCESS TO AAC SERVICES
 3. DESCRIBE THE ROLE OF COMMUNITY BUILDING IN PROFESSIONAL DEVELOPMENT

FEUERSTEIN, BUCHANAN, KENT-WALSH
POSTER GROUP 5 3:30-4PM
PALM BALLROOM 4

#161 IMPLEMENTING A SPANISH-LANGUAGE STUTTERING SUPPORT GROUP: A MIXED METHODS STUDY

THE PURPOSE OF THIS MIXED METHODS STUDY IS TO DESCRIBE THE NEEDS, EXPERIENCES, AND PERCEPTIONS OF HISPANIC, SPANISH-SPEAKERS WHO STUTTER AND THEIR FAMILIES RELATIVE TO STUTTERING SUPPORT. THESE PRELIMINARY DATA WILL INFORM THE DEVELOPMENT OF A SPANISH-LANGUAGE STUTTERING SUPPORT GROUP.

- 1) LIST BARRIERS TO STUTTERING SUPPORT GROUP PARTICIPATION FOR SPANISH-SPEAKERS;
- 2) DESCRIBE PERCEPTIONS OF STUTTERING SUPPORT GROUPS HELD BY HISPANIC, SPANISH-SPEAKING ADULTS WHO STUTTER AND THEIR FAMILIES.;
- 3) DESCRIBE KEY ELEMENTS IDENTIFIED FOR THE DEVELOPMENT OF A SPANISH-LANGUAGE STUTTERING SUPPORT GROUP.

BAYONA-CAPOTE, CUESTA, MEDINA
POSTER GROUP 5 3:30-4PM
PALM BALLROOM 4

#162 THE ART OF COMPROMISE: POSITIVE INTERACTIONS AND OUTCOMES WITH IEP TEAM MEMBERS

WITH SCHOOL SPEECH-LANGUAGE PATHOLOGISTS ATTENDING LARGE NUMBERS OF MEETINGS, THE ODDS OF DIFFERENCES OF OPINIONS ARE BOUND TO HAPPEN. SCHOOL SLPS MANAGE LARGE CASELOADS, AND WITH SO MANY MEETINGS WITH SHARING OF DATA COLLECTION WHILE FOCUSING ON EDUCATIONALLY RELEVANT INTERVENTIONS, THERE CAN BE VARIATIONS OF VIEWPOINTS, PERSPECTIVES AND EXPECTATIONS. WHEN THESE VARIATIONS BECOME VOICED, CONFLICTS MAY ARISE AND FEEL LIKE AN IMPASSE IS LOOMING. WHEN THIS HAPPENS THERE IS A FRAMEWORK, VERBIAGE AND METHODS THAT WILL BE DISCUSSED IN THIS PRESENTATION THAT SLPS CAN USE TO DIFFUSE HEIGHTENED EMOTIONAL STATES AND PROMOTE THE STUDENT-CENTERED FOCUS AND EDUCATIONAL NEEDS WHILE ACKNOWLEDGING THE VIEWS OF ALL TEAM MEMBERS.

THE PARTICIPANTS WILL BE ABLE TO 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.

SHAFFER AND LOWTHER

4:30-6PM

PALM BALLROOM 4

#163 SUPPORTING AAC USERS IN THE CLASSROOM

RESEARCH TELLS US THAT AAC USERS NEED TO USE THEIR DEVICES THROUGHOUT THE DAY. PARTICIPANTS IN THIS SESSION YOU WILL LEARN STRATEGIES AND BE SUPPLIED A COMPANION BOOK TEMPLATE TO HELP SUPPORT LEARNERS WHO ARE AAC USERS WITHIN THE CLASSROOM SETTING.

PARTICIPANTS WILL 1. LIST STRATEGIES TO HELP SUPPORT LEARNERS WHO ARE AAC USERS WITHIN THE CLASSROOM SETTING. 2. DESCRIBE TWO STRATEGIES FOR AAC IMPLEMENTATION AND SUPPORT WITHIN THE CLASSROOM. 3. DESCRIBE THE IMPORTANCE OF AAC THROUGHOUT THE DAY.

ZAUGG

6-7PM

PALM BALLROOM 4

#164 SLPS ROLE IN A NEURO-BASED MULTIDISCIPLINARY ALS OR PARKINSON'S CLINIC

A MULTIDISCIPLINARY TEAM APPROACH TO TREATING NEUROLOGIC DISORDERS IS THE STANDARD ACROSS HEALTHCARE. SPEECH-LANGUAGE PATHOLOGISTS ARE BECOMING IMPORTANT CONTRIBUTORS TO MULTIDISCIPLINARY TEAMS, OFFERING UNIQUE INSIGHTS INTO EVALUATION AND TREATMENT. THIS PRESENTATION FOCUSES ON THE SLPS ROLE IN A MULTIDISCIPLINARY CLINIC, SPECIFICALLY TREATING PATIENTS WITH AMYOTROPHIC LATERAL SCLEROSIS OR PARKINSON'S DISEASE

1. LIST BOTH FORMAL AND INFORMAL ASSESSMENT TOOLS UTILIZED IN MULTIDISCIPLINARY CLINICS PRIMARILY WITH ALS AND PD PATIENTS 2. DESCRIBE COMMON SLP RECOMMENDATIONS FOR ALS AND PD PATIENTS IN MULTIDISCIPLINARY CLINIC 3. DISCUSS ADVANTAGES AND BENEFITS OF ASSESSING ALS AND PD PATIENTS IN MULTIDISCIPLINARY CLINIC SETTINGS

BEST AND SIU

8-9:30AM

PALM BALLROOM 5

#165 MAKING THE UNCONVENTIONAL CONVENTIONAL: EXPLORING CREATIVE CLINICAL EDUCATION MODELS

SPEECH PATHOLOGY GRADUATE PROGRAMS EXPERIENCE BARRIERS TO CLINICAL PLACEMENTS URGING OUTSIDE OF THE BOX THINKING. IN ONE PROGRAM, PLACEMENTS EXPANDED IN CREATIVE WAYS, INCLUDING COMMUNITY SERVICE, TELEHEALTH, FOCUSED CLINICAL SIMULATIONS, AND MODIFIED SCHEDULING TO ALLOW FOR MORE VARIED AND DISTANCE PLACEMENTS. THIS SEMINAR REVIEWS THE DEVELOPMENT OF THESE CREATIVE SOLUTIONS.

1. DESCRIBE CURRENT CLINICAL EDUCATION MODELS IN GRADUATE PROGRAMS FOR SPEECH PATHOLOGY AND RELATED BARRIERS TO OPTIMAL PLACEMENT AND EDUCATION OUTCOMES. 2. IDENTIFY AT LEAST 5 NONTRADITIONAL CLINICAL PLACEMENTS AND CREATIVE MODELS FOR CLINICAL EDUCATION PLACEMENTS FOR SPEECH PATHOLOGY. 3. EXPLAIN THE STEPS FOR EXPLORING AND DEVELOPING NONTRADITIONAL CLINICAL PLACEMENTS AND CREATIVE MODELS FOR CLINICAL EDUCATION IN SPEECH PATHOLOGY.

LEWANDOWSKI

10-11AM

PALM BALLROOM 5

#166 BEYOND THE BURN: STANDARDIZING SLP PRACTICE

OVER THE LAST TWO DECADES, THE ROLE OF THE SPEECH LANGUAGE PATHOLOGIST HAS PROGRESSIVELY EMERGED WITHIN BURN LITERATURE. THIS SESSION WILL INTRODUCE A PROTOCOL FOR THE ASSESSMENT AND MANAGEMENT OF OROFACIAL CONTRACTURES AS THEY RELATE TO THE FACE, HEAD, AND NECK. THE PRESENTERS WILL DISCUSS COMMON PATTERNS OF SCARRING, IN ADDITION TO CURRENT LITERATURE SUPPORTING THE ROLE OF THE SPEECH LANGUAGE PATHOLOGIST WITHIN THIS SPECIALIZED PATIENT POPULATION.

DEMONSTRATE KNOWLEDGE OF BURN DEGREES AND TYPES DEMONSTRATE UNDERSTANDING OF SPEECH AND DYSPHAGIA EVALUATIONS RELATED TO FACE, HEAD, AND NECK BURNS DEVELOP INDIVIDUALIZED TREATMENT PLANS FOR THE BURN PATIENT POPULATION DEMONSTRATE ACCURATE AND RELIABLE USE OF OBJECTIVE MEASUREMENTS AND TESTS

BILLINGER AND SKINNER

11AM-12PM

PALM BALLROOM 5

#167 2023: A SWALLOW ODYSSEY | WHEN DYSPHAGIA AND PALLIATIVE CARE COLLIDE

AS CONTEMPORARY PALLIATIVE CARE MODELS GAIN MOMENTUM ACROSS THE HEALTHCARE CONTINUUM, SLPs HAVE THE OPPORTUNITY TO REFLECT UPON OUR ROLE IN SHAPING CONVERSATIONS AROUND DYSPHAGIA. OPERATIONAL KNOWLEDGE OF TRADITIONAL AND CONTEMPORARY PALLIATIVE CARE MODELS IS ESSENTIAL WHEN BUILDING CONSENSUS AMONG PHYSICIANS, CAREGIVERS, AND (MOST IMPORTANTLY) INDIVIDUALS WITH DYSPHAGIA.

BY THE END OF THIS SESSION, THE LEARNER WILL: OUTLINE TRADITIONAL AND CONTEMPORARY PALLIATIVE CARE MODELS. DISCUSS THE VARIOUS STAGES AND TRAJECTORIES OF A CHRONIC DYSPHAGIA, INCLUDING THE BALANCE OF REHABILITATION AND PALLIATION. DISCUSS THE ROLE BIOETHICS AND HEALTH LITERACY PLAYS IN THE MANAGEMENT OF THIS POPULATION. DISCUSS 2 STRATEGIES FOR HANDLING DIFFICULT CONVERSATIONS WITH A) PATIENTS/FAMILY, AND B) MEMBERS OF THE MULTIDISCIPLINARY PALLIATIVE CARE TEAM.

GRAY

12-1PM

PALM BALLROOM 5

#168 INTERPLAY BETWEEN COGNITIVE, LINGUISTIC, AND PHYSICAL FUNCTION IN POST-STROKE APHASIA

POST-STROKE APHASIA CAN NEGATIVELY IMPACT WELL-BEING AND LIFE PARTICIPATION. FURTHER, COGNITIVE AND MOTOR IMPAIRMENTS OFTEN COEXIST WITH APHASIA. LITTLE IS KNOWN ABOUT HOW THESE DOMAINS (LANGUAGE, COGNITION, AND MOTOR) ARE INTERDEPENDENT AND INTERPLAY WITH EACH OTHER. DUAL-TASK PERFORMANCE MAY ENHANCE OUR UNDERSTANDING OF THESE RELATIONSHIPS AND GUIDE INTERDISCIPLINARY TREATMENT APPROACHES.

AFTER COMPLETING THIS ACTIVITY ATTENDEES WILL BE ABLE TO: 1. DESCRIBE THE CO-OCCURRENCE OF LANGUAGE, COGNITIVE, AND MOTOR DEFICITS IN PERSONS WITH POST-STROKE APHASIA. 2. DESCRIBE THE CURRENT LITERATURE ON DUAL-TASK PERFORMANCE IN PERSONS WITH APHASIA. 3. EXPLAIN THE POTENTIAL BENEFIT USING DUAL-TASK METHODS FOR THE ASSESSMENT AND TREATMENT OF PERSONS WITH

APHASIA.

BISLICK, DAWSON, SUAREZ

2:30-4PM

PALM BALLROOM 5

#169 THE I-BISSKAPP IMPACT: SWALLOWING CHANGES IN PARKINSON'S DISEASE VIA BIOFEEDBACK

THE BIOFEEDBACK IN STRENGTH AND SKILL TRAINING (BISSKIT) IS A WELL-RESEARCHED OFFICE-BASED BIOFEEDBACK SYSTEM THAT HAS RECENTLY BEEN CONVERTED INTO AN AFFORDABLE AND ACCESSIBLE HOME-BASED APPLICATION. THIS PRESENTATION WILL REVIEW THE IMPACT OF DAILY SWALLOWING THERAPY USING THE BISSKIT APP ON AIRWAY PROTECTIVE OUTCOMES IN PATIENTS WITH PD.

1) DESCRIBE TWO BENEFITS OF VISUAL BIOFEEDBACK FOR SWALLOWING THERAPY 2) DISCUSS CHALLENGES PRESENTED WHEN PROVIDING SWALLOWING THERAPY TO PATIENTS WITH NEUROLOGICAL IMPAIRMENT. 3) REVIEW UP AND COMING TECHNOLOGIES TO IMPROVE

TREATMENT DELIVERY IN THE HOME

WATTS AND BRANDIMORE

4:30-6PM

PALM BALLROOM 5

#170 REHABILITATION FOR COGNITIVE-COMMUNICATION IMPAIRMENTS IN LONG-COVID ACROSS TREATMENT SETTINGS

A GROWING NUMBER OF PEOPLE ARE EXPERIENCING PERSISTENT COGNITIVE DEFICITS SECONDARY TO POST ACUTE SEQUELAE OF COVID-19 (PASC) AKA LONG-COVID. SLP'S PLAY A VITAL ROLE IN THE REHABILITATION OF LONG-COVID PATIENTS DEALING WITH COGNITIVE AND RESPIRATORY EFFECTS. LEARN HOW SLPs SHOULD ASSESS AND TREAT PATIENTS WITH THIS NEW CLINICAL CONDITION.

EXPLAIN HOW TO ASSESS COGNITIVE IMPAIRMENTS AND EXPERIENCED BY PTS WITH LONG COVID USING STANDARDIZED ASSESSMENTS AND PATIENT INTERVIEW DESCRIBE THE SLP'S ROLE IN TREATING COGNITIVE IMPAIRMENT AND RESPIRATORY IMPAIRMENTS IN LONG COVID

PATIENTS DESCRIBE THE ROLE OF THE SLP IN TREATING COVID-19 PTS IN THE SUBACUTE AND OUTPATIENT SETTINGS EXPLAIN SPECIFIC STRATEGIES TO UTILIZE REHABILITATION STRATEGIES AND IMPLEMENT NOVEL THERAPY PROTOCOLS TO TREAT NEURO-PASC EFFECTIVELY.

DESCRIBE THE SLP'S ROLE IN COUNSELING PATIENTS AND FAMILIES IN THEIR EXPECTATIONS FOR LONG TERM HEALING, COGNITIVE-COMMUNICATION FUNCTIONS, AND RETURN TO PLOF.

ROMEO AND ZIEGLER

6-7PM

PALM BALLROOM 5

#171 INSURANCE REIMBURSEMENT CONSIDERATIONS INCLUDING COMMON BILLING ERRORS AND HOW TO RESOLVE AND CORRECT ERRORS

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 AND WHAT TO DO WHEN DEALING WITH REIMBURSEMENT CHALLENGES.

LEARNER OBJECTIVE 1: PARTICIPANTS WILL BE ABLE TO IDENTIFY COMMON BILLING ERRORS AREAS ON THE HCFA-1500 FORM. LEARNER

OBJECTIVE 2: PARTICIPANTS WILL BE ABLE TO SUBMIT TPL CLAIMS CORRECTLY. LEARNER OBJECTIVE 3: PARTICIPANTS WILL BE ABLE TO IMPLEMENT AN INTEGRATED BILLING PROCESS FOR THEIR COMPANY.

MARSHALL

8-9AM

AZALEA/BEGONIA

#172 TO PARTNER OR NOT TO PARTNER IN PRIVATE PRACTICE

HAVING A PARTNER EQUALLY INVESTED IN THE PRACTICE CAN BE A WIN/WIN SITUATION. TAKING A GOOD LOOK AT THE PRO'S, CON'S, YOUR INDIVIDUAL NEEDS/WANTS, AND TOLERANCE LEVELS ARE CRUCIAL TO THIS PROCESS. AWESOME COLLEAGUES DO NOT ALWAYS EQUATE TO GREAT BUSINESS PARTNERS.

1. BE ABLE TO DEFINE DIVERSITY, EQUITY AND INCLUSION
2. BE ABLE TO EXPLAIN WHY DEI IS IMPORTANT IN THE FIELD OF SPEECH LANGUAGE PATHOLOGY AND AUDIOLOGY
3. NAME AT LEAST PROFESSIONAL RESOURCES ON DIVERSITY, EQUITY AND INCLUSION

CARBY-JOSEPH

9-10AM

AZALEA/BEGONIA

#173 INTERPROFESSIONAL FORUM: PRIVATE PRACTICE EDITION

THE PURPOSE OF THIS FORUM IS TO DISCUSS CURRENT TOPICS RELATED TO INTERPROFESSIONAL RELATIONSHIPS IN PRIVATE PRACTICE. CASE STUDIES WILL BE PRESENTED AND A PANEL OF EXPERTS WITH BACKGROUNDS IN ST, OT, PT AND ABA WILL DEMONSTRATE HOW TO COLLABORATE EFFECTIVELY TO IMPROVE A CLIENT'S QUALITY OF LIFE WHILE ADDRESSING TYPICAL PRIVATE PRACTICE ISSUES SUCH AS SCHEDULING, CLINICIAN'S RECOMMENDATIONS, COORDINATING COMMUNICATION WITH ALL TEAM MEMBERS, REIMBURSEMENT AND PARENT/GUARDIAN INVOLVEMENT.

1. ESTABLISH SUCCESSFUL GUIDELINES FOR EFFECTIVE INTERPROFESSIONAL RELATIONSHIPS AND HOW THESE AFFECT THE CLIENT'S SUCCESS AND THE CLINICIAN'S PERSPECTIVE.
2. PROVIDE EXAMPLES OF HOW TO APPROACH AND PROBLEM SOLVE COMMON HURDLES IN PRIVATE PRACTICE REGARDING TREATMENT OF CLIENTS WHO RECEIVE MULTIPLE SERVICES.
3. PROMOTE EFFECTIVE COMMUNICATION BETWEEN PROFESSIONALS CONSIDERING EACH OTHER'S SCOPE OF COMPETENCE AND HOW IT AFFECTS INTERPROFESSIONAL RELATIONSHIPS, RELATIONSHIPS WITH THE CLIENT, AND THE ABILITY TO IMPROVE THE CLIENT'S OVERALL QUALITY OF LIFE.

UGAS, WOOTON, RODRIGUEZ

10:30AM-12PM

AZALEA/BEGONIA

#174 THE VALUE OF THINKING OUTSIDE THE BOX: CREATING EMPLOYABILITY FOR YOUNG ADULTS WITH SEVERE COMMUNICATION DISORDERS

AS SPEECH LANGUAGE PATHOLOGISTS, WE WORK DILIGENTLY TO PREPARE OUR CLIENTS AND STUDENTS FOR WHAT COMES AFTER CHILDHOOD, WHETHER IT BE HIGHER EDUCATION OR ENTERING THE WORKFORCE. SADLY, MANY OF THESE CHILDREN LACK EMPLOYMENT ONCE THEY ENTER ADULTHOOD. THIS PRESENTATION DISCUSSES OUR ROLE IN TRANSITIONING OUR MINDS AND OUR CASELOADS FROM THE THERAPY ROOM AND CLASSROOM TO EMPLOYMENT FOR YOUNG ADULTS WITH SEVERE COMMUNICATION DISORDERS.

IDENTIFY COMMON CHALLENGES AND BENEFITS OF HIGHER EDUCATION AND ENTERING THE WORKFORCE FOR CHILDREN WITH SEVERE COMMUNICATION DISORDERS. DESCRIBE THE TRANSITION PROCESS FROM SCHOOL TO POST-SECONDARY OPPORTUNITIES. DISCUSS THE STEPS NEEDED TO IDENTIFY POTENTIAL HIGHER EDUCATION AND EMPLOYMENT OPPORTUNITIES.

CAMPBELL

12-1PM

AZALEA/BEGONIA

#175 MAXIMIZING INDEPENDENCE ACROSS ENVIRONMENTS FOR AAC USERS THROUGH ASSISTIVE TECHNOLOGY

RESEARCH HAS FOUND ENVIRONMENTAL CONTROL UNITS (ECUS) PROVIDE INDIVIDUALS WITH DISABILITIES INCREASED INDEPENDENCE AND SELF-ESTEEM (HARMER & BAKHEIT, 1999) WHILE FEELING SAFER IN THEIR IMMEDIATE ENVIRONMENT (VERDONCK ET AL., 2018). THIS PRESENTATION AIMS TO INCREASE UNDERSTANDING OF ECUS, HOW AAC CAN FACILITATE USE OF ECUS, IMPLEMENTATION, AND CASE STUDIES.

1. DEFINE THE TERM "ENVIRONMENTAL CONTROL UNITS (ECUS)" AS USED IN THIS PRESENTATION
2. DESCRIBE THREE EVIDENCE-BASED STRATEGIES FOR ECU IMPLEMENTATION FOR AAC USERS
3. EXPLAIN THREE KEY ISSUES RELATED TO HOW ECUS IMPACT BOTH THE AAC USER AND THEIR FAMILY/CAREGIVERS

BENYON

2:30-3:30PM

AZALEA/BEGONIA

#176 EMPOWER YOUR EXPERTISE: COMBATting THE CONSTRAINTS OF ASPIRATION PNEUMONIA

ASPIRATION PNEUMONIA IS ASSOCIATED WITH MULTIPLE NEGATIVE CONSEQUENCES THAT CAN RESULT IN MORBIDITY, HOSPITAL ADMISSIONS, AND MORTALITY. THIS COURSE WILL DISCUSS THE RISK FACTORS ASSOCIATED WITH THE CONDITION, CONSIDERATIONS WHEN THICKENING LIQUIDS, AND ALTERNATIVE PRACTICES TO IMPROVE QUALITY OF LIFE IN PATIENTS WITH AN INCREASED RISK OF DEVELOPING ASPIRATION PNEUMONIA.

1. RECOGNIZE RISK FACTORS ASSOCIATED WITH THE DEVELOPMENT OF ASPIRATION PNEUMONIA.
2. IDENTIFY THE RISKS AND BENEFITS OF CHOOSING TO RECOMMEND THICK LIQUIDS AS A DYSPHAGIA INTERVENTION.
3. CONSIDER ALTERNATIVE PRACTICES TO IMPROVE QUALITY OF LIFE IN PATIENTS ON A SIGNIFICANTLY MODIFIED DIET.

SVENNING AND DALEY

4:30-5:30PM

AZALEA/BEGONIA

#177 DIRFLOORTIME: BEYOND PLAYING ON THE FLOOR

DIRFLOORTIME® IS MOST WIDELY KNOWN FOR ITS BENEFIT IN SUPPORTING AUTISTIC CHILDREN. HOWEVER, IT IS A FRAMEWORK WHICH CAN BE USED WITH A WIDE CASELOAD OF CHILDREN AND ADULTS OF VARIOUS DIAGNOSES SUCH AS ARTICULATION AND PHONOLOGICAL DISORDERS, SELECTIVE MUTISM, LANGUAGE DISORDERS, DOWN SYNDROME, CEREBRAL PALSY, CHILDHOOD APRAXIA OF SPEECH, TRAUMATIC BRAIN INJURY AND FEEDING DISORDERS.

AS A RESULT OF THIS COURSE, PARTICIPANTS WILL BE ABLE TO: 1) DESCRIBE THE FEDCS 2) DEFINE INDIVIDUAL DIFFERENCES 3) EXPLAIN WHAT IT MEANS TO BE RELATIONSHIP-BASED

FERNALD

5:30-7PM

AZALEA/BEGONIA

#178 WAIT, WE HEAR WITH OUR BRAINS?

WHEN COUNSELING ABOUT COMMUNICATION AND ITS DIFFICULTIES, THE IMPORTANCE OF THE BRAIN ITSELF IN PROCESSING AUDITORY INFORMATION IS OFTEN FORGOTTEN. DIFFERENT ASPECTS OF COGNITION ARE NECESSARY TO PROCESS INCOMING SENSORY INFORMATION. CURRENT RESEARCH TRENDS SUGGEST A RELATIONSHIP BETWEEN HEARING LOSS AND COGNITION, SO IT IS CRUCIAL FOR AUDIOLOGISTS TO BE AWARE OF COGNITION, ITS DOMAINS, CHANGES RELATED TO AGE, AND WHAT IMPACTS WE WOULD SEE IN OUR PATIENTS. ADDITIONALLY, THIS PRESENTATION WILL DISCUSS HOW TO ASSESS COGNITION IN A CLINICAL SETTING AND HOW TO APPROPRIATELY REFER.

PARTICIPANTS WILL BE ABLE TO: 1. DESCRIBE THE DIFFERENT FACETS OF COGNITION. 2: DESCRIBE THE CURRENT RELATIONSHIP BETWEEN HEARING LOSS AND COGNITION

3. ABLE TO IMPLEMENT COGNITIVE SCREENINGS IN PRACTICE."

GOTTSCHALK

8-10AM

AZALEA/BEGONIA

#179 RECIPROCAL PEER INTERACTION AND LANGUAGE DEVELOPMENT IN AUDITORY-ORAL INCLUSIVE CLASSROOMS

USING TECHNOLOGIES TO QUANTIFY VOCALIZATIONS AND PEER INTERACTIONS IN AN INCLUSIVE AUDITORY ORAL PRESCHOOL IT WAS FOUND THAT VOCALIZATIONS FROM EACH PEER PREDICTED A CHILD'S VOCALIZATIONS TO THAT PEER. CHILDREN'S VOCALIZATIONS TO PEERS WAS ASSOCIATED WITH THEIR LANGUAGE ASSESSMENT SCORES. IMPLICATIONS FOR CLINICAL APPLICATION WILL BE DISCUSSED.

1. DISCUSS AUTOMATED MEASURES OF MOVEMENT AND LANGUAGE AND THEIR USE IN DEVELOPMENTAL RESEARCH 2. EXPLAIN THE ROLE OF PEER INTERACTION ON LANGUAGE USE IN CHILDREN WITH AND WITHOUT HEARING LOSS. 3. EXPLAIN THE ROLE OF CHILDREN'S LANGUAGE USE ON THEIR END-OF-YEAR LANGUAGE ABILITIES.

MISKIEL, PERRY, MESSENGER

10-11AM

AZALEA/BEGONIA

#180 THE RUNWAY TO SUCCESS: ASSISTIVE TECHNOLOGY IS MORE THAN HAT (HEARING ASSISTIVE TECHNOLOGY)

ASSISTIVE TECHNOLOGY (AT) IS WOVEN INTO OUR EVERYDAY LIVES WITHOUT A SECOND THOUGHT. HOWEVER, SOME PEOPLE ARE RELIANT ON AT TO NAVIGATE THEIR WORLD. EXPLORE WHY IT IS IMPORTANT TO EXPLICITLY TEACH HOW TO USE LOW AND HIGH TECH AT BEYOND HEARING ASSISTIVE TECHNOLOGY (HAT).

THE PARTICIPANTS WILL BE ABLE TO: • DESCRIBE THE LAWS, RULES, AND STATUTES RELATED TO ASSISTIVE TECHNOLOGY, • IDENTIFY AT LEAST THREE SCENARIOS WHEN LOW TECH AND HIGH TECH TOOLS SHOULD BE PROVIDED AS AN ACCOMMODATION, • IDENTIFY AT LEAST THREE RESOURCES FOR IDENTIFYING ASSISTIVE TECHNOLOGY, AND EXPLAIN PUBLIC ENTITIES' RESPONSIBILITIES.

CONRAD AND WILMOT

11AM-12PM

CAMELIA/DOGWOOD

#181 POOR ACCESS TO HEALTHCARE AMONG THE DEAF AND INDIVIDUALS WITH SERIOUS HEARING DIFFICULTY

EVIDENCE SUGGESTS THAT ACCESS TO CARE IS A PROBLEM AMONG THOSE WHO ARE DEAF OR EXPERIENCE SERIOUS HEARING DIFFICULTY (DSHD). WE EXAMINED ACCESS TO CARE AMONG OVER 36,000 DSHD ADULTS AND FOUND THAT THEY WERE FAR LESS LIKELY TO HAVE A USUAL SOURCE OF CARE, A RECENT CHECKUP, AND LESS LIKELY TO HAVE TROUBLE PAYING FOR HEALTHCARE.

1. DESCRIBE THE HEALTHCARE ACCESS OF DSHD AMERICANS. 2. DESCRIBE THE DISPARITIES IN ACCESS TO HEALTHCARE THAT DSHD AMERICANS EXPERIENCE AND HOW THAT TRANSLATES INTO POOR OUTCOMES. 3. DISCUSS HOW HEALTHCARE SYSTEMS CAN BE STRUCTURALLY MODIFIED TO IMPROVE THE QUALITY OF HEALTHCARE ACCESS AMONG DSHD AMERICANS.

GONZALEZ, JACOBS, ADAMS-MITCHELL, ELLIS

12-1PM

CAMELIA/DOGWOOD

#182 INFLUENCE OF DEVELOPMENTAL DISABILITIES ON AUDIOLOGICAL DIAGNOSTICS

CLINICAL GUIDELINES FOR PEDIATRIC AUDIOLOGY WERE DEVELOPED ON TYPICALLY DEVELOPING CHILDREN. THE PROCEDURES IN THOSE GUIDELINES DON'T ALWAYS WORK WITH CHILDREN WHO HAVE SEVERE DEVELOPMENTAL DISABILITIES THE DISCUSSION WILL FOCUS ON WHEN AND HOW TO USE ALTERNATIVE PROCEDURES TO EVALUATE HEARING AND WHEN THE CLINICAL GUIDELINES CAN BE ACHIEVED.

- 1) RECOGNIZE WHEN ALTERNATIVE METHODS ARE NECESSARY TO EVALUATE HEARING SENSITIVITY.
- 2) DETERMINE HEARING AID PROGRAMMING RELIABILITY BASED ON PARENTAL DIARY AND CHILD'S RESPONSES TO AUDITORY AMPLIFICATION.
- 3) RECOGNIZE POSSIBLE SIGNS OF AN UNKNOWN SECONDARY DIAGNOSIS APART FROM HEARING LOSS.

FIFER AND ROMERO

2:30-4PM

CAMELIA/DOGWOOD

#183 OTC HEARINGS AIDS: ADVOCACY UPDATES AND RESOURCES

LEARN ABOUT THE OVER-THE-COUNTER (OTC) HEARING AIDS FDA RULE AND DISCUSS RESOURCES TO AID IN THE WORK YOU ARE DOING—OR WILL DO—WITH OTCS.

1. IDENTIFY THE DIFFERENCE BETWEEN OTC HEARING AIDS AND "PRESCRIPTION" HEARING AIDS
2. IDENTIFY CHANGES TO FL STATE REGULATIONS THE STATE HAS CONSIDERED TO COMPLY WITH THE FINAL RULE.
3. DEMONSTRATE AN UNDERSTANDING OF THE FINAL RULE ON AUDIOLOGISTS AND OTHER HEARING HEALTH PROVIDERS.

BOYD

4:30-5:30PM

CAMELIA/DOGWOOD

#184 BEYOND LITERACY: PHONOLOGICAL SKILLS AND CHILDREN WITH HEARING LOSS

CHILDREN WITH HEARING LOSS SHOW DISPROPORTIONATELY LARGE PHONOLOGICAL DEFICITS COMPARED TO LEXICOSYNTACTIC SKILLS. REAL-WORLD LANGUAGE FUNCTIONS DEPEND ON PHONOLOGICAL AND LEXICOSYNTACTIC PROCESSES TO VARYING EXTENTS AND THESE RELATIONSHIPS CHANGE ACROSS DEVELOPMENT. THIS PRESENTATION DISCUSSES THIS UNEVEN DEVELOPMENT AND HOW TO SUPPORT ACQUISITION OF BOTH SKILLS FOR CHILDREN WITH HEARING LOSS.

PARTICIPANTS WILL BE ABLE (1) TO CATEGORIZE SPECIFIC LANGUAGE AND LITERACY SKILLS AS DEPENDING TO A GREATER OR LESSER EXTENT ON LEXICOSYNTACTIC OR PHONOLOGICAL ABILITIES; (2) TO SELECT ASSESSMENT TOOLS TO MEASURE LEXICOSYNTACTIC AND PHONOLOGICAL SKILLS INDEPENDENTLY AND IN A SENSITIVE MANNER; AND (3) TO DESIGN EFFECTIVE INTERVENTIONS FOR REMEDIATING AND COMPENSATING LANGUAGE SKILLS BASES ON BOTH LEXICOSYNTACTIC AND PHONOLOGICAL ABILITIES.

NITTROUER

5:30-7PM

CAMELIA/DOGWOOD

FLASHA 2023



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Saturday **SESSION DETAILS**

#185 READING IN THE NICU – WHERE LANGUAGE INTERVENTIONS NOURISH THE CRITICAL INFANT

IN THE NEONATAL INTENSIVE CARE UNIT (NICU), THE ROLE OF THE SPEECH-LANGUAGE PATHOLOGIST IS EXCLUSIVELY ASSOCIATED WITH FEEDING AND SWALLOWING. THE CRITICAL CARE ENVIRONMENT HAS BEEN SHOWN TO PLAY A SIGNIFICANT ROLE IN MOTORIC, SENSORY, AND LANGUAGE DEVELOPMENT IN NEONATES. THE NICU CAN INHERENTLY PLACE A NEONATE AT RISK FOR EXPOSURE TO NOXIOUS SOUNDS, VISUAL STIMULI, AND MEDICAL TOUCH THAT IS UNNATURAL FOR THE DEVELOPING NEONATE. READING IN THE NICU, HAS BEEN SHOWN TO BE ONE OF THE MOST IMPORTANT ACTIVITIES OUTSIDE OF KANGAROO CARE, THAT FUNDAMENTALLY SUPPORTS BRAIN GROWTH, SENSORY INTEGRATION, AND OVERALL DEVELOPMENT. RESEARCH HAS SHOWN THAT WHEN INFANTS, IN THE CRITICAL CARE UNIT, ARE EXPOSED TO WORDS AND SENTENCES SPOKEN BY SALIENT CAREGIVERS IT CAN SUPPORT BRAIN CELL CONNECTIVITY AS WELL AS ESTABLISH BRAIN PATHWAYS FOR FUTURE LEARNING. THE PURPOSE OF THIS PRESENTATION IS TO REVIEW THE ROLE OF READING IN THE NICU WHERE SPEECH-LANGUAGE PATHOLOGISTS CAN PROVIDE SKILLED LANGUAGE INTERVENTIONS TO HABILITATE POSITIVE LANGUAGE EXPERIENCES THAT CAN SHAPE FUTURE LANGUAGE DEVELOPMENT.

- 1.) DEFINE NEUROPROTECTION, NEURODEVELOPMENT, AND SYNACTIVE THEORY OF DEVELOPMENT.
- 2.) REVIEW BENEFITS OF READING TO INFANTS IN THE NICU
- 3.) IDENTIFY THE ROLE OF THE SLP IN A LANGUAGE AND LITERACY PROGRAM IN THE NICU

GARCIA

8:30-9:30AM

CAMELIA/DOGWOOD

#186 STEPPING OUTSIDE THE BOX: SLPS AND JUVENILE JUSTICE

THIS SESSION WILL DISCUSS SERVICE DELIVERY IN ALTERNATIVE EDUCATION SITES THAT INCLUDE AND ARE INVOLVED WITH THE DEPARTMENT OF JUVENILE JUSTICE. DURING THIS SESSION PARTICIPANTS WILL ENGAGE IN ACTIVE DISCUSSIONS RELATED TO SUPPORTS, EVALUATIONS, INTERVENTIONS AND ADVOCACY EFFORTS FOR AT-RISK YOUTH.

PARTICIPANTS WILL BE ABLE TO IDENTIFY A VARIETY OF WAYS THAT INCARCERATED YOUTH CAN RECEIVE SERVICES, PARTICIPANTS WILL DETERMINE AT LEAST ONE WAY TO PROVIDE INTERVENTIONS, AND PARTICIPANTS WILL DISCUSS WAYS/METHODS TO ADVOCATE AND SUPPORT INCARCERATED YOUTH.

ZURAWSKI

9:30-11AM

CAMELIA/DOGWOOD

#187 PLAYGROUND AND BEYOND: A TO Z FOR IMPLEMENTING A PUBLIC DISPLAY COMMUNICATION BOARD

PUBLIC DISPLAYS OF COMMUNICATION BOARDS PROVIDE OPPORTUNITIES TO FACILITATE COMMUNITY AWARENESS AND HIGHLIGHT NEURODIVERSITY WITH ALL FORMS OF COMMUNICATION. PLAYGROUND COMMUNICATION BOARDS HAVE BECOME A HOT TOPIC IN A VARIETY OF SPEECH AND LANGUAGE PATHOLOGY CHATS ON THE WEB. MOST OF THE DISCUSSION SURROUNDING THE STEPS TO IMPLEMENT ONE IN THEIR SCHOOL OR COMMUNITY PARKS SHOW LIMITED RESOURCES WHEN IT COMES TO SELECTING APPROPRIATE SIZES, DISPLAY MATERIALS, FUNDING, VOCABULARY CHOICE, AND SPECIFIC MANUFACTURING QUESTIONS. THIS SESSION IS DESIGNED TO PROVIDE ATTENDEES WITH INFORMATION BEYOND THE BASICS COVERING TOPICS SUCH AS, ENSURING DIVERSE VISUAL REPRESENTATION, LINGUISTIC ACCESSIBILITY, CUSTOMIZATION OF COMMUNICATION BOARDS THROUGH THE USE OF QR CODES, TRI-FOLD PAMPHLETS, AND LANGUAGE EXPANSION ACTIVITIES. PLAYGROUNDS ARE JUST THE BEGINNING.

IDENTIFY 3 BENEFITS TO RAISING AAC AWARENESS IN THE COMMUNITY. DESCRIBE 2 STRATEGIES TO IMPROVE INCLUSION AND IMPLEMENTATION OF COMMUNITY BASED AAC SYSTEMS NAME 3 WAYS TO EXPAND COMMUNITY BASED AAC OPTIONS THAT INCLUDE DIVERSE REPRESENTATION AND LINGUISTIC ACCESSIBILITY

FERNANDES

11AM-12PM

PALM BALLROOM 1

#188 IT'S MORE THAN ABC: INCORPORATING EARLY LITERACY IN THERAPY SESSIONS

MANY FOCUS ON LEARNING THE ALPHABET WITH YOUNG CHILDREN, BUT EARLY LITERACY IS JUST AS IMPORTANT. EMERGENT LITERACY SKILLS (ORAL LANGUAGE, PRINT KNOWLEDGE, AND PHONOLOGICAL PROCESSING) HELP SET THE FOUNDATION FOR LATER READING SKILLS.

WE WILL DISCUSS THESE SKILLS, AND WAYS THAT PROFESSIONALS CAN INCORPORATE THEM INTO THEIR SESSIONS.

1. DEFINE EMERGENT LITERACY AND THE THREE SKILLS THAT COMPOSE THIS PERIOD
2. EXPLAIN THE IMPORTANCE OF INCORPORATING LITERACY IN SPEECH SESSIONS
3. EXAMINE HOW TO INCORPORATE EMERGENT LITERACY SKILLS WITH THE BIRTH TO 5 POPULATION

BASSARD

1:30-3PM

PALM BALLROOM 1

#189 HOW CAN ARTIFICIAL INTELLIGENCE SUPPORT IN-PERSON AND VIRTUAL ASSESSMENT AND INTERVENTIONS

ARTIFICIAL INTELLIGENCE IS NOT SOMETHING FROM AN IMAGINARY SCIENCE FICTIONAL FUTURE. WE ARE CURRENTLY BENEFITING FROM THE POWER OF AI IN NEARLY EVERY ASPECT OF OUR LIVES. ARTIFICIAL INTELLIGENCE HAS THE POWER TO REDUCE OUR WORKLOADS, IMPROVE THERAPY OUTCOMES, AUTOMATICALLY CREATE TAILORED THERAPY PROMPTS, AND EVEN SUPPORT AUTOMATIC LINGUISTIC ACCESSIBILITY TO BILINGUAL STUDENTS. IMAGINE BEING ABLE TO HAVE YOUR EVALUATION REPORTS AUTOMATICALLY WRITTEN FOR YOU, OR HAVE DIGITAL ACTIVITIES FOR THERAPY THAT WERE AUTOMATICALLY SELECTED BASED ON THE CHILD'S SPEECH AND LANGUAGE GOALS. HOW ABOUT PROMPTS THAT AUTOMATICALLY INCREASE IN DIFFICULTY AS THE CHILD MASTERS EACH PREVIOUS SKILL? THESE ARE NOT DREAMS OF A FUTURISTIC SLP. THEY ARE A REALITY OF EXISTING TECHNOLOGY CURRENTLY AVAILABLE IN OUR FIELD. THIS SESSION IS DESIGNED TO HIGHLIGHT THE POWER OF AI FOR IN-PERSON AND TELETHERAPY EVALUATIONS AND THERAPY. WE WILL ALSO DREAM OF WHAT ELSE THE FUTURE CAN BRING TO OUR FIELD.

DESCRIBE THREE THE METACOGNITIVE TASKS THAT SLPs DO DURING THERAPY SESSIONS LIST THREE BENEFITS OF UTILIZING ARTIFICIAL INTELLIGENCE FOR SERVICE DELIVERY COMPARE AND CONTRAST ASSESSMENTS CONDUCTED WITH SUPPORT OR ARTIFICIAL INTELLIGENCE AND UTILIZING ONLY PAPER AND PENCIL

FERNANDES
3:30-4:30PM
PALM BALLROOM 1

#190 POWER UP YOUR UNDERSTANDING OF EXECUTIVE FUNCTION AND SENSORY-PROCESSING BEHAVIORS

THIS PRESENTATION WILL DESCRIBE THE RELATIONSHIPS BETWEEN EXECUTIVE FUNCTION AND SENSORY-PROCESSING BEHAVIORS IN CHILDREN AND ADOLESCENTS. THE PRESENTERS WILL PROVIDE CLINIC-BASED CASE EXAMPLES, INCLUDING TRAUMATIC BRAIN INJURY AND AUTISM SPECTRUM DISORDER. AS EACH CASE IS ELUCIDATED, EFFECTIVE POSITIVE BEHAVIOR STRATEGIES FOR CLINICIANS TO UTILIZE AND IMPLEMENT WILL FOLLOW EACH CASE.

AFTER ATTENDING THE PRESENTATION, ATTENDEES WILL BE ABLE TO CLEARLY AND CONFIDENTLY EXPLAIN EXECUTIVE FUNCTIONING IN CHILDREN AND ADOLESCENTS. AFTER ATTENDING THE PRESENTATION, ATTENDEES WILL BE ABLE TO CLEARLY AND CONFIDENTLY EXPLAIN SENSORY PROCESSING IN CHILDREN AND ADOLESCENTS. AFTER ATTENDING THE PRESENTATION, ATTENDEES WILL BE ABLE TO DESCRIBE THE RELATIONSHIP BETWEEN EXECUTIVE FUNCTIONING AND SENSORY-PROCESSING BEHAVIORS IN CHILDREN AND ADOLESCENTS. AFTER ATTENDING THE PRESENTATION, ATTENDEES WILL BE ABLE TO NAME THREE SLP AND OT STRATEGIES TO IMPROVE EXECUTIVE FUNCTIONING AND SENSORY-PROCESSING BEHAVIORS IN CHILDREN AND ADOLESCENTS.

LENHARDT AND CARSONE
8:30-10AM
PALM BALLROOM 1

#191 THE MINDFUL CLINICAL EDUCATOR: RELATIONSHIPS, CLINICAL FOUNDATIONS, AND ASSESSMENT

THE PURPOSE OF THIS PRESENTATION IS TO SHARE INFORMATION RELATED TO CLINICAL EDUCATION WITH AN EMPHASIS ON THE BEING A "MINDFUL" SUPERVISOR. THE IMPORTANCE OF RELATIONSHIPS, CLINICAL FOUNDATIONS AND ASSESSMENT WILL BE PRESENTED. ATTENDEES WILL EARN THE .2 ASHA CEUS REQUIRED TO SUPERVISE AND MENTOR SLP INTERNS AND CFS.

1) DESCRIBE THE IMPORTANCE OF THE SUPERVISOR-SUPERVISEE RELATIONSHIP; 2) EXPLAIN HOW RELATIONSHIP AFFECTS ASSESSMENT OF STUDENT INTERNS; AND 3) LIST WAYS TO EMPLOY MINDFULNESS STRATEGIES AS PART OF THE CLINICAL EDUCATION PROCESS.

MEAD AND ZELLENKE
10AM-12PM
PALM BALLROOM 1

#192 ORAL DYSFUNCTION: BREASTFEEDING AND BEYOND (A COLLABORATIVE CARE MODEL)

STRUCTURE AND FUNCTION OF THE ORAL CAVITY DICTATE SPEECH AND FEEDING OUTCOMES. TETHERED ORAL TISSUE DESCRIBES SEVERAL CONGENITAL ANOMALIES RELATED TO ORAL FRENULA. ORAL TIES MAY NEGATIVELY IMPACT CHEWING, SWALLOWING, BREATHING, AND ORAL-MOTOR SKILLS. THIS PRESENTATION WILL EXAMINE ORAL DYSFUNCTION, THE SLP, AND A MULTIDISCIPLINARY APPROACH TO CARE. IDENTIFY THE DIFFERENCES BETWEEN TYPICAL AND DYSFUNCTIONAL ORAL DEVELOPMENT; EXPLAIN THE ROLE OF THE SLP ON A TEAM TREATING ORAL DYSFUNCTION; IDENTIFY BASIC TREATMENT PROTOCOLS FOR THE SLP

PARR, KADECHKA, COPELAND
1:30-3PM
PALM BALLROOM 3

#193 FACTS AND COMMON MYTHS ABOUT SPEECH LANGUAGE PATHOLOGY ASSISTANT SUPERVISION AND UTILIZATION

SPEECH LANGUAGE PATHOLOGY ASSISTANTS (SLPAS) HAVE BEEN LICENSED IN FLORIDA SINCE THE 1990S. HOWEVER, NEW OPPORTUNITIES AROSE FOR SLPAS AS A RESULT OF FLORIDA'S 2020 SLPA RULE CHANGE AND ASHA'S NATIONAL CERTIFICATION. YET, AS A RESULT OF MISINFORMATION, SLPAS AND THEIR SUPERVISING SLPs CONTINUE TO UNDERUTILIZE VALUABLE SLPA MEMBERS OF OUR WORKFORCE. THIS PRESENTATION WILL DISCUSS COMMON MYTHS AND FACTS ABOUT SLP SUPERVISION AND UTILIZATION.

DESCRIBE SLPAS' GOVERNING RULES, INCLUDING THE SLPA PROTOCOL'S PURPOSE AND FUNCTION. IDENTIFY ASHA'S POSITION ABOUT THE EVOLVING ROLE OF SLPAS AT THE NATIONAL LEVEL. DISCUSS COMMON MYTHS AND FACTS ABOUT SLPA SUPERVISION AND USE WITHIN OUR WORKFORCE.

CAMPBELL AND WESTMAN
3:30-4:30PM
PALM BALLROOM 3

#194 UNDERSTANDING AND TREATING ACQUIRED READING AND SPELLING IMPAIRMENT IN APHASIA

READING AND SPELLING THEORY AND THE IMPACT OF APHASIA ON LITERACY SKILLS WILL BE DISCUSSED. COMMON ASSESSMENT AND TREATMENT APPROACHES TO ADDRESS READING AND SPELLING IMPAIRMENT POST-STROKE WILL THEN BE SUMMARIZED FOLLOWED BY A TUTORIAL ON HOW TO DELIVER A NOVEL, EVIDENCED-BASED, COMPREHENSIVE WRITTEN LANGUAGE TREATMENT FOR APHASIA.

1. AFTER COMPLETING THIS ACTIVITY, PARTICIPANTS WILL BE ABLE TO EXPLAIN THE PROCESSES OF READING AND SPELLING ACCORDING TO THE PARALLEL DISTRIBUTED PROCESSING CONNECTIONIST THEORY
2. AFTER COMPLETING THIS ACTIVITY, PARTICIPANTS WILL BE ABLE TO DISCUSS COMMONLY USED STANDARDIZED AND UNSTANDARDIZED ASSESSMENTS OF READING AND SPELLING TO EVALUATE LITERACY SKILLS IN INDIVIDUALS WITH APHASIA
3. AFTER COMPLETING THIS ACTIVITY, PARTICIPANTS WILL BE ABLE TO DESCRIBE AT LEAST TWO READING AND SPELLING INTERVENTIONS, INCLUDING A 3-STAGED NOVEL COMPREHENSIVE WRITTEN LANGUAGE TREATMENT FOR APHASIA.

MADDEN, NIMMONS, FRANCO, AND MIDDLETON

4:30-6PM

PALM BALLROOM 3

#195 SECONDARY SCHOOL SERVICES: CREATING FUNCTIONAL & FUN THERAPY FOR LONG-TERM CARRYOVER

THE PURPOSE, FACILITATION AND EXPECTED OUTCOMES OF THERAPY GOALS AND INTERVENTIONS IN THE SECONDARY SETTING SHOULD BE STRUCTURED TO FOCUS ON THE POST-SECONDARY GOALS FOR ACHIEVING ACADEMIC, SOCIAL AND FUNCTIONAL SUCCESS. INDIVIDUAL, SMALL GROUP AND CAREER EXPERIENCE PROJECT DEVELOPMENT, SUGGESTIONS FOR IMPLEMENTATION AND STAFF TRAINING WILL BE MODELED AND EXPLAINED.

1. PARTICIPANTS WILL BE ABLE TO IDENTIFY THE PURPOSE AND NEED FOR A TRANSITION FOCUSED THERAPY APPROACH THAT SUPPORTS THE TRANSITION GOALS SET FORTH BY THE STATE OF FLORIDA.
2. PARTICIPANTS WILL BE ABLE TO IDENTIFY COMPONENTS OF A SUCCESSFUL TRANSITION SKILLS PROGRAM THAT INFUSES AND SUPPORTS COMMUNICATION TARGETS WHILE SUPPORT POST-SECONDARY JOB SKILLS TRAINING.
3. PARTICIPANTS WILL BE ABLE TO IDENTIFY FUNCTIONAL AND FUN THERAPY APPROACHES TO ENHANCE THERAPEUTIC SERVICES IN THE SECONDARY SETTING THAT DIFFERS FROM THE PRIMARY SETTING.

SHAFFER AND LOWTHER

8:30-9:30AM

PALM BALLROOM 3

#196 MENTAL IMAGERY- A WAY TO IMPROVE CARRYOVER

A LOT OF LANGUAGE IMPAIRED CHILDREN MAY HAVE DIFFICULTY SEEING THE "BIG PICTURE" DURING READING ACTIVITIES AND TEACHER INSTRUCTION. THERE IS A WAY OF GIVING THEM THE SKILLS THEY NEED TO UNDERSTAND THE BIG PICTURE WITHOUT USING EXPENSIVE PROGRAMS.

INCREASE WRITING SCORES, IMPROVE COMPREHENSION AND VISUALIZATION SHOW THAT MENTAL IMAGERY CAN ACCELERATE LEARNING AND IMPROVE PERFORMANCE OF ALL SORTS OF SKILLS.

HEROLD

9:30-10:30AM

PALM BALLROOM 3

#197 PD & BEYOND! TAKING OFF FOR COLLABORATION

EXPLORE THE DIFFERENCES BETWEEN A TEACHER OF THE DEAF/HARD OF HEARING (TODHH) AND SPEECH-LANGUAGE PATHOLOGIST (SLP). WHAT ARE SOME STRATEGIES FOR PROFESSIONALS TO COLLABORATE? WE WILL BE DISCUSSING RESOURCES AND STRATEGIES USING HIGH-LEVERAGE PRACTICES IN SPECIAL EDUCATION ON HOW TO BOOST COLLABORATION BETWEEN TODHHS AND SLPs.

1. COMPARE AND CONTRAST THE SIMILARITIES AND DIFFERENCES IN THE ROLES OF TEACHERS OF THE DHH (TODHH) AND SPEECH LANGUAGE PATHOLOGISTS (SLP) IN PROVIDING SPECIALLY DESIGNED INSTRUCTION (SDI) FOR STUDENTS WHO ARE DHH.
2. IDENTIFY AT LEAST THREE RESOURCES FOR PROFESSIONAL DEVELOPMENT ON PROVIDING LANGUAGE AND COMMUNICATION SDI FOR STUDENTS WHO ARE DHH.
3. IDENTIFY AT LEAST THREE STRATEGIES FOR IMPROVING COLLABORATION BETWEEN PROFESSIONALS.

MCINTIRE, WILMOT, CONRAD, WALSH

10:30AM-12PM

PALM BALLROOM 4

#198 SELF-ADVOCACY IN THE MAINSTREAM MIDDLE AND HIGH SCHOOL

THE ABILITY TO SELF-ADVOCATE IS CRUCIAL FOR THE DEVELOPMENT OF SOCIAL RELATIONSHIPS, COMMUNICATION, AND NAVIGATING ACADEMIC ENVIRONMENTS. HOWEVER, HOW DO WE MOTIVATE THESE STUDENTS TO BECOME SUCCESSFUL SELF-ADVOCATES THEY NEED TO BE? WHAT IS THEIR MOTIVATION? WE OFTEN TRY TO WRITE A STUDENT'S NARRATIVE FOR ADVOCACY WHEN IT IS SOMETHING THEY NEED TO NAVIGATE IN WAYS THAT ARE RELEVANT TO THEIR SITUATION. SELF-DETERMINATION THEORY SUGGESTS THAT MOTIVATION, ESPECIALLY INTRINSIC MOTIVATION, IS DRIVEN BY A PERSON'S BASIC PSYCHOLOGICAL NEED TO FEEL A SENSE OF COMPETENCY, RELATEDNESS, AND AUTONOMY (RYAN AND DECI, 2010). THIS IS THE FOUNDATION THAT HELPS MOTIVATE STUDENTS TO ADVOCATE IN THEIR ACADEMIC ENVIRONMENT. HOWEVER FOR DEAF AND HARD OF HEARING MIDDLE AND HIGH SCHOOL STUDENTS THIS PROCESS CAN BE FILLED WITH BARRIERS.

PARTICIPANTS WILL DISCUSS THE IMPORTANCE OF SELF-DETERMINATION THEORY AS MOTIVATIONAL FACTOR FOR SELF-ADVOCACY. PARTICIPANTS WILL IDENTIFY SEVERAL STRATEGIES TO SUPPORT STUDENTS IN THE MAINSTREAM WITH SELF ADVOCACY. PARTICIPANTS WILL IDENTIFY SUPPORTS AND RESOURCES AVAILABLE TO HELP STUDENTS BUILD SELF-ADVOCACY SKILLS.

MESTRES

1:30-3PM

PALM BALLROOM 4

#199 TREATING CHILDHOOD APRAXIA OF SPEECH WITH EVIDENCE-BASED PRACTICE

A GROWING BODY OF RESEARCH EVIDENCE EXISTS REGARDING HOW TO EFFECTIVELY TREAT CHILDHOOD APRAXIA OF SPEECH (CAS). CURRENT RESEARCH ON VARIOUS METHODOLOGIES FOR TREATING CAS WILL BE REVIEWED, IN COMBINATION WITH CLINICAL EXPERIENCE AND WITH CONSIDERATION FOR THE UNIQUE NEEDS OF CHILDREN WITH CAS AND THEIR FAMILIES.

1. AS A RESULT OF THIS PRESENTATION, THE PARTICIPANT WILL NAME THREE FEATURES OF THERAPY BASED ON THE PRINCIPLES OF MOTOR LEARNING. 2. AS A RESULT OF THIS PRESENTATION, THE PARTICIPANT WILL IDENTIFY AT LEAST ONE TREATMENT APPROACH FOR CAS IDENTIFIED AS HAVING SUFFICIENT EVIDENCE USING ASHA'S 2004 GUIDELINES. 3. AS A RESULT OF THIS PRESENTATION, THE PARTICIPANT WILL IDENTIFY AT LEAST TWO READILY AVAILABLE SOURCES FOR OBTAINING ADDITIONAL INFORMATION ABOUT AND TRAINING ON EFFECTIVE TREATMENT OF CAS.

WALDRUP
3:30-5PM
PALM BALLROOM 4

#200 AUDITORY BASES OF DYSLEXIA: EXPANDING THE SEARCH FOR CANDIDATE DEFICITS

AUDITORY DEFICITS ARE OFTEN SUGGESTED AS UNDERLYING DYSLEXIA, BUT NO CONSENSUS EXISTS. WE ASSESSED CHILDREN WITH AND WITHOUT DYSLEXIA ON SPECTRAL AND TEMPORAL PROCESSING, AND ON RELATED LANGUAGE TASKS. SPECTRAL PROCESSING CORRELATED MOST STRONGLY WITH PHONOLOGICAL SENSITIVITY, SUGGESTING IT IS NECESSARY FOR ACQUIRING PHONOLOGICAL REPRESENTATIONS, A PREREQUISITE FOR SKILLED READING.

PARTICIPANTS WILL BE ABLE: (1) TO DEFINE THE RELATIONSHIPS OF THE SUPRATHRESHOLD AUDITORY FUNCTIONS EXAMINED IN THIS STUDY TO COMPONENTS OF ACOUSTIC SPEECH STRUCTURE. (2) TO EXPLAIN THE HISTORICAL ANTECEDENTS TO THE CURRENT STUDY REGARDING EFFORTS TO FIND AUDITORY EXPLANATIONS FOR DEVELOPMENTAL DYSLEXIA. (3) TO EVALUATE THE VALUE ADDED OF THE APPROACH TAKEN HERE TO OUR UNDERSTANDING OF AUDITORY EXPLANATIONS FOR DEVELOPMENTAL DYSLEXIA.

NITTROUER
5-6PM
PALM BALLROOM 4

#201 PRINCIPLES OF CARING FOR THE PERFORMING VOICE

ARE YOU INTERESTED IN TREATING MORE VOICE PATIENTS? WOULD YOU LIKE TO ELEVATE YOUR CURRENT VOICE THERAPY SKILLS TO A COMMUNITY OF PROFESSIONAL VOICE USERS? THIS PRESENTATION WILL ELUCIDATE WHAT GOES ON BEHIND THE SCENES WHEN WORKING WITH PROFESSIONAL VOICE USERS: FROM MUSICAL THEATER, OPERA, TO METAL SINGERS!

1) PARTICIPANTS WILL DESCRIBE THE OVERARCHING DIFFERENCES IN THE 3 SUBSYSTEMS OF VOICE (RESONANCE, PHONATION, RESPIRATION) IN 3 STYLES OF PROFESSIONAL VOICE USE. 2) PARTICIPANTS WILL IDENTIFY BARRIERS TO CARE AND SEPARATION OF CARE IN RELATION TO PROFESSIONAL VOICE USERS. 3) PARTICIPANTS WILL DESCRIBE APPROPRIATE PLANS OF CARE AND GOALS FOR PROFESSIONAL VOICE USERS. 4) PATIENTS WILL BE ABLE TO SELECT APPROPRIATE LARYNGOSCOPY TESTING FOR A VOICE EVALUATION.

URBANO
8:30-9:30AM
PALM BALLROOM 4

#202 VOICE GRAND ROUNDS: YOU WON'T BELIEVE THIS!

INTERESTING AND IN SOME CASES SURPRISING 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.

PARTICIPANT WILL BE ABLE TO: 1. STATE THE CURRENT EVALUATION METHODS FOR VOICE DISORDERS 2. DESCRIBE CURRENT METHODS FOR TREATING INDIVIDUALS WITH VOICE DISORDERS 3. OTHER ATTENDEES WITHIN THE CONTEXT OF EVIDENCE-BASED PRACTICE.

BRYAN, DIAZ, BAER, FISHER, GERHARD, LLOYD, MENTON, MURLJACIC, THOMPSON, URBANO
10AM-12PM
PALM BALLROOM 4

#203 IMPLEMENTATION OF A SPEECH LANGUAGE PATHOLOGIST LEAD TRACHEOSTOMY TEAM IN A LEVEL I TRAUMA HOSPITAL

TRACHEOSTOMY PATIENTS HAVE COMPLEX NEEDS REQUIRING MDT MANAGEMENT. BENEFITS OF A TRACHEOSTOMY TEAM HAVE BEEN RESEARCHED INCLUDING REDUCING LENGTH OF STAY; HOWEVER, THERE IS LACK OF RESEARCH REGARDING THE BENEFITS OF AN SLP LEAD TEAM TO STREAMLINE CARE. OUR RESEARCH AIMS TO ASSESS OUTCOMES RELATED TO SLP INVOLVEMENT IN TRACHEOSTOMY PATIENTS. LEARNING OBJECTIVES: 1. DESCRIBE THE DESIGN OF A TRACHEOSTOMY TEAM WITH APPROPRIATE COMPONENTS IMPERATIVE FOR OPTIMAL GROWTH AND SUSTAINABILITY. 2. STATE SPECIFIC OUTCOME MEASURES ASSOCIATED WITH TRACHEOSTOMY POPULATIONS (SLP SPECIFIC). 3. DESCRIBE STATISTICALLY SIGNIFICANT RESULTS BASED ON THE RETROSPECTIVE/PROSPECTIVE STUDY ASSOCIATED TO THE OUTCOME MEASURES PREVIOUSLY MENTIONED.

SILVIERA, LOPEZ, MOREJON, WILSON
2-3PM
PALM BALLROOM 5

#204 COMMUNITY ENTRY FOR INFANT FEEDING WITH TRACHEOSTOMIES – STRIVING FOR EXCELLENCE POST DISCHARGE FROM THE NICU

INFANTS IN THE CRITICAL CARE UNITS CAN HAVE MULTIPLE MEDICAL CO-MORBIDITIES THAT IMPACT FEEDING, SWALLOWING, AND RESPIRATORY FUNCTION. SOME INFANTS HAVE RESPIRATORY DYSFUNCTION RELATED TO ANATOMICAL DEVIANCES, IMMATURE LUNG DEVELOPMENT, AND/OR CONGENITAL ANOMALIES THAT REQUIRE THE USE OF A TRACHEOSTOMY AT THE TIME OF DISCHARGE. THE PURPOSE OF THIS PRESENTATION IS TO REVIEW COMMUNITY ENTRY CONSIDERATIONS AND ROADBLOCKS FOR INFANTS AND THEIR CAREGIVERS WHEN THEY ARE DISCHARGED HOME WITH TRACHEOSTOMY DEPENDENCE. REVIEW OF FEEDING CHALLENGES FOR THE INFANTS WILL BE REVIEWED, INCLUDING COMMUNITY SUPPORT, FEEDING THERAPIST KNOWLEDGE, AND MEDICAL PROVIDER PERCEPTION ON FEEDING WHEN TRACHEOSTOMY DEPENDENT. A SOCIAL MEDIA SURVEY OF MEDICAL PROVIDERS AND CAREGIVERS (EXAMPLE-PARENTS) WILL BE EXAMINED TO IDENTIFY THEMES AND TRENDS WITH COMMUNITY RE-ENTRY FOR INFANTS WHO ARE DISCHARGED HOME AND EXPECTED TO HABILITATE AND REHABILITATE FEEDING + SWALLOWING.

REVIEW REASONS WHY AN INFANT MAY HAVE A TRACHEOSTOMY. IDENTIFY BARRIERS TO FEEDING THERAPY POST COMMUNITY RE-ENTRY. DISCUSS OPPORTUNITIES FOR MEDICAL PROVIDER(S) AND CAREGIVER COMMUNICATION TECHNIQUES.

GARCIA
3:340-4:30PM
PALM BALLROOM 5

#205 ACUTE DYSPHAGIA MANAGEMENT KNOWS NO LIMITS

DYSPHAGIA EVALUATION AND MANAGEMENT IS CONSTANTLY EVOLVING WITH A STRONG FOCUS ON IMPLEMENTING EVIDENCE BASED PRACTICE. THIS PRESENTATION WILL DELVE INTO LEVELING UP YOUR PRACTICE IN THE ACUTE CARE SETTING AND HELPING YOU LOOK BEYOND ASPIRATION WHILE APPLYING RESEARCH PRINCIPLES.

1. DESCRIBE CURRENT EVIDENCE BASED PRACTICES IN ACUTE CARE FOR DYSPHAGIA MANAGEMENT. 2. DISCUSS CONSIDERATIONS WHEN DEVELOPING TREATMENT PLANS TO IMPROVE PATIENT OUTCOMES. 3. DESCRIBE ADDITIONAL SERVICES THAT ARE BENEFICIAL FOR MEDICAL MANAGEMENT OF DYSPHAGIA.

STERMER AND SEGALWITZ
4:30-6PM
PALM BALLROOM 5

#206 CLINICAL SUPERVISORS: POWERING UP FOR YOUR ROLE

MANY SPEECH-LANGUAGE PATHOLOGISTS AND AUDIOLOGISTS ARE REQUIRED TO SUPERVISE GRADUATE STUDENTS AS PART OF THEIR GRADUATE STUDIES: CLINICAL ROTATION AND/OR EXTERNSHIPS. WHAT MAKES AN SLP A QUALIFIED SUPERVISOR? HOW DO YOU KNOW THAT YOU ARE READY TO SUPERVISE? IN THIS SESSION, WE WILL EXPLORE OUR ROLE AS CLINICAL SUPERVISORS. EXPLORE OUR EXPECTATIONS AND THAT OF OUR SUPERVISEE AND IDENTIFY THE DIFFERENCE BETWEEN "SUPERVISION" AND "MENTORSHIP". MEANWHILE, WE WILL DIVE INTO FRAMEWORKS THAT SUPPORT LEARNING AND ENHANCE ADAPTATION TO WORKPLACE CHALLENGES SUCH A PRODUCTIVITY.

PARTICIPANTS WILL BE ABLE TO: 1. IDENTIFY QUALITIES THAT YOU ALREADY POSSESS THAT TRANSLATE INTO A CLINICAL SUPERVISOR ROLE 2. STATE THE DIFFERENCE BETWEEN "MENTORSHIP" AND "SUPERVISION" 3. DISCUSS BEST PRACTICES IN SUPERVISION AND MENTORING SPEECH-LANGUAGE PATHOLOGY STUDENTS 4. DEVELOP WAYS TO CREATE A SUCCESSFUL PATHWAY FOR STUDENTS DURING THEIR

CLINICAL PLACEMENT
ARIN
8:30-9:30AM
PALM BALLROOM 5

#207 INSURANCE REIMBURSEMENT CONSIDERATIONS CONTRACTING AND REIMBURSEMENT PROCEDURES FOR FL MEDICAID PAYORS AND SOME COMMERCIAL PAYORS IN FL.

DO YOU HAVE QUESTIONS ABOUT MEDICAID INSURANCE IN PRIVATE PRACTICE? THIS SESSION WILL COVER SOME COMMERCIAL INSURANCE AS WELL AS FLORIDA MEDICAID. IT WILL COVER THE BASICS OF CONSIDERATIONS FOR CHOOSING PLANS TO PARTICIPATE WITH BY REGION AND HOW TO BEGIN THE CONTRACTING PROCESS.

PARTICIPANTS WILL BE ABLE TO: 1. DESCRIBE THE FL MEDICAID MMAS IN EACH REGION. 2. DESCRIBE THE DIFFERENCE BETWEEN FEE FOR SERVICES AND CASE RATE REIMBURSEMENT MODELS USED BY FLORIDA MEDICAID MMAS TO HELP DETERMINE WHICH PAYORS TO CONTRACT WITH. 3. ANALYZE PROFITABILITY AT DIFFERENT REIMBURSEMENT RATES TO MAKE BETTER DECISIONS DURING CONTRACT

NEGOTIATION.
MARSHALL
9:30-10:30AM
PALM BALLROOM 5

#208 POWER UP IN ADVOCACY!

JOIN FLASHA'S GOVERNMENTAL EDUCATION ROUNDTABLE TO FIND OUT WHAT IS HAPPENING THE STATE WITH AN INCREASE IN MEDICAID RATES FOR PROVIDERS, SPEAK WITH INSURANCE COMPANY REPRESENTATIVES, FIND OUT HOW YOU CAN JOIN FLASHA'S ADVOCACY EFFORTS AND MUCH MORE.

1. DISCUSS ADVOCACY EFFORTS AROUND THE STATE 2. EXPLAIN HOW TO BECOME AN ADVOCATE FOR ISSUES THAT IMPACT THE PROFESSION 3. IDENTIFY RESOURCES RELEVANT TO THEIR AREAS OF PRACTICE

ECHOLES, DORSETT, ABBY, CAMPBELL, WESTMAN, TAYLOR, MARSHALL
10:30AM-12PM
AZALEA/BEGONIA

#209 SPEAKUP!: A SELF-ADVOCACY AND SELF-AWARENESS SPEECH THERAPY GROUP

THE SELF-ADVOCACY FRAMEWORK HAS BEEN IMPLEMENTED TO HELP IMPROVE SELF-AWARENESS, SELF-CONFIDENCE, AND INDEPENDENCE IN NEURO-DIVERSE ADULTS WHO EXPERIENCE SELF-REPORTED DIFFICULTY NAVIGATING DAILY SOCIAL SCENARIOS AND INTERACTIONS (SANTHANAM & BELLON-HARN, 2021). THESE CHALLENGES IN FOUNDATIONAL SKILLS CAN RESULT IN DEPENDENCE ON FAMILY MEMBERS, SOCIAL ISOLATION, UNDER EMPLOYMENT, UNEMPLOYMENT, AND MINIMAL COMMUNITY INVOLVEMENT (ABERY ET AL., 1995).

- 1.) DISCUSS THE IMPORTANCE OF COLLABORATION FOR INCREASED SUCCESS IN NEURO-DIVERSE ADULTS IN PERSONAL DEVELOPMENT, SUCCESSFUL EMPLOYMENT, AND OVERALL SELF-CONFIDENCE
2. SUMMARIZE THE IMPORTANCE OF TEACHING SELF-ADVOCACY STRATEGIES IN SPEECH-LANGUAGE THERAPY WITH NEURO-DIVERSE ADULTS.
3. DESCRIBE HOW SELF-ADVOCACY IS THE UNDERLYING MECHANISM FOR HOW WE APPROACH SOCIAL INTERACTIONS AND HAVE MEANINGFUL COMMUNICATION.
4. EXPLAIN HOW HAVING SELF-ADVOCACY TOOL/STRATEGIES IS DIRECTLY LINKED TO IMPROVED SELF-CONFIDENCE AND WILLINGNESS TO PARTICIPATE IN SOCIAL SETTINGS.

DAVID, ZIGNI, RAMIREZ

1:30-2:30PM

AZALEA/BEGONIA

#210 INCORPORATION OF AMERICAN SIGN LANGUAGE FOR SLPS/AUD'S IN HEALTHCARE SETTINGS

AMERICAN SIGN LANGUAGE (ASL) IS A FORM OF COMMUNICATION AND ESTABLISHED LANGUAGE WHICH USES MOVEMENTS OF THE HANDS AND FACE TO COMMUNICATE. DESPITE ITS HISTORY, THE FIELD OF SPEECH LANGUAGE PATHOLOGY HAS ENGAGED IN LOW UTILIZATION. THE PROJECT EXPLORES THE SIGNIFICANT ROLE ASL CAN HAVE FOR INDIVIDUALS WITH COMMUNICATION DISORDERS.

DESCRIBE THE HEALTHCARE ACCESS OF DSHD AMERICANS. DESCRIBE THE DISPARITIES IN ACCESS TO HEALTHCARE THAT DSHD AMERICANS EXPERIENCE AND HOW THAT TRANSLATES INTO POOR OUTCOMES. DISCUSS HOW HEALTHCARE SYSTEMS CAN IMPROVE STRUCTURALLY TO IMPROVE THE QUALITY OF HEALTHCARE ACCESS AMONG DSHD AMERICANS.

SANTIAGO AND MCDEVITT

3:30-5PM

AZALEA/BEGONIA

#211 ACQUIRED APRAXIA OF SPEECH AND APHASIA: DIFFERENTIAL DIAGNOSIS AND TREATMENT

ACQUIRED APRAXIA OF SPEECH (AOS) TYPICALLY RESULTS FROM LEFT HEMISPHERE STROKE AND FREQUENTLY CO-OCCURS WITH APHASIA. THE DIFFERENTIAL DIAGNOSIS OF AOS FROM APHASIA IS CHALLENGING. TREATMENT OF AOS OFTEN TAKES A BACKSEAT TO LINGUISTIC INTERVENTION; HOWEVER, EVIDENCE-BASED TREATMENTS THAT ADDRESS BOTH AOS AND APHASIA ARE AVAILABLE. AFTER COMPLETING THIS ACTIVITY ATTENDEES WILL BE ABLE TO: 1. IDENTIFY AND DESCRIBE THE DISCRIMINATORY CHARACTERISTICS OF ACQUIRED APRAXIA OF SPEECH 2. EXPLAIN THE ROLE OF ERROR CONSISTENCY IN THE DIFFERENTIAL DIAGNOSIS OF APRAXIA OF SPEECH AND APHASIA 3. DESCRIBE TWO EVIDENCE-BASED TREATMENT APPROACHES FOR THE REHABILITATION OF APRAXIA OF SPEECH AND

APHASIA

BISLICK

5-6PM

AZALEA/BEGONIA

#212 MITIGATING BARRIERS WHEN USING AAC IN THE WORKPLACE

INDIVIDUALS WHO USE AUGMENTATIVE AND ALTERNATIVE COMMUNICATION MAY FACE BARRIERS WHEN SEEKING EMPLOYMENT. TO ADDRESS THESE BARRIERS, SPEECH-LANGUAGE PATHOLOGISTS CAN IMPLEMENT AN INTERPROFESSIONAL PRACTICE APPROACH TO PREPARE FOR THE MITIGATION OF POTENTIAL CHALLENGES THAT THIS POPULATION AND STAKEHOLDERS WILL FACE IN THE WORKFORCE. STRATEGIES SUPPORTING THIS MITIGATION WILL BE PRESENTED.

1. IDENTIFY FACILITATORS WHEN USING AAC IN THE WORKPLACE
2. IDENTIFY BARRIERS WHEN USING AAC IN THE WORKPLACE.
3. DESCRIBE MITIGATION STRATEGIES TO ADDRESS CHALLENGES FACED BY INDIVIDUALS USING AAC WHO ARE IN THE WORKPLACE

MUNOZ, CISTERNAS, FERNANDEZ, MONJE, MORALES

9:30-10:30AM

AZALEA/BEGONIA

#213 STUDENT PEER-BASED MENTORING IN TELEPRACTICE

THIS PRESENTATION WILL REVIEW THE PROS AND CONS OF USING STUDENT MENTORS TO GUIDE STUDENTS THROUGH THEIR EXPERIENCES IN TELEPRACTICE. THE EXPERIENCE WILL BE DISCUSSED BASED ON THE PERSPECTIVES OF THE SENIOR GRADUATE CLINICIAN, THE CLINICAL SUPERVISOR, AND THE CLINIC DIRECTOR. PEER-SUPPORTED CLINICAL EXPERIENCES WILL BE DISCUSSED FOR OVERALL BENEFIT.

THE PARTICIPANTS WILL BE ABLE TO: 1) DESCRIBE THE REQUIREMENTS OF A PEER SUPPORTED MENTORING PROGRAM. 2) IDENTIFY THE ADVANTAGES AND DISADVANTAGES IF PEER MENTORING 3) DEFINE THE NEEDS OF GRADUATE CLINICIANS IN TELEPRACTICE EXPERIENCES

BRAUN, KYRIMES, WHITE

11AM-12PM

AZALEA/BEGONIA

#214 CLINICIAN-RESEARCHER PARTNERSHIPS TO SUPPORT UNIVERSITY BASED INTENSIVE CLINICAL CARE

THIS PRESENTATION WILL DESCRIBE THE INFRASTRUCTURE AND BENEFITS OF TWO INTENSIVE, STUDENT-LED, THERAPY PROGRAMS SUPPORTED THROUGH CLINICIAN-RESEARCHER PARTNERSHIPS AT THE UCF COMMUNICATION DISORDERS CLINIC. THESE PROGRAMS INCLUDE THE APHASIA HOUSE INTENSIVE COMPREHENSIVE APHASIA PROGRAM (ICAP) AND THE INTENSIVE READING FOR THE ENRICHMENT OF ACADEMIC DEVELOPMENT (IREAD) PROGRAM FOR SCHOOL-AGED CHILDREN.

AFTER COMPLETING THIS ACTIVITY ATTENDEES WILL BE ABLE TO: 1. EXPLAIN THE ROLES AND OUTCOMES OF CLINICIAN-RESEARCHER PARTNERSHIPS ON INTENSIVE INTERVENTION PROGRAMS. 2. DESCRIBE THE BENEFIT OF STUDENT-LED, UNIVERSITY BASED, INTENSIVE TREATMENT PROGRAMS ON THE STUDENT. 3. DESCRIBE THE BENEFIT OF STUDENT-LED, UNIVERSITY BASED, INTENSIVE INTERVENTION PROGRAMS ON THE CLIENT/PARTICIPANT. 4. DESCRIBE THE BENEFITS OF THESE INTENSIVE PROGRAMS TO THE COMMUNITY OF PEOPLE WHO INTERACT WITH CLIENTS/PARTICIPANTS.

BISLICK, ZIEGLER, LOUGHAN, MCINTYRE, ESPINAL, MILLER

1:30-3PM

CAMELIA/DOGWOOD

#215 ARE ZAPATOS CLOTHING? ETHNOLOGICAL VIEW OF CATEGORIZATION IN SPANISH MONOLINGUALISM

THIS PRESENTATION EXPLORES THE IMPACT OF SPANISH MONOLINGUALISM ON CATEGORIZATION SKILLS WITH INDIVIDUALS FROM DIFFERENT LATIN COUNTRIES OF ORIGIN. SOME REMARKABLE DIFFERENCES WERE FOUND BETWEEN THE SPANISH GROUPS OF DIFFERENT NATIONALITIES. CATEGORIZATION SKILLS ARE IMPACTED BY SEVERAL FACTORS, INCLUDING NATIONALITY, AGE, GENDER, AND EXPERIENCE AS RELATED TO AN INDIVIDUAL'S CULTURE. AFTER COMPLETING THIS ACTIVITY, PARTICIPANTS WILL BE ABLE TO EXPLAIN DIFFERENCES BETWEEN DIALECT AND LANGUAGE RELATIVE TO SPANISH MONOLINGUALS AFTER COMPLETING THIS ACTIVITY, PARTICIPANTS WILL BE ABLE TO DISCUSS PRINCIPLES OF CATEGORIZATION AFTER COMPLETING THIS ACTIVITY, PARTICIPANTS WILL BE ABLE TO DESCRIBE THE BENEFITS OF EXPLORING SPANISH MONOLINGUALISM RELATIVE TO ASSESSMENT AND TREATMENT OF COMMUNICATION DISORDERS.

HOUGH

3:30-4:30PM

CAMELIA/DOGWOOD

#216 2023 FLASHA LEADERSHIP DEVELOPMENT PROGRAM INFORMATION SESSION

ATTEND THIS INFORMATION SESSION TO LEARN MORE ABOUT FLASHA'S VERY OWN LEADERSHIP DEVELOPMENT PROGRAM (LDP). PARTICIPANTS WILL BE ABLE TO: 1. SUMMARIZE THE APPLICATION PROCESS AND PROGRAM REQUIREMENTS TO PARTICIPATE. 2. DESCRIBE THE PROGRAM FACULTY AND BACKGROUND. 3. SUMMARIZE THE LEADERSHIP PROJECTS AND PROGRAM OUTCOMES FROM THE 2022 LDP.

4:30-5:30PM

CAMELIA/DOGWOOD

#217 KNOWLEDGE QUEST

STUDENTS AND THE AUDIENCE WILL BE PRESENTED WITH PRAXIS PREP QUESTIONS IN A GAME SHOW FORMAT. SUBJECT MATTER EXPERTS WILL PROVIDE CLARIFICATION AND EXAMPLES FOR QUESTIONS REQUIRING GREATER FOCUS.

PARTICIPANTS WILL RECALL INFORMATION FROM CLINICAL AND PROFESSIONAL PRACTICE OF SPEECH/LANGUAGE PATHOLOGY AND AUDIOLOGY TO ANSWER EACH QUESTION. PARTICIPANTS WILL BE ABLE TO EXPLAIN THE MOST UP TO DATE INFORMATION REGARDING EVALUATION, ASSESSMENT, NORMS, AND STANDARDS OF PRACTICE RELATED TO SPEECH SCIENCE, ANATOMY/PHYSIOLOGY, DYSPHAGIA, AND AUDIOLOGY.

PARTICIPANTS WILL SCORE THEIR PERFORMANCE ON TEST QUESTIONS AND ANALYZE AREAS FOR IMPROVEMENT AS RELATED TO THE FIELD OF SPEECH-LANGUAGE PATHOLOGY.

ERKKILA AND PILGER

7-8PM

PALM BALLROOM 1



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Sunday

SESSION DETAILS

#218 VIRTUAL EDUCATION- NOT BAD BUT WE CAN DO BETTER

ACCESS TO QUALIFIED PROFESSIONALS, A GROWING TEACHER SHORTAGE AND SO ON, HAVE PUT DEAF AND HARD OF HEARING STUDENTS AT AN INCREASED DISADVANTAGE ESPECIALLY THOSE STUDENTS IN THE MAINSTREAM (LENIHAN 2010). WHILE VIRTUAL EDUCATION MAY BE AN ANSWER TO SOME OF THOSE ISSUES, IT IS NOT WITHOUT CHALLENGES. STUDIES HAVE SHOWN THAT POSITIVE OUTCOMES CAN COME FROM VIRTUAL LEARNING THOUGH MOST STUDIES WOULD AGREE THAT WHAT IS LACKING IS "BEST PRACTICES"(RICE 2006).

PARTICIPANTS WILL RECOGNIZE THE POTENTIAL BENEFITS OF VIRTUAL LEARNING FOR DEAF AND HARD OF HEARING STUDENTS IN THE MAINSTREAM. PARTICIPANTS WILL BE ABLE TO DISCUSS THE POTENTIAL POSITIVE OUTCOMES AND CHALLENGES OF USING VIRTUAL LEARNING. PARTICIPANTS WILL IDENTIFY SOME OF THE POTENTIAL STRATEGIES FOR ESTABLISHING BEST PRACTICES FOR VIRTUAL LEARNING WITH DEAF AND HARD OF HEARING STUDENTS.

MESTRES

8-9AM

PALM BALLROOM 1

#219 PROFESSIONAL ETHICS IN TODAY'S WORLD

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. AFTER COMPLETING THIS ACTIVITY, THE PARTICIPANTS WILL BE ABLE TO DEFINE ETHICS AND TERMINOLOGY ASSOCIATED WITH ETHICS 2. AFTER COMPLETING THIS ACTIVITY, THE PARTICIPANTS WILL BE ABLE TO DESCRIBE THE SECTIONS IN THE 2016 ASHA CODE OF ETHICS. 3. AFTER COMPLETING THIS ACTIVITY, THE PARTICIPANTS WILL BE ABLE TO DESCRIBE HOW TO APPLY THE ASHA CODE OF ETHICS TO POSSIBLE ETHICAL DILEMMAS. 4. AFTER COMPLETING THIS ACTIVITY, THE PARTICIPANTS WILL BE ABLE TO DESCRIBE THE STEPS FOR RESOLVING ETHICAL DILEMMAS.

LOWTHER

9-10AM

PALM BALLROOM 1

#220 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.

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.

KOWALSKI

10AM-12PM

PALM BALLROOM 1

#221 WHAT TO DO WHEN YOU SUSPECT CHILDHOOD APRAXIA OF SPEECH

INDICATORS OF POSSIBLE CHILDHOOD APRAXIA OF SPEECH (CAS) IN YOUNG CHILDREN WILL BE REVIEWED. POSSIBLE GOALS FOR CHILDREN WITH SUSPECTED CAS WILL BE DISCUSSED. THE ASSESSMENT PROCESS AND PREREQUISITES FOR AN EVALUATION FOR CAS WILL BE EXPLAINED.

1. IDENTIFY 3 CHARACTERISTICS THAT MAY INDICATE INEFFICIENCIES WITH MOTOR PLANNING/PROGRAMMING FOR SPEECH. 2. WRITE 3 GOALS FOR A MINIMALLY SPEAKING CHILD WITH SUSPECTED MOTOR SPEECH ISSUES. 3. LIST 2 KEY CHANGES TO THERAPY WHEN YOU SUSPECT A CHILD HAS A MOTOR SPEECH DISORDER."

WALDRUP

8-9AM

PALM BALLROOM 3

#222 POWERING UP OUR ASSESSMENT FOR THE LUNG TRANSPLANT PROGRAM: PRE & POST

EXPLORE THE PATHOPHYSIOLOGY OF PATIENTS WHO HAVE UNDERGONE PRE-LUNG TRANSPLANT EVALUATIONS INCLUDING AN INSTRUMENTAL ASSESSMENT. COMPARE THEIR PERFORMANCE ON POST LUNG TRANSPLANT INSTRUMENTAL ASSESSMENTS AND THE TIMELINE FOR RETURN TO COMPLETE ORAL ALIMENTATION.

1. IDENTIFY THE IMPORTANT FOR PRE & POST INSTRUMENTAL ASSESSMENT IN THIS POPULATION 2. DESCRIBE AND IDENTIFY COMMON PHYSIOLOGIC IMPAIRMENTS IN POST-LUNG TRANSPLANT PATIENTS AND DYSPHAGIA RISK FACTORS 3. IDENTIFY TREATMENT APPROACHES

ARIN AND COLSKY

9-10AM

PALM BALLROOM 3

#223 FLASHA 2023: PATHWAY TO BECOMING A VOICE SPECIALIST

CURRENT AND RECENT VOICE SPECIALIZED CLINICAL FELLOWS GIVE A PRESENTATION AND PANEL FOR SLP STUDENTS AND SLPS INTERESTED IN SPECIALIZING IN VOICE DISORDERS. WE WILL WALK YOU THROUGH THE PROCESS TO BECOME A VOICE SPECIALIZED SPEECH LANGUAGE PATHOLOGIST AND THE CONTINUING EDUCATION TO BE COMPETITIVE WHEN APPLYING TO VOICE POSITIONS.

AFTER COMPLETING THIS ACTIVITY, PARTICIPANTS WILL BE ABLE TO DISCUSS THE SOFT AND HARD SKILLS THAT ARE SOUGHT OUT FOR VOICE SPECIALIZED JOBS. AFTER COMPLETING THIS ACTIVITY, PARTICIPANTS WILL BE ABLE TO DESCRIBE THE EDUCATION AND CONTINUING EDUCATION NECESSARY TO BE A COMPETITIVE CANDIDATE FOR VOICE SPEECH PATHOLOGY JOBS AND FELLOWSHIPS. AFTER COMPLETING THIS ACTIVITY, PARTICIPANTS WILL BE ABLE TO EXPLAIN WHERE TO BEGIN WITH POSITIONING THEMSELVES FOR A VOICE CLINICAL FELLOWSHIP, WITH INSIGHTS FROM VOICE SLPS.

MURIJACIC, URBANO, COLE
10-11AM
PALM BALLROOM 3

#224 MINDFULNESS: THE POWER OF THE PRESENT MOMENT

THE PURPOSE OF THIS PRESENTATION IS TO DEMONSTRATE SIMPLE WAYS TO INCORPORATE MINDFULNESS INTO THE EVERYDAY LIVES OF SLPS. EVEN THOUGH BENEFITS OF MINDFULNESS WILL BE DISCUSSED, THE PRIMARY FOCUS OF THIS PRESENTATION WILL BE PROVIDING TECHNIQUES AND TIME TO PRACTICE THEM TO CALM OUR MINDS AND RELAX OUR BODIES.

1) DEFINE THE BENEFITS OF MINDFULNESS; 2) DESCRIBE THE STOP TECHNIQUE; 3) EXPLAIN THREE TYPES OF BREATHING AND RELAXATION TECHNIQUES.

MEAD AND MEDINA
11AM-12PM
PALM BALLROOM 3

#225 CONTRASTIVE PHONOLOGY (SPANISH/ENGLISH): CLINICAL APPLICATIONS

THIS COURSE DISCUSSES THE PHENOMENON OF LINGUISTIC INTERFERENCE, PARTICULARLY AT THE PHONOLOGICAL LEVEL. COMMON "ERRORS" IN HISPANICS' SPOKEN ENGLISH WILL BE DISCUSSED, WHICH RESULT FROM DIFFERENCES IN THE SOUND SYSTEM BETWEEN THE NATIVE AND THE TARGET LANGUAGE. THE COURSE WILL COVER CONTRASTIVE ANALYSIS OF PHONOLOGICAL ASPECTS OF SPANISH AND ENGLISH.

AT THE CONCLUSION OF THIS COURSE, PARTICIPANTS WILL BE ABLE TO: 1) EXPLAIN PHONOLOGICAL DIFFERENCES BETWEEN SPANISH AND ENGLISH; 2) MENTION SOME IMPORTANT FACTS ABOUT SPANISH LANGUAGE IN THE UNITED STATES, PARTICULARLY IN THE STATE OF FLORIDA; AND 3) EXPLAIN CLINICAL APPLICATIONS OF CONTRASTIVE PHONOLOGY IN THE FIELD OF SPEECH-LANGUAGE PATHOLOGY.

VILLANUEVA-REYES
8-10AM
PALM BALLROOM 4

#226 HELP EXPAND LIMITS: "THIS STUDENT CANNOT SOUND OUT WORDS"

READING IS COMPOSED OF 3 MAIN SKILLS: ACCURACY OF DECODING, AUTOMATICALLY RECOGNIZING WORDS, & PROPER INTONATION. IN STRUGGLING READERS, TRYING TO "SOUND OUT THAT WORD" USES MOST OF THE CHILD'S ATTENTIONAL RESOURCES. COME LEARN FOUR STEPS OF A SYSTEMATIC & EXPLICIT PHONICS PROGRAM THAT EXPANDS THE LIMITS OF PHONICS INSTRUCTION.

1. EXPLAIN HOW TO MAXIMIZE HEBBIAN LEARNING TO DRIVE POSITIVE NEUROPLASTICITY. 2. DESCRIBE THE NEURAL PATHWAYS FOR LEARNING MATH 3. DESCRIBE NEW INNOVATION TECHNIQUES WITH A TIME FOR PHONICS SYSTEM.

MERRITT
10AM-12PM
PALM BALLROOM 4

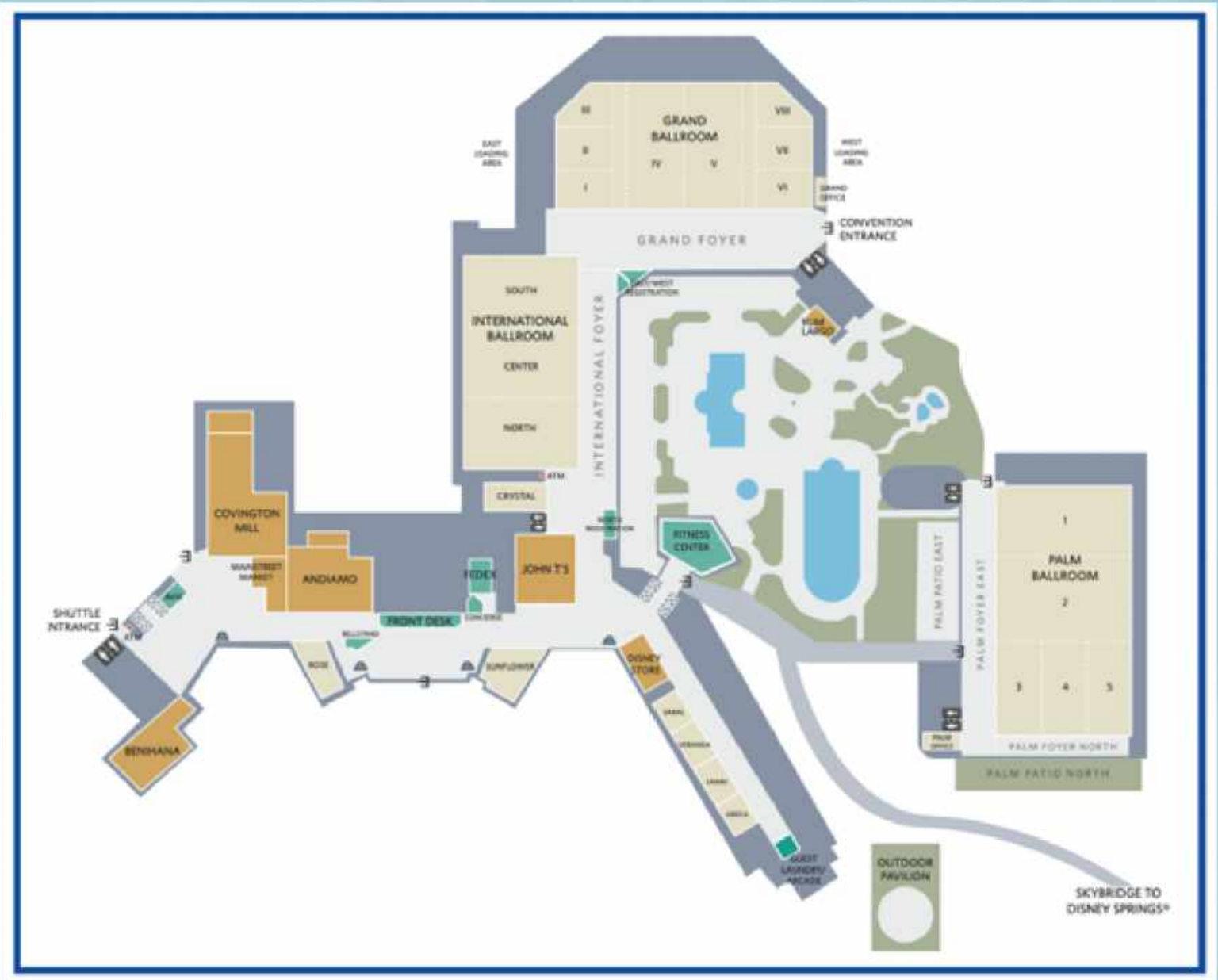
HOTEL INFORMATION



FLASHA has contracted with the Hilton Lake Buena Vista in Orlando, Florida 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.

FLASHA's hotel block is currently 40% sold out as of March 5, 2023.

HOTEL MAP





BIOS & DISCLOSURES

FELICE ABBY, M.S., CCC-SLP

FELICE IS THE DIRECTOR OF STARS CENTER FOR SPEECH THERAPY & RELATED SERVICES LLC, IN MIAMI, FL—FELICE IS A GRADUATE OF FLORIDA INTERNATIONAL UNIVERSITY'S MASTER'S PROGRAM IN SPEECH LANGUAGE PATHOLOGY. SHE HAS TWENTY YEARS OF THERAPY SERVICE PROVISION, SYSTEMS AND MANAGEMENT EXPERIENCE WITH THE FLORIDA MEDICAID PROGRAM. SINCE 2014, FELICE HAS BEEN ACTIVELY WORKING, AT THE STATEWIDE LEVEL, TO ADVANCE ADVOCACY EFFORTS REGARDING MEDICAID AND INSURANCE REIMBURSEMENT ISSUES THAT IMPACT FLORIDA PEDIATRIC THERAPISTS. FROM 2016-20, SHE SERVED AS A CO-CHAIR OF FLASHA'S MEDICAID & REIMBURSEMENT TASK FORCE AND THE ASHA STARS REPRESENTATIVE FOR FLORIDA, AND WAS A MEMBER OF THE FLORIDA ALLIANCE FOR PEDIATRIC THERAPIES. FROM 2020-21, FELICE WAS THE VP FOR GOVERNMENTAL EDUCATION, JOINING THE FLASHA EXECUTIVE BOARD. IN 2021, FELICE WAS ELECTED FLASHA PRESIDENT, THEREBY SERVING AS PRESIDENT-ELECT & TREASURER 2021-22. SHE IS CURRENTLY FLASHA PRESIDENT FOR THE TERM 2022-23.

FINANCIAL: RECEIVING COMPLIMENTARY CONVENTION REGISTRATION AND HOTEL

NON-FINANCIAL: PRESIDENT OF FLASHA

CANDICE J. ADAMS-MITCHELL, SLP.D. CCC-SLP

CANDICE J. ADAMS-MITCHELL IS A CLINICAL ASSISTANT PROFESSOR IN THE IN THE DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA.

RECEIVES SALARY SUPPORT FOR HER POSITION AT THE UNIVERSITY OF FLORIDA.

NO NON-FINANCIAL DISCLOSURE

JULIA AFFRONTI B.S.

JULIA R. AFFRONTI IS A GRADUATE STUDENT CLINICIAN AT JACKSONVILLE UNIVERSITY. SHE EARNED HER B.A. IN COMMUNICATION SCIENCES AND DISORDERS, AND A MINOR IN HEALTH SERVICES ADMINISTRATION FROM ST. JOHN'S UNIVERSITY.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

ALLIETE R ALFANO, PHD, CCC-SLP, LSLs CERT. AVT

ALLIETE ALFANO, PHD, CCC-SLP, LSLs CERT. AVT, IS A BILINGUAL SLP AND ASSISTANT PROFESSOR AT FIU. SHE DIRECTS THE HEARING, EMPOWERMENT, AND LINGUISTIC DIVERSITY (HELD) RESEARCH LAB THAT RESEARCHES BILINGUAL DEVELOPMENT IN HEARING LOSS, DEVELOPS AUDITORY TRAINING TOOLS, AND TRAINS INDIVIDUALS TO WORK WITH DIVERSE PATIENTS WITH COMMUNICATION DISORDERS.

FINANCIAL: FULL-TIME SALARIED PROFESSOR AT FIU

NON-FINANCIAL: FLASHA'S LSLs TRACK PLANNING GROUP MEMBER SINCE 2018

AMBER ANDERSON

ALTHOUGH BORN IN MICHIGAN, AMBER GREW UP IN DUNNELLON, FL. AFTER WORKING 12 YEARS IN FINANCE AND ACCOUNTING, AMBER EXPERIENCED A MILD STROKE AT AGE 30 RESULTING IN A BRIEF PERIOD OF APHASIA (LANGUAGE IMPAIRMENT). THIS EXPERIENCE WAS IMPACTFUL AND LEAD TO THE DESIRE TO CHANGE PROFESSIONS INTO REHABILITATION AND SPEECH LANGUAGE PATHOLOGY. AT THIS TIME, AMBER RETURNED TO COLLEGE TO EARN BOTH A BACHELOR OF ARTS AND MASTER OF SCIENCE IN COMMUNICATION SCIENCES AND DISORDERS FROM THE UNIVERSITY OF SOUTH FLORIDA, GRADUATING SUMMA CUM LAUDE. AMBER COMPLETED HER CLINICAL FELLOWSHIP IN THE AERODIGESTIVE RESEARCH CORE LABRATORY UNDER THE MENTORSHIP OF DR. EMILY PLOWMAN. SHE IS INVOLVED IN FUNDED CLINICAL TRIALS IN PATIENTS WITH AMYOTROPHIC LATERAL SCLEROSIS (ALS), OCULOPHARYNGEAL MUSCULAR DYSTROPHY (OPMD), AND SPINAL MUSCULAR ATROPHY (SMA). SHE ALSO WORKS WITH DR. PLOWMAN IN THE NEUROMUSCULAR OUTPATIENT CLINIC AND IS THE CARDIOTHORACIC ICU STUDY COORDINATOR AND PRIMARY RESEARCH SLP AT UF HEALTH/SHANDS HOSPITAL CARDIAC INTENSIVE CARE UNIT. SHE IS PASSIONATE ABOUT HELPING PATIENTS WITH BREATHING, SWALLOWING, AND COMMUNICATION DISORDERS AND FEELS HER OWN LIFE EXPERIENCES PROVIDE HER WITH A POWERFUL PERSPECTIVE IN HER PROVISION OF CLINICAL CARE.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

JACQUILYN ARIAS, M.A., CCC-SLP

JACQUILYN ARIAS IS A CERTIFIED AND LICENSED SPEECH AND LANGUAGE PATHOLOGIST. SHE RECEIVED HER UNDERGRADUATE AND MASTER'S DEGREE IN COMMUNICATION SCIENCES AND DISORDERS FROM THE UNIVERSITY OF HOUSTON. SHE HAS EXPERIENCE IN PEDIATRIC AND ADULT SETTINGS, WORKING WITH PATIENTS WITH A VARIETY OF COMMUNICATION, SWALLOWING AND FEEDING DISORDERS. SHE IS HANEN-CERTIFIED IN "IT TAKES TWO TO TALK", "MORE THAN WORDS", AND "LEARNING LANGUAGE AND LOVING IT". SHE HAS COMPLETED EXTENSIVE TRAININGS IN CHILDHOOD APRAXIA OF SPEECH AND IS BECKMAN ORAL MOTOR CERTIFIED. SHE IS A FOUR-TIME RECIPIENT OF THE ASHA CONTINUING EDUCATION AWARD IN RECOGNITION OF HER DEDICATION TO FURTHERING HER EDUCATION AND STAYING CURRENT WITH EVIDENCE-BASED PRACTICE. JACQUILYN IS A THREE-TIME PRESENTER AT THE TEXAS SPEECH AND HEARING ASSOCIATION CONFERENCE. SHE ALSO PROVIDES TRAININGS AT SCHOOLS, CLINICS, AND CONFERENCES IN TOPICS RELATED TO BILINGUAL INTERVENTION, EVALUATION, PLAY, APRAXIA, AND GROUP THERAPY. HER PASSION IS EMPOWERING FAMILIES AND PROFESSIONALS TO MEET THE NEEDS OF THE WHOLE CHILD THROUGH NATURALISTIC AND EVIDENCE-BASED INTERVENTIONS.

FINANCIAL: I AM THE CO-FOUNDER OF HABLA CADABRA SLP, A COMPANY THAT SELLS NON-FINANCIAL DISCLOSURES: SPANISH THERAPY MATERIALS.

NO NON-FINANCIAL DISCLOSURES

LUDMILA ARIN MS., CCC-SLP

LUDY IS A SPEECH-LANGUAGE PATHOLOGIST WITH 9 YEARS OF EXPERIENCE WITH THE ADULT POPULATION. SHE HAS WORKED IN EVERY SETTING INCLUDING INPATIENT REHAB, ACUTE CARE, HOME HEALTH, SNF AND OUTPATIENT. CURRENTLY, SHE IS WORKING AS AN OUTPATIENT SLP PRIMARILY WITH HEAD AND NECK CANCER PATIENTS. SHE ALSO COMPLETES VOICE EVALUATIONS AND TREATMENTS. SHE IS THE STUDENT LEAD AT HER CURRENT PLACE OF WORK WHERE SHE IS RESPONSIBLE FOR ONBOARDING STUDENTS AND ACTING AS A BRIDGE BETWEEN THE UNIVERSITY AND THE CLINICAL SUPERVISORS. SHE HAS A PASSION FOR LEADERSHIP AND MENTORING AND HAS BEEN A PART OF FLASHA'S FIRST LEADERSHIP MENTORING COHORT PROGRAM.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

EMILY BAER, M.S., 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 FINANCIAL OR NON-FINANCIAL DISCLOSURES

DAPHNA BARBEAU, M.D.

DR. BARBEAU, IS A NEONATAL INTENSIVE CARE PHYSICIAN WORKING IN DAVIE, FLORIDA. SHE IS THE DIRECTOR OF NEONATAL NEURODEVELOPMENT AT ENVISION HEALTH AND HCA UNIVERSITY HOSPITAL. HER PROFESSIONAL INTERESTS INCLUDE INFANT NEURODEVELOPMENT, PRENATAL COUNSELING, PALLIATIVE CARE, TRAUMA INFORMED CARE, AND FAMILY INTEGRATED CARE.

FINANCIAL: TINY TOTS TRANSITION TO HOME IS GRANT FUNDED BY NOVA SOUTHEASTERN UNIVERSITY'S QUALITY OF LIFE GRANT (JULY 2022-JULY 2023)

NO NON-FINANCIAL DISCLOSURES

SYDNEY BASSARD, MSP, CCC-SLP

SYDNEY SPECIALIZES IN WORKING WITH DEAF AND HARD OF HEARING INDIVIDUALS AND THOSE WITH DYSLEXIA. SHE EARNED HER B.S. IN PUBLIC HEALTH AND MASTER OF SPEECH PATHOLOGY FROM THE UNIVERSITY OF SOUTH CAROLINA. SYDNEY HAS REMAINED ACTIVELY INVOLVED WITH RESEARCH INITIATIVES THROUGHOUT HER CAREER BY ASSISTING WITH DATA COLLECTION AND COLLABORATIVE EFFORTS WITH RESEARCHERS. SHE OWNS THE LISTENING SLP, PLLC, WHICH SERVES INDIVIDUALS IN CHARLOTTE AND THE SURROUNDING AREAS OF NC AS WELL AS VIRGINIA AND SOUTH CAROLINA VIRTUALLY.

FINANCIAL: OWNER OF THE LISTENING SLP, PLLC, WHICH PAYS MY SALARY. I AM A PART-TIME EMPLOYEE OF THE INFORMED SLP, AN INDEPENDENT CONTRACTOR WITH BJOREM SPEECH PUBLICATIONS, RECEIVED COMPLIMENTARY CONVENTION REGISTRATION AND ONE NIGHT HOTEL.

NON-FINANCIAL: I OWN @THELISTENINGSLP ON ALL SOCIAL MEDIA CHANNELS.

AMELIA BAYONA-CAPOTE, BS

AMELIA IS A GRADUATE STUDENT IN THE COMMUNICATION SCIENCES AND DISORDERS GRADUATE PROGRAM AT FLORIDA INTERNATIONAL UNIVERSITY. SHE HAS EXPERIENCE WORKING WITH CHILDREN AND FAMILIES WITH DIVERSE NEEDS AND HAS AN UNDERGRADUATE DEGREE IN EARLY CHILDHOOD EDUCATION. HER CLINICAL INTERESTS INCLUDE STUTTERING, BILINGUALISM, AND FEEDING AND SWALLOWING DISORDERS.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

ERIN BEASLEY, MS CCC/SLP

ERIN IS AN ASSISTANT PROFESSOR AND CLINICAL SUPERVISOR AT NOVA SOUTHEASTERN UNIVERSITY. HER AREAS OF INTEREST INCLUDE CLINICAL SUPERVISION, AURAL REHABILITATION, AND PEDIATRIC SPEECH AND LANGUAGE DISORDERS. AWARDED FLASHA 2022 CONVENTION 1ST PLACE POSTER PRESENTATION AND ASHA 2022 MERITORIOUS POSTER SUBMISSION RECOGNITION. SHE IS A MEMBER OF ASHA'S SIG 11 (ADMINISTRATION AND SUPERVISION).

FINANCIAL DISCLOSURES: ERIN IS RECEIVING COMPLIMENTARY REGISTRATION AS A WINNER OF THE 2022 POSTER CONTEST

NO NON-FINANCIAL DISCLOSURES

GABRIELLA BELLAMY, BS

MS. BELLAMY IS A GRADUATE STUDENT IN THE SLP PROGRAM IN THE DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

ELIZABETH BELLO, B.S

ELIZABETH BELLO, B.S IS A BILINGUAL SPEECH-LANGUAGE PATHOLOGY GRADUATE STUDENT AT FLORIDA INTERNATIONAL UNIVERSITY

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

EMILY BELTRAN

MS. BELTRAN IS A POST-BAC STUDENT IN THE SLP PROGRAM IN THE DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

KIMBERLY BENYON, M.S., CCC-SLP, MBA

KIMBERLY UNLOCKED HER FIRE FOR AAC WHILE WORKING AT THE FLORIDA ALLIANCE FOR ASSISTIVE SERVICES AND TECHNOLOGY (FAAST) (FEDERAL TECH ACT PROGRAM IN FL) AND WITH THIS LASER FOCUS ON AAC, SHE FOLLOWED HER PURSUIT INTO A VARIETY OF WORK SETTINGS INCLUDING ACUTE CARE, INPATIENT REHABILITATION, SCHOOL-BASED, AND MOST RECENTLY OUTPATIENT REHABILITATION. SHE HAS WORKED WITH BOTH ADULT AND PEDIATRIC POPULATIONS ACROSS A VARIETY OF DIAGNOSES INCLUDING TBI, CP, DOWNS SYNDROME, AUTISM, AND ALS. OVER THE LAST FEW YEARS KIM HAS FOCUSED ON AAC FOR PATIENTS WITH ALS INCLUDING PARTNERING WITH THE USF ALS CLINIC TO PROVIDE EVALUATIONS AND TRAINING.

FINANCIAL: FULL TIME PAID EMPLOYEE OF FORBES AAC.

NO NON-FINANCIAL DISCLOSURES

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 INTERNATIONALLY.

FINANCIAL: FULL TIME EMPLOYEE OF THE UNIVERSITY OF MIAMI

NO NON-FINANCIAL DISCLOSURES

JENNAFER BEST MS, CCC-SLP

JENNAFER IS A SLP AT THE UNIVERSITY OF MIAMI. SHE SPECIALIZES IN THE EVALUATION AND TREATMENT OF COGNITIVE-COMMUNICATION DISORDERS AND OROPHARYNGEAL SWALLOWING, AS THE RESULT OF NEUROGENIC DISORDERS AND NEURODEGENERATIVE DISEASE. SHE SERVES AS A MULTIDISCIPLINARY TEAM MEMBER AT THE UNIVERSITY OF MIAMI KESSENICH FAMILY ALS CENTER.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

MORGAN BILLINGER

IN 2016, MORGAN BILLINGER OBTAINED HER BACHELOR OF HEALTH SCIENCE IN COMMUNICATION SCIENCES AND DISORDERS AT THE UNIVERSITY OF FLORIDA AND LATER HER MASTER OF SCIENCE IN SPEECH AND HEARING SCIENCES AT THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL. AS A NEW GRADUATE, SHE WAS HIRED AT LAWNWOOD REGIONAL MEDICAL CENTER, COMPREHENSIVE STROKE CENTER AND LEVEL TWO TRAUMA CENTER WHERE SHE COMPLETED HER CFY FOLLOWING COMPLETION. AFTER THAT WAS HIRED ON AS A FULL-TIME SLP AT BLAKE MEDICAL CENTER, LOCATED IN BRADENTON, FLORIDA, WHERE PRACTICED FOR 3.5 YEARS AS AN ACUTE CARE THERAPIST, SPECIALIZING IN FACIAL BURNS AND BURN SCAR MANAGEMENT. MORGAN CURRENTLY WORKS AT ADVENTHEALTH TAMPA AND HER CLINICAL INTEREST INCLUDE DYSPHASIA ACQUIRED COGNITIVE COMMUNICATION DISORDERS.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

CATHY BINGER

CATHY IS AN ASSOCIATE PROFESSOR IN THE SPEECH AND HEARING SCIENCES DEPARTMENT AT THE UNIVERSITY OF NEW MEXICO. SHE HAS PUBLISHED MULTIPLE RESEARCH ARTICLES AND BOOKS, IN ADDITION TO TWO BOOK CHAPTERS, PERTAINING TO SUPPORTING EARLY LANGUAGE DEVELOPMENT FOR YOUNG CHILDREN WHO REQUIRE AAC.

FINANCIAL: THIS WORK WAS SUPPORTED BY A GRANT FROM THE NATIONAL INSTITUTES OF HEALTH (NATIONAL INSTITUTE ON DEAFNESS AND OTHER COMMUNICATION DISORDERS). WORD BY WORD: BUILDING SENTENCES WITH PRESCHOOLERS WHO USE AAC. AWARD NO.

R01DC016321 (PI: C. BINGER & MPI: J. KENT-WALSH). CATHY BINGER IS A SALARIED FACULTY MEMBER AT THE UNIVERSITY OF NEW MEXICO

NO NON-FINANCIAL DISCLOSURES

LAUREN BISLICK (WILSON), PHD, CCC-SLP, CBIS

LAUREN IS AN ASSISTANT PROFESSOR AT UCF IN THE SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS, INTERIM DIRECTOR OF THE UCF APHASIA HOUSE AND DIRECTOR OF THE APHASIA AND RELATED CONDITIONS LAB. BISLICK'S RESEARCH FOCUSES ON THE UNDERSTANDING, DIAGNOSIS, AND TREATMENT OF POST-STROKE APRAXIA OF SPEECH AND APHASIA. HER LONG-TERM GOAL IS TO DEVELOP EFFECTIVE TREATMENT PROGRAMS FOR THE REHABILITATION OF ACQUIRED APRAXIA OF SPEECH AND APHASIA. BISLICK ALSO EXPLORES VARIABLES THAT INFLUENCE QUALITY OF LIFE IN PERSONS POST STROKE, SUCH AS YOGA AND FRIENDSHIP DEVELOPMENT AND MAINTENANCE.

FINANCIAL: FACULTY MEMBER IN THE SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS AT THE UNIVERSITY OF CENTRAL FLORIDA AND THE INTERIM DIRECTOR OF THE UCF APHASIA HOUSE. SHE ALSO RECEIVES FUNDING FROM THE UCF INTERPROFESSIONAL SEED GRANT, AND ROYALTIES FROM MEDBRIDGE EDUCATION.

NON-FINANCIAL: DR. BISLICK'S CURRENT RESEARCH FOCUSES ON THE UNDERSTANDING, DIAGNOSIS, AND TREATMENT OF APHASIA AND APRAXIA OF SPEECH POST STROKE. HER RESEARCH ALSO ADDRESSES VARIABLES THAT INFLUENCE OUTCOMES IN PERSONS WITH POST-STROKE APHASIA AND/OR APRAXIA OF SPEECH, SUCH AS EXAMINING THE IMPACT OF YOGA ON PSYCHOSOCIAL ASPECTS AND EXAMINING THE IMPACT OF APHASIA ON THE DEVELOPMENT AND MAINTENANCE OF FRIENDSHIP. FINALLY, DR. BISLICK COLLABORATES WITH COLLEAGUES AT UCF TO INTEGRATE INTERPROFESSIONAL CARE AND DUAL-TASK INTERVENTIONS INTO THE ICAP PROGRAM.

JENNIE BJOREM M.A., CCC-SLP

JENNIE RECEIVED HER BACHELOR'S DEGREE IN COMMUNICATION SCIENCES AND DISORDERS FROM SAINT LOUIS UNIVERSITY AND GRADUATED FROM TRUMAN STATE UNIVERSITY WITH HER MASTER'S DEGREE IN COMMUNICATION SCIENCES AND DISORDERS IN MAY 1999. SHE IS THE OWNER OF CHILDREN'S THERAPY SERVICES IN OVERLAND PARK, KANSAS. JENNIE'S AREA OF EXPERTISE IS IN EARLY INTERVENTION BIRTH THROUGH 5, PARENT EDUCATION AND CHILDHOOD APRAXIA OF SPEECH. SHE CURRENTLY CARRIES A SMALL CASELOAD OF CHILDREN WITH CAS. JENNIE IS RECOGNIZED FOR HER ADVANCED TRAINING AND EXPERTISE IN CHILDHOOD APRAXIA OF SPEECH BY APRAXIA KIDS. SHE HAS PRESENTED AROUND THE COUNTRY AND INTERNATIONALLY. JENNIE IS THE OWNER OF BJOREM SPEECH PUBLICATIONS WITH A MISSION OF CREATING DIVERSE, INCLUSIVE, FUNCTIONAL PRODUCTS. SHE CURRENTLY LIVES IN COLORADO WITH HER FAMILY.

FINANCIAL: JENNIE IS THE OWNER OF BJOREM SPEECH PUBLICATIONS AND RECEIVES A SALARY FROM THE SALES OF PRODUCTS FROM BJOREMSPEECH.COM, TPT, BOOMLEARNING AND TEACHABLE. JENNIE ALSO RECEIVES MONIES FROM INSTAGRAM POSTS AND YOUTUBE VIDEOS.

NO NON-FINANCIAL DISCLOSURES

ALEXIS BORJA, B.S.

ALEXIS BORJA OBTAINED A BACHELORS DEGREE OF SCIENCE IN AUDIOLOGY AND SPEECH LANGUAGE PATHOLOGY FROM BLOOMSBURG UNIVERSITY. CURRENTLY, ALEXIS IS IN THE SPEECH-LANGUAGE PATHOLOGY GRADUATE PROGRAM AT JACKSONVILLE UNIVERSITY TO OBTAIN A M.S. IN COMMUNICATION SCIENCE AND DISORDERS.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

TIM BOYD, MPH

TIM BOYD HAS SERVED AS ASHA'S DIRECTOR OF STATE HEALTH CARE AND EDUCATION AFFAIRS SINCE JULY 2019. BEFORE JOINING ASHA, TIM WORKED ON STATE POLICY FOR THE NATIONAL ORGANIZATION FOR RARE DISORDERS AND DOMESTIC POLICY FOR THE AIDS HEALTHCARE FOUNDATION. TIM EARNED HIS B.A. IN POLITICAL SCIENCE FROM THE UNIVERSITY OF CALIFORNIA SANTA BARBARA AND AN M.P.H. FROM THE GEORGE WASHINGTON UNIVERSITY MILKEN INSTITUTE OF PUBLIC HEALTH.

FINANCIAL: I AM A FULL-TIME EMPLOYEE AT ASHA

NON-FINANCIAL: I AM THE FAMILY MEMBER OF AN SLP/ ASHA MEMBER

ALEXANDRA BRANDIMORE, PHD, CCC/SLP

DR. ALEXANDRA BRANDIMORE IS AN ASSISTANT PROFESSOR SPECIALIZING IN THE AREA OF SWALLOWING, COUGH AND VOICE AT THE UNIVERSITY OF SOUTH FLORIDA. HER RESEARCH INTERESTS INCLUDE NORMAL AND DISORDERED SWALLOWING FUNCTION IN NEURODEGENERATIVE DISEASES.

FINANCIAL: GRANT FUNDING FOR THIS PROJECT PROVIDED BY THE UNIVERSITY OF SOUTH FLORIDA FOR BOTH PRESENTERS

NO NON-FINANCIAL DISCLOSURES

TAMBI BRAUN SLP.D CCC/SLP

TAMBI BRAUN SLP.D CCC/SLP IS AN ASSOCIATE PROFESSOR AT NOVA SOUTHEASTERN UNIVERSITY. SHE IS A LEAD FACULTY MEMBER FOR SEVERAL CLASSES INCLUDING NEUROANATOMY AND PHYSIOLOGY, CRANIOFACIAL ANOMALIES, AND SEMINARS IN PROFESSIONAL ISSUES. CLINICALLY, SHE HAS SUPERVISED GRADUATE CLINICIANS FOR 18 YEARS. SHE SERVED ON THE EXECUTIVE BOARD OF FCPA FOR 6 YEARS AND WAS PRESIDENT IN 2009. DR. BRAUN SERVED ON THE INTERNATIONAL OUTREACH COMMITTEE OF ACPA. SHE IS THE NSSLHA ADVISOR FOR THE DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY. SHE HAS PREVIOUSLY PRESENTED ON "WORKING WITH VOLUNTEERS OF DIFFERENT AGES AND GENERATIONS" AND "UNDERSTANDING COMMUNICATION OF OTHER GENERATIONS.

FINANCIAL: ASSOCIATE PROFESSOR AT NSU AND RECEIVES A SALARY FROM THERE.

NO NON-FINANCIAL DISCLOSURES.

JOHNATHAN BRITO

MR. JOHNATHAN BRITO IS AN UNDERGRADUATE STUDENT IN THE SLP PROGRAM IN THE DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

CARA BRYANT, MA, CCC/SLP

MS BRYANT IS A SPEECH-LANGUAGE PATHOLOGIST, VOICE AND SINGING SPECIALIST AT SOUTH TAMPA VOICE THERAPY, WHERE IS THE FOUNDER. HER SPECIAL INTERESTS INCLUDE CARE OF THE PERFORMING VOICE, VOCAL REHABILITATION OF PROFESSIONAL VOICE USERS, PROGRESSIVE NEUROLOGICAL DISEASES, VOCAL CORD DYSFUNCTION, AND CHRONIC COUGH.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

CAROLYN BUCHANAN, M.A., CCC-SLP, ATP, CBIS

CAROLYN BUCHANAN, M.A., CCC-SLP, ATP, CBIS, IS A SPEECH-LANGUAGE PATHOLOGIST, ASSISTIVE TECHNOLOGY PROFESSIONAL, AND CERTIFIED BRAIN INJURY SPECIALIST. SHE IS A CLINICAL INSTRUCTOR AT THE UNIVERSITY OF CENTRAL FLORIDA, AND THE REGIONAL COORDINATOR FOR THE FLORIDA ALLIANCE FOR ASSISTIVE SERVICES AND TECHNOLOGY (FAAST) ATLANTIC REGION DEMONSTRATION CENTER. MS. BUCHANAN TEACHES AND PRESENTS ON TOPICS RELATED TO AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC). HER CLINICAL WORK IS WITH INDIVIDUALS WITH COMPLEX COMMUNICATION NEEDS ACROSS THE LIFESPAN, AND SHE COLLABORATES WITH OTHER MEMBERS OF THE UCF AAC COLLABORATIVE TO DEVELOP AAC INTERVENTIONS FOR CHILDREN WHO REQUIRE AAC.

FINANCIAL: THIS WORK IS SUPPORTED BY FUNDING FROM THE WITH FOUNDATION CAROLYN BUCHANAN IS FACULTY AT THE UNIVERSITY OF CENTRAL FLORIDA IN THE COLLEGE OF HEALTH PROFESSIONS AND SCIENCES.

NON-FINANCIAL: FAAST REGIONAL COORDINATOR.

ANA CABRERA-JARQUIN, M.S., CF-SLP (NON-PRESENTING AUTHOR)

ANA IS AN ALUMN OF FLORIDA INTERNATIONAL UNIVERSITY HOLDING A MASTER'S DEGREE IN SPEECH-LANGUAGE PATHOLOGY CURRENTLY WORKING AS A CLINICAL FELLOW.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

DEBORAH 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 28 YEARS. DR. CAMPBELL IS A SPECIAL EDUCATION ADVOCATE FOR THE SPECIAL EDUCATION LAW AND ADVOCACY FIRM.

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. DEBORAH IS THE AUTHOR OF THE CURRENT FLORIDA SLPA RULE.

NO FINANCIAL DISCLOSURES

NON-FINANCIAL: SERVE AS CHAIR ON THE FLASHA MEDICAID COMMITTEE. ADDITIONALLY, I OWN SUPERIOR THERAPY SERVICES, INC. AND AM A VISITING RESEARCH SCHOLAR AT THE USF (RESEARCH AREA OF TELEHEALTH AND COMMUNICATION DISORDERS).

OLIVIA CAMPBELL

OLIVIA CAMPBELL, M.A., CCC-SLP IS AN ASHA-CERTIFIED, FLORIDA-LICENSED SPEECH-LANGUAGE PATHOLOGIST IN ORLANDO, FL WITH EXPERIENCE IN SCHOOL-BASED AND PRIVATE PRACTICE SETTINGS. SHE CURRENTLY SERVES AS RESEARCH SUPPORT IN THE SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS AT THE UNIVERSITY OF CENTRAL FLORIDA ON THE WORD BY WORD: BUILDING SENTENCES WITH PRESCHOOLERS WHO USE AAC RESEARCH STUDY, PRINCIPAL INVESTIGATORS, JENNIFER KENT-WALSH, PHD AND CATHY BINGER, PHD. FINANCIAL: THIS WORK WAS SUPPORTED BY A GRANT FROM THE NATIONAL INSTITUTES OF HEALTH (NATIONAL INSTITUTE ON DEAFNESS AND OTHER COMMUNICATION DISORDERS). WORD BY WORD: BUILDING SENTENCES WITH PRESCHOOLERS WHO USE AAC. AWARD NO.

R01DC016321 (PI: C. BINGER & MPI: J. KENT-WALSH).

NO NON-FINANCIAL DISCLOSURES

WYNDI CAPECI ABD CCC-SLP

WYNDI IS A CLINICAL ASSISTANT PROFESSOR AT JACKSONVILLE UNIVERSITY. IN ADDITION TO BEING A SLP, SHE ALSO HAS A MASTERS DEGREE IN SPECIAL EDUCATION AND IS ABD FOR A DOCTORATE IN COUNSELING WITH A FOCUS ON TRAUMATOLOGY. SHE HAS SPECIALIZED IN WORKING IN PEDIATRICS INCLUDING BOTH BIRTH TO FIVE AND SCHOOLAGE.

FINANCIAL: NONE

NON-FINANCIAL: WYNDI IS DIRECTOR OF THE CALLAB AND GRADUATE ADVISOR FOR ASL CLUB. SHE ALSO IS A MEMBER OF JASPA.

NATASHA CARBY-JOSEPH MA CCC-SLP

NATASHA IS THE OWNER AND CLINICAL DIRECTOR OF THERAPY ESSENTIALS INC., AND HAS BEEN IN PRIVATE PRACTICE SINCE 2006. SHE IS A FLORIDA STATE LICENSED SPEECH LANGUAGE PATHOLOGIST AND HOLDS A CERTIFICATE OF CLINICAL COMPETENCE FROM THE AMERICAN SPEECH LANGUAGE, AND HEARING ASSOCIATION. SHE RECEIVED HER BA AND MA IN COMMUNICATIVE DISORDERS FROM THE UNIVERSITY OF CENTRAL FLORIDA. NATASHA TAUGHT MULTICULTURAL ASPECTS OF COMMUNICATION DISORDERS AND DIFFERENCES FOR SEVERAL SEMESTERS AT THE UNIVERSITY OF CENTRAL FLORIDA. SHE IS VERY PASSIONATE ABOUT HER CRAFT AND THE CONTINUED DIVERSITY OF OUR FIELD. SHE IS ACTIVE IN PROFESSIONAL SERVICE ORGANIZATIONS AND ENJOYS SPENDING TIME WITH HER HUSBAND AND THREE SONS.

FINANCIAL: CO-AUTHOR OF PUTTING YOUR DREAMS TO WORK

NO NON-FINANCIAL DISCLOSURES

TANA CARSON, PHD, OT

TANA CARSON, PH.D., OT IS AN ASSISTANT PROFESSOR IN THE OCCUPATIONAL THERAPY DEPARTMENT AT FLORIDA INTERNATIONAL UNIVERSITY. SHE TEACHES RESEARCH COURSES AND HAS CLINICAL EXPERIENCE IN PEDIATRICS. DR. CARSON IS THE PRINCIPAL INVESTIGATOR OF THE FIU PEDIATRIC OCCUPATIONAL THERAPY RESEARCH LAB. HER RESEARCH INTERESTS INCLUDE AUTISM, SENSORY PROCESSING, DECREASED SOUND TOLERANCE AND DROWNING PREVENTION.

FINANCIAL: THIS RESEARCH WAS FUNDED BY THE WERTHEIM ENDOWED INNOVATION GRANT WHICH WAS AWARDED BY THE FIU NICOLE WERTHEIM COLLEGE OF NURSING AND HEALTH SCIENCES (NWCNHS). DR. CARSON IS A FULL-TIME SALARIED FACULTY AT FIU. NO NON-FINANCIAL RELATIONSHIPS TO DISCLOSE.

BLAIR CARSONE PHD, MOT, OTR/L

BLAIR CARSONE IS THE DOCTORAL CAPSTONE COORDINATOR AND ASSISTANT PROFESSOR IN THE ENTRY-LEVEL OCCUPATIONAL THERAPY DOCTORATE PROGRAM AT GANNON UNIVERSITY IN RUSKIN, FL. HER RESEARCH FOCUSES ON SENSORY INTEGRATION, FEEDING, AND MINDFULNESS. DR. CARSONE ALSO IS THE CLINICAL DIRECTOR OF NUMEROUS OUTPATIENT PEDIATRIC CLINICS IN FLORIDA. SHE LOVES HELPING STUDENTS AND CLINICIANS DEVELOP AND HONE THEIR CLINICAL SKILLS IN THE CLASSROOM AND IN THE CLINIC.

FINANCIAL: EMPLOYED BY GANNON UNIVERSITY AS FULL-TIME ASSISTANT PROFESSOR.
NO NON-FINANCIAL DISCLOSURES

MATT CARTER (NOT PRESENTING)

MATT IS AN ASSOCIATE PROFESSOR IN THE DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS AT VALDOSTA STATE UNIV. NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

AREESA CHAUDHRY, B.S.

AREESA CHAUDHRY IS A FIRST-YEAR GRADUATE STUDENT IN THE M.S. SPEECH-LANGUAGE PATHOLOGY PROGRAM AT JACKSONVILLE UNIVERSITY. SHE EARNED A B.S. IN COMMUNICATION SCIENCES AND DISORDERS AT THE UNIVERSITY OF CENTRAL FLORIDA. AREESA WAS RECENTLY ELECTED AS VICE PRESIDENT OF NSSLHA AT JU, AND HAS A PASSION FOR PROMOTING CULTURE, DIVERSITY AND INCLUSION WITHIN SPEECH-LANGUAGE PATHOLOGY.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES.

ASHLEY CINOTTI, B.S.

ASHLEY IS A FIRST-YEAR GRADUATE STUDENT AT JACKSONVILLE UNIVERSITY. SHE HAS A PASSION FOR HELPING OTHERS AND IS EXCITED TO ENTER THE FIELD OF SPEECH-LANGUAGE PATHOLOGY.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

CATALINA CISTERNAS, M.S., CF-SLP

CATALINA IS AN ALUMN OF FLORIDA INTERNATIONAL UNIVERSITY CURRENTLY WORKING AS A CLINICAL FELLOW.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

ERICA CLARK, M.A., CCC-SLP, LSL CERT AVT

ERICA GRADUATED WITH HER BACHELOR OF ARTS DEGREE IN SPEECH-LANGUAGE-HEARING SCIENCES FROM THE UNIVERSITY OF SOUTH FLORIDA (USF) AND RECEIVED HER MASTER OF ARTS DEGREE IN COMMUNICATION SCIENCES AND DISORDERS FROM THE UNIVERSITY OF CENTRAL FLORIDA (UCF). SHE IS A SPEECH-LANGUAGE PATHOLOGIST AND CERTIFIED LISTENING AND SPOKEN LANGUAGE AUDITORY VERBAL THERAPIST WHO CURRENTLY IS THE OUTPATIENT CLINICAL SUPERVISOR FOR ADVENTHEALTH ORLANDO'S PEDIATRIC HEARING LOSS PROGRAM PROVIDING LISTENING AND SPOKEN LANGUAGE SERVICES TO CHILDREN AND ADULTS.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

EMILY COLE

EMILY IS A VOICE SPECIALIZED SPEECH LANGUAGE PATHOLOGIST AT THE EAR, NOSE, THROAT & PLASTIC SURGERY ASSOCIATES IN WINTER PARK, FL, WHERE SHE RECENTLY COMPLETED HER CLINICAL FELLOWSHIP. AFTER GRADUATING IN 2009 WITH HER BACHELOR OF MUSIC DEGREE IN VOICE PERFORMANCE FROM MILLIKIN UNIVERSITY, SHE HAD A PROFESSIONAL MUSIC CAREER IN FRANCE PERFORMING JAZZ, COMMERCIAL MUSIC, AND SINGER-SONGWRITER GENRES. MOVING BACK STATESIDE IN 2018, SHE COMPLETED HER MASTER OF SCIENCE DEGREE IN SPEECH LANGUAGE PATHOLOGY AT NORTHWESTERN UNIVERSITY. EMILY ENJOYS ASSESSING AND TREATING PATIENTS WITH VOICE DISORDERS, INCLUDING SINGERS AND PROFESSIONAL VOICE USERS.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

JENNIFER COLSKY MA., CCC-SLP

JENNIFER HAS BEEN A SPEECH-LANGUAGE PATHOLOGIST FOR SIX YEARS. SHE IS A GRADUATE OF THE UNIVERSITY OF FLORIDA AND HAS BEEN A CO-AUTHOR ON TWO ARTICLES PUBLISHED IN THE THE JOURNAL OF HEART AND LUNG TRANSPLANTATION. SHE PRIMARILY COVERS THE FOLLOWING SERVICES: PULMONARY, VASCULAR AND CARDIO TEACHING. SHE HAS A STRONG PASSION FOR BRIDGING THE GAP BETWEEN DIDACTIC TEACHING AND CLINICAL OBSERVATION.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

SHERRY CONRAD, M.S.

SHERRY IS A DEAF EDUCATION AND TRAINING SPECIALIST WITH RMTCD/HH. SHERRY HOLDS A BA IN ELEMENTARY EDUCATION FROM FLORIDA ATLANTIC UNIVERSITY AND A MASTER'S DEGREE IN CURRICULUM AND INSTRUCTION WITH AN EMPHASIS IN SEVERE AND PROFOUND DISABILITIES FROM FLORIDA STATE UNIVERSITY. HER EDUCATION EXPERIENCES INCLUDE 2 YEARS AS AN EDUCATIONAL INTERPRETER, OVER 15 YEARS AS AN ITINERANT TEACHER FOR STUDENTS WHO ARE, AND 2 YEARS AS A STAFFING SPECIALIST. SHERRY'S CURRENT PROFESSIONAL CONCENTRATIONS FOCUS ON STRATEGIES AND INTERVENTIONS FOR STUDENTS WHO ARE DEAF AND HARD OF HEARING WITH SIGNIFICANT COGNITIVE DISABILITIES, ITINERANT TEACHING, AND IEP DEVELOPMENT AND COMPLIANCE.

FINANCIAL: RECEIVES A SALARY FROM THE RESOURCE MATERIALS AND TECHNOLOGY CENTER FOR THE DEAF/HARD OF HEARING (RMTCD/HH). PRESENTERS ARE EMPLOYED BY FLORIDA DEPARTMENT OF EDUCATION BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES. NON-FINANCIAL: CONTENT IS REVIEWED BY LOCAL AND/OR STATE-LEVEL ADMINISTRATION FOR PUBLICATION OR PRESENTATION STATEWIDE.

SARAH COPELAND ARNP, IBCLC

SARAH WORKS AT THE UNIVERSITY OF FLORIDA PERFORMING FRENECTOMIES, LACTATION SERVICES, AND PEDIATRIC PRIMARY CARE CARE. NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

MAEGAN CUESTA, BS, SLP-A

MAEGAN IS A GRADUATE STUDENT IN THE SPEECH-LANGUAGE PATHOLOGY MASTER'S PROGRAM AT FLORIDA INTERNATIONAL UNIVERSITY. SHE HAS A BACHELOR'S DEGREE IN EXCEPTIONAL STUDENT EDUCATION AND HAS HAD EXPERIENCE WORKING WITH CHILDREN WITH VARYING EXCEPTIONALITIES. HER CLINICAL AND RESEARCH INTERESTS INCLUDE STUTTERING AND BILINGUALISM.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

LEON DALEY

LEON IS A LICENSED SPEECH-LANGUAGE PATHOLOGIST. HE EARNED HIS MASTER'S DEGREE IN COMMUNICATION SCIENCES AND DISORDERS FROM THE UNIVERSITY OF CENTRAL FLORIDA. HE IS A CO-OWNER AND CHIEF ENDOSCOPIST AT DALEY DYSPHAGIA DIAGNOSTICS, LLC. LEON PROVIDES MOBILE FEES SERVICES TO THE SOUTH FLORIDA AREA. LEON HAS WORKED IN LEVEL-TWO ACUTE CARE TRAUMA HOSPITALS, COMPREHENSIVE CARDIAC CENTERS, COMPREHENSIVE STROKE CENTERS, AND INPATIENT REHABILITATION FACILITIES. HIS ROLE INCLUDES DIAGNOSING AND PROVIDING TREATMENT FOR INDIVIDUALS WITH STROKE, TRAUMATIC BRAIN INJURIES, CORONAVIRUS, NEURODEGENERATIVE DISEASES, AND PATIENTS RECOVERING FROM INTENSIVE CARDIOVASCULAR INTERVENTIONS. LEON HAS SUPERVISED GRADUATE SLP STUDENTS AND WORKED WITH SEVERAL INTERDISCIPLINARY TEAMS TO IMPROVE PATIENT OUTCOME MEASURES.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

KELLY DAME, M.SC., CCC-SLP

KELLY IS A SPEECH-LANGUAGE PATHOLOGIST AT THE HANEN CENTRE WITH EXTENSIVE EXPERIENCE OFFERING HANEN PROGRAMS TO FAMILIES OF CHILDREN WITH LANGUAGE DISORDERS. IN ADDITION TO HER CLINICAL WORK, SHE CONTRIBUTES TO THE DEVELOPMENT OF NUMEROUS HANEN RESOURCES AND INSTRUCTS THE SPARK COMMUNICATION™ WORKSHOP FOR EARLY INTERVENTIONISTS.

SALARIED EMPLOYEE OF THE HANEN CENTRE

NO NON-FINANCIAL DISCLOSURES

KELLY DAVID M.A. CCC-SLP, CBIS

KELLRECEIVED HER BS IN BIOLOGY AND MASTER OF ARTS DEGREE IN COMMUNICATION SCIENCES AND DISORDERS FROM THE UNIVERSITY OF CENTRAL FLORIDA. SHE HAS SERVED POPULATIONS FROM PEDIATRIC TO GERIATRIC, WITH DEVELOPMENTAL AND/OR ACQUIRED DISORDERS IN ACUTE, SKILLED NURSING, AND OUTPATIENT SETTINGS. SHE CURRENTLY WORKS AS A CLINICAL INSTRUCTOR AT THE UNIVERSITY OF CENTRAL FLORIDA'S COMMUNICATION DISORDERS CLINIC WITH INDIVIDUALS ACROSS THE LIFESPAN. SHE HAS A PASSION FOR SUPPORTING OTHERS ON THEIR COMMUNICATION JOURNEYS, REGARDLESS OF DIAGNOSIS, WITH A FOCUS ON SELF-ADVOCACY SKILLS.

FINANCIAL: FULL-TIME EMPLOYEE AT THE UNIVERSITY OF CENTRAL FLORIDA AND IS COMPENSATED FOR HER TIME.

NON-FINANCIAL: MEMBER OF ASHA, SIG 13, AND FLASHA.

JACKIE DAVIE, PHD, CCC-A

DR. JACKIE DAVIE, PROFESSOR OF AUDIOLOGY AT NOVA SOUTHEASTERN UNIVERSITY, EARNED HER PH.D. FROM PENN STATE UNIVERSITY. CLINICALLY, SHE FOCUSES ON PEDIATRIC AND SPECIAL POPULATIONS. SHE HAS TAUGHT COURSES OF ACOUSTICS, PSYCHOACOUSTICS, DIAGNOSTICS, GENETICS, ELECTROPHYSIOLOGY, PEDIATRICS, AND RESEARCH, OVER THE YEARS. HER CURRENT RESEARCH INTEREST IS IN ELECTROPHYSIOLOGIC AND PHYSIOLOGIC ASSESSMENT.

FINANCIAL: I AM A PROFESSOR FOR NOVA SOUTHEASTERN UNIVERSITY AND RECEIVING COMPLIMENTARY CONVENTION REGISTRATION.

NON-FINANCIAL: REGIONAL DIRECTOR FOR SPECIAL OLYMPICS FLORIDA HEALTHY ATHLETES

NICOLE DAWSON, PT, PHD

NICOLE IS AN ASSOCIATE PROFESSOR IN THE DOCTOR OF PHYSICAL THERAPY PROGRAM AT THE UNIVERSITY OF CENTRAL FLORIDA AND CO-DIRECTOR OF THE INNOVATIVE MOBILITY INNOVATIVE (IMOVE™) LAB. DAWSON IS A BOARD CERTIFIED GERIATRIC PHYSICAL THERAPIST WITH OVER 15 YEARS OF CLINICAL EXPERIENCE ALONG WITH A PHD IN ADULT DEVELOPMENT & AGING PSYCHOLOGY. HER CURRENT AREA OF RESEARCH INCLUDES DEVELOPING NON-PHARMACOLOGICAL INTERVENTIONS TO IMPROVE FUNCTIONAL AND PSYCHOSOCIAL OUTCOMES IN PATIENTS WITH BRAIN INJURY.

FINANCIAL: DR. DAWSON IS A FACULTY MEMBER IN THE DOCTOR OF PHYSICAL THERAPY PROGRAM AT THE UNIVERSITY OF CENTRAL FLORIDA. SHE ALSO RECEIVES FUNDING FROM THE UCF INTERPROFESSIONAL SEED GRANT, AND ROYALTIES FROM SUMMIT EDUCATION.

NON-FINANCIAL: DR. DAWSONS CURRENT AREA OF RESEARCH INCLUDES DEVELOPING NON-PHARMACOLOGICAL INTERVENTIONS TO IMPROVE FUNCTIONAL AND PSYCHOSOCIAL OUTCOMES IN PATIENTS WITH DEMENTIA, IDENTIFYING PREDICTORS OF FALLS IN OLDER ADULTS WITH COGNITIVE IMPAIRMENT, AS WELL AS GAINING A BETTER UNDERSTANDING OF THE ILLNESS EXPERIENCE OF INDIVIDUALS WITH DEMENTIA. FINALLY, DR. DAWSON COLLABORATES WITH COLLEAGUES AT UCF TO INTEGRATE INTERPROFESSIONAL CARE AND DUAL-TASK INTERVENTIONS INTO THE ICAP PROGRAM.

NICOLE CAPUTI DAY, M.S. CCC-SLP

NICOLE IS A HOSPITAL-BASED LEAD SPEECH-LANGUAGE PATHOLOGIST AT ENCOMPASS HEALTH INPATIENT REHABILITATION HOSPITAL. SHE COMPLETED HER UNDERGRADUATE DEGREES AT THE UNIVERSITY OF SOUTH FLORIDA AND GRADUATE DEGREE AT THE UNIVERSITY OF THE DISTRICT OF COLUMBIA. HER CLINICAL INTERESTS ARE IN THE EVALUATION AND TREATMENT OF SWALLOWING, SPEECH, LANGUAGE, VOICE, AND COGNITIVE COMMUNICATION DISORDERS IN ADULTS AS WELL AS ADVOCACY FOR THE SPEECH-LANGUAGE PATHOLOGY PROFESSION. MS. DAY HAS ALSO WORKED IN SKILLED NURSING, HOME HEALTH, AND PRIVATE PRACTICE—TREATING ADULTS AND CHILDREN. SHE BEGAN SERVING AS ADJUNCT FACULTY FOR THE GRADUATE PROGRAM AT THE UNIVERSITY OF SOUTH FLORIDA IN FALL 2022. MS. DAY SERVES ON THE BOARD FOR THE FLORIDA ASSOCIATION OF SPEECH-LANGUAGE PATHOLOGISTS AND AUDIOLOGISTS—CURRENTLY AS VICE PRESIDENT OF PROFESSIONAL PRACTICES AND PREVIOUSLY AS VICE PRESIDENT OF MEMBERSHIP. SHE WAS SELECTED AS A CANDIDATE ON THE ELECTION SLATE FOR THE ASHA BOARD OF DIRECTORS IN 2022. SHE CO-FOUNDED THE MEDICAL SLP SPECIAL INTEREST GROUP (SIG) AND LED THE EFFORT TO BEGIN A STATE LEADERSHIP DEVELOPMENT PROGRAM. SHE HAS PRESENTED FOR STATE ASSOCIATIONS AND ORGANIZATIONS ON DYSPHAGIA, APHASIA, DEMENTIA, LEADERSHIP, AND ADVOCACY. MS. DAY IS A STATE ADVOCATE FOR MEDICARE POLICY AND GRASSTOPS ENVOY FOR ASHA. SHE HAS MET WITH STAFF OF CONGRESSIONAL MEMBERS, ACTED AS A CONTRIBUTOR FOR POTENTIAL BILLS, AND LOBBIED FOR ISSUES IMPORTANT TO THE PROFESSION FOR MANY YEARS. SHE IS A MEMBER OF SIGS 2, 3, 13, AND 15 AND IS A MEMBER OF THE ASHA POLITICAL ACTION COMMITTEE (ASHA-PAC). IN ADDITION, SHE IS A MEMBER OF THE NATIONAL ACADEMIES OF PRACTICE. SHE HAS BEEN RECOGNIZED WITH THE ASHA DISTINGUISHED EARLY CAREER PROFESSIONAL AWARD, MULTIPLE ASHA ACE AWARDS, AND IS A PROUD ALUMNA OF THE ASHA LEADERSHIP DEVELOPMENT PROGRAM.

FINANCIAL: REGISTRATION WAIVED AS VP AND COMPLIMENTARY HOTEL NIGHTS OF PROFESSIONAL PRACTICES-SLP FOR FLASHA. FULL-TIME EMPLOYEE OF ENCOMPASS HEALTH.

NON-FINANCIAL: FLASHA BOARD MEMBER RELATIONSHIPS TO DISCLOSE.

EMANY DESINOR, BS

MS. DESINOR IS A FIRST YEAR MASTERS STUDENT IN THE SLP PROGRAM IN THE DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

ISABELLE ALEJANDRA DIAZ

ISABELLE IS A SENIOR UNDERGRADUATE STUDENT STUDYING AT UNIVERSITY OF SOUTH FLORIDA IN LANGUAGE, SPEECH AND HEARING. SHE HAS SERVED THE MIAMI-DADE AND HILLSBOROUGH COMMUNITY SINCE 2016 IN VARIOUS VOLUNTEER ROLES. HER INTERESTS INCLUDE LANGUAGE DIVERSITY, LINGUISTICS, BILINGUALISM AND PEDIATRIC LANGUAGE DEVELOPMENT.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

JENNYLEE DIAZ, M.S., 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.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

SHARON DIFINO, PHD, CCC-SLP

SHARON IS A CLINICAL ASSISTANT PROFESSOR IN THE DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA.

FINANCIAL: SHARON RECEIVES SALARY SUPPORT FOR HER POSITION AT THE UNIVERSITY OF FLORIDA.

NO NON-FINANCIAL DISCLOSURES

JUSTIN DOCAL, BHS

MR. DOCAL IS A FIRST YEAR GRADUATE STUDENT IN THE SLP PROGRAM IN THE DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

DUENNA DORSETT

AS VICE PRESIDENT, PROVIDER ENGAGEMENT, DUENNA IS RESPONSIBLE FOR THE MANAGEMENT AND OVERSIGHT OF THE SUNSHINE HEALTH PROVIDER NETWORK IN THE STATE OF FLORIDA. DUENNA HAS OVER 20 YEARS OF EXPERIENCE IN THE DEVELOPMENT AND MANAGEMENT OF COMPREHENSIVE PROVIDER NETWORKS AND ENGAGEMENT MODELS TO SUPPORT HEALTHCARE PROVIDERS, INCLUDING THOSE SERVICING MEDICALLY COMPLEX, AND DISABLED POPULATIONS. MS. DORSETT DESIGNED SUNSHINE HEALTH PLAN'S CURRENT PROVIDER ENGAGEMENT MODEL AND IS RESPONSIBLE FOR OVERSIGHT OF THE FIELD PROVIDER ENGAGEMENT TEAMS WHO ESTABLISH AND MAINTAIN PROFESSIONAL CONTACT WITH OUR PROVIDER COMMUNITY AND ALSO THE TRADE ASSOCIATIONS THAT REPRESENT THE INTERESTS OF PROVIDERS. PRIOR TO JOINING SUNSHINE AND WELLCARE, DUENNA HELD POSITIONS IN NETWORK CONTRACTING AND PROVIDER RELATIONS FOR HUMANA HEALTH PLANS AND UNITEDHEALTHCARE WHERE SHE PERFORMED PROVIDER ENGAGEMENT ACTIVITIES TO SUPPORT PROVIDERS ACROSS MULTIPLE SPECIALTIES. DUENNA EARNED HER MASTER'S DEGREE IN GERONTOLOGY FROM KANSAS STATE UNIVERSITY AND A BACHELOR'S DEGREE FROM ALBERTUS MAGNUS COLLEGE.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

HASINA ECHOLES, M.S., CCC-SLP

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 CEO OF GLOBAL SPEECH AND REHAB SERVICES, A PRIVATE SPEECH THERAPY PRACTICE IN MIAMI, FL. HASINA HAS OVER FIFTEEN YEARS OF EXPERIENCE WORKING WITH CHILDREN FROM A VARIETY OF BACKGROUNDS. HER EXPERTISE EXTENDS BEYOND CHILDREN WITH NORMAL DEVELOPMENT TO CHILDREN WITH SPECIAL NEEDS, INCLUDING CHILDREN WITH AUTISM, DOWN SYNDROME, AND DEVELOPMENTAL DELAY. ADDITIONALLY, SHE WORKED IN MIAMI DADE COUNTY PUBLIC SCHOOLS FOR OVER SIX YEARS AS A SPECIAL EDUCATION TEACHER, READING TEACHER AND READING COACH. IN 2015, HASINA WAS HONORED BY LEGACY MAGAZINE AS ONE OF SOUTH FLORIDA'S TOP BLACK HEALTHCARE PROFESSIONALS. SHE IS ALSO A 2022 HONOREE OF ENTERPRISING WOMEN'S MAGAZINE, WOMEN OF THE YEAR AND A GOLDMAN SACHS, 10K SMALL BUSINESSES GRADUATE. HASINA IS THE CO-FOUNDER OF EXEMPLAR COMMUNITY SERVICES, INC. A NON-PROFIT, 501(C-3) ORGANIZATION THAT SERVES THE COMMUNITY IN VARIOUS CAPACITIES. HASINA SERVES ON THE BOARD OF THE FLORIDA SPEECH LANGUAGE HEARING ASSOCIATION AS VICE PRESIDENT OF GOVERNMENTAL EDUCATION.

FINANCIAL: CURRENT BOARD MEMBER OF FLASHA AND RECEIVED LODGING AND WAIVED CONFERENCE FEES.

NON-FINANCIAL DISCLOSURES: CURRENT BOARD MEMBER OF FLASHA

MELISSA EDRICH, ED D CCC/SLP

MELISSA EDRICH, ED.D., CCC/SLP IS AN ASSOCIATE PROFESSOR AND CHAIR IN THE DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY AT NOVA SOUTHEASTERN UNIVERSITY. SHE IS ALSO THE DIRECTOR FOR THE M.S.-SLP PROGRAM. MELISSA SERVED AS THE FLASHA PRESIDENT IN 2010 AND SERVED AS THE FLORIDA REPRESENTATIVE FOR THE ASHA SLP ADVISORY COUNCIL 2012-2018. CURRENTLY, MELISSA IS THE ASSOCIATE COORDINATOR FOR SIG 11 (ADMINISTRATION AND SUPERVISION).

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

DANIELLE EICHMANN, M.A., CCC-SLP, CBIS

DANIELLE IS MEDICAL SPEECH LANGUAGE PATHOLOGIST AT TAMPA GENERAL HOSPITAL IN ACUTE CARE. SHE OBTAINED A DOUBLE BACHELOR OF ARTS IN COMMUNICATION SCIENCES AND DISORDERS AND SPANISH FROM THE UNIVERSITY OF FLORIDA. SHE WENT ON TO OBTAIN HER MASTER OF ARTS IN SPEECH LANGUAGE PATHOLOGY AT THE UNIVERSITY OF CENTRAL FLORIDA. DANIELLE HOLDS A PERMANENT POSITION ON THE NEURO/TRAUMA TEAM AND IS INVOLVED IN MANY MULTIPLE DEPARTMENT INITIATIVES AND QUALITY IMPROVEMENT PROJECTS. HER PASSION IS IN ASSESSING AND TREATING COMPLEX TRAUMATIC BRAIN INJURY PATIENTS.

FINANCIAL: EMPLOYED BY TAMPA GENERAL HOSPITAL

NO NON-FINANCIAL DISCLOSURES

CHARLES ELLIS, PHD CCC-SLP

PROFESSOR AND CHAIR OF THE DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA.

FINANCIAL: SALARY FURNISHED BY UF

NO NON-FINANCIAL DISCLOSURES

PHILLIP ERKKILA M.A. CCC- SLP

PHILLIP IS A CLINICAL MANAGER, A MEMBER OF THE PROFESSIONAL DEVELOPMENT TEAM, AND THE ASHA CE ADMINISTRATOR FOR THE STEPPING STONES GROUP. HE HAS WORKED IN MULTIPLE SETTINGS INCLUDING PUBLIC, PRIVATE AND CHARTER SCHOOLS, PRIVATE PRACTICE, EARLY INTERVENTION, ACUTE CARE HOSPITALS, AND ADULT HOME HEALTH. HE PROVIDES CLINICAL SUPPORT TO CLINICAL FELLOWS AND CONTINUES TO PRACTICE. PHILLIP HAS CREATED AND PRESENTED ON MANY TOPICS RELATED TO THE FIELD OF SPEECH LANGUAGE PATHOLOGY INCLUDING TREATMENT PRACTICES FOR CHILDREN WITH ASD, BEHAVIOR MANAGEMENT, COLLABORATIVE SERVICE DELIVERY, SELF- ASSESSMENT, AND THE IMPORTANCE OF SOFT SKILLS. HE IS AN ALUMNUS OF ASHA'S LEADERSHIP DEVELOPMENT PROGRAM, IS CURRENTLY A MENTOR IN ASHA'S S.T.E.P PROGRAM, AND THE RECIPIENT OF MULTIPLE ASHA CONTINUING EDUCATION (ACE) AWARDS.

FINANCIAL: PHILLIP RECEIVES A SALARY FROM THE STEPPING STONES GROUP FOR HIS POSITION

NO NON-FINANCIAL DISCLOSURES AT THIS TIME.

JNATHALIE ESPINAL, B.S.

NATHALIE IS A MASTER'S STUDENT IN THE SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS AT THE UNIVERSITY OF CENTRAL FLORIDA. NATHALIE WILL GRADUATE IN 2023 AND PLANS TO WORK AS A SPEECH-LANGUAGE PATHOLOGIST IN A HOSPITAL SETTING WITH ADULTS WITH ACQUIRED COGNITIVE-COMMUNICATION IMPAIRMENTS.

NO FINANCIAL DISCLOSURES

NON-FINANCIAL: WAS A STUDENT IN THE UCF ICAP PROGRAM FOR TWO SEMESTERS.

JOLEEN FERNALD, PHD, CCC-BCS-CL

DR. FERNALD WAS AWARDED BOARD SPECIALTY RECOGNITION IN CHILD LANGUAGE FROM THE AMERICAN SPEECH LANGUAGE HEARING ASSOCIATION. DR. JOLEEN 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. JOLEEN WORKS WITH CHILDREN WHO HAVE A VARIETY OF COMMUNICATION DISORDERS. SHE PARTNERED WITH EASTER SEALS NEW HAMPSHIRE IN 2006 TO OPEN THE FIRST COMPREHENSIVE ASSESSMENT AND TREATMENT CLINIC SPECIFICALLY FOR CHILDREN WITH SELECTIVE MUTISM AND HAS RECREATED THE MODEL IN THE TAMPA BAY AREA OF FLORIDA. HER MODEL, DIR-SELECTIVE MUTISM, IS THE ONLY NON-BEHAVIORAL SM TREATMENT APPROACH THAT SUPPORTS EMOTIONAL DEVELOPMENT, INDIVIDUAL DIFFERENCES, AND THE RELATIONSHIPS CHILDREN ENCOUNTER DAILY. DR. JOLEEN ENJOYS PUBLIC SPEAKING AND HAS PRESENTED WORLDWIDE ON THE TOPICS OF CHILDHOOD APRAXIA OF SPEECH AND SELECTIVE MUTISM.

FINANCIAL: RECEIVES A SALARY FROM HER PRIVATE PRACTICE WHICH PROVIDES DIRFLOORTIME SERVICES. SHE IS ALSO A TRAINING LEADER AND EXPERT DIR PROVIDER FOR ICDL, THE CERTIFYING ORGANIZATION FOR DIRFLOORTIME.

NO NON FINANCIAL DISCLOSURES TO SHARE

BARBARA FERNANDES M.S CCC-SLP

BARBARA IS AN AWARD WINNING BRAZILIAN-AMERICAN SLP, IMMIGRATED TO THE US AS AN ADULT. SHE WENT ON TO BECOME ONE OF THE MOST SUCCESSFUL ENTREPRENEURS IN HER FIELD, FOUNDING TWO BUSINESSES(SMARTY EARS AND SMARTY SYMBOLS) AND LAUNCHING SEVENTY SUCCESSFUL PRODUCTS.FERNANDES WAS AWARDED AN INNOVATION RESEARCH GRANT BY THE NIH, AND RELEASED A GROUND-BREAKING TECHNOLOGY CALLED THE SPEECH AND LANGUAGE ACADEMY. BARBARA IS THE BEST-SELLING AUTHOR OF THE BOOK: "SIS, YOU GOT THIS. FROM SURVIVING TO THRIVING AS A MINORITY SPEECH-LANGUAGE PATHOLOGIST".

FINANCIAL: BOOK/ROYALTY: BARBARA IS THE AUTHOR OF THE BOOK TITLED "SIS, YOU GOT THIS. FROM SURVIVING TO THRIVING AS A MINORITY SLP" AND RECEIVED ROYALTIES FROM THE BOOK. (PUBLISHED IN 2022) - COMPANY/OWNERSHIP: BARBARA IS THE OWNER OF SMARTY EARS. AT SOME POINT I SHARE EXPERIENCES OF RUNNING A BUSINESS AS A MINORITY WOMAN. (OWNER SINCE 2009)

- COMPANY/OWNERSHIP: BARBARA FERNANDES IS THE OWNER OF SMARTY SYMBOLS. AT SOME POINT I SHARE EXPERIENCES OF STARTING AND RUNNING A BUSINESS AS A MINORITY WOMAN. (OWNER SINCE 2014)

NO NON-FINANCIAL DISCLOSURES

CHRISTINA FERNANDEZ, M.S., CF-SLP

CHRISTINA IS AN ALUMN OF FLORIDA INTERNATIONAL UNIVERSITY HOLDING A MASTER'S DEGREE IN SPEECH-LANGUAGE PATHOLOGY CURRENTLY WORKING AS A CLINICAL FELLOW.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

SOPHIA FERNANDEZ, M.S., CF-SLP

SOPHIA S AN ALUMN OF FLORIDA INTERNATIONAL UNIVERSITY AND IS CURRENTLY WORKING AS A CLINICAL FELLOW.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

ELENA FERNÁNDEZ, M.S.ED.

ELENA IS A DOCTORAL STUDENT AT THE UNIVERSITY OF MIAMI PURSUING HER PH.D. IN TEACHING AND LEARNING, SPECIAL EDUCATION. AS A DUALY STATE-CERTIFIED TEACHER IN PRESCHOOL AND EXCEPTIONAL STUDENT EDUCATION, SHE BRINGS NICHE EXPERIENCE WORKING WITH CHILDREN WITH PRENATAL DRUG EXPOSURE AND OTHER ADVERSE CHILDHOOD EXPERIENCES (ACES).

FINANCIAL: THE CONTENTS OF THIS PRESENTATION WERE DEVELOPED UNDER A GRANT FROM THE U.S. DEPARTMENT OF EDUCATION, #H327S160017. HOWEVER, THOSE CONTENTS DO NOT NECESSARILY REPRESENT THE POLICY OF THE U.S. DEPARTMENT OF EDUCATION, AND YOU SHOULD NOT ASSUME ENDORSEMENT BY THE FEDERAL GOVERNMENT. PROJECT OFFICER: EMPLOYED BY THE UNIVERSITY OF MIAMI.

NO NON-FINANCIAL DISCLOSURES

JULIE FEUERSTEIN, PHD, CCC-SLP

JULIE IS AN ASSISTANT PROFESSOR SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS AT THE UNIVERSITY OF CENTRAL FLORIDA AND A CERTIFIED A SPEECH-LANGUAGE PATHOLOGIST. HER TEACHING AND RESEARCH INCLUDE MECHANISMS FOR MOVING EMPIRICALLY SUPPORTED INTERVENTIONS INTO CLINICAL PRACTICE. CURRENTLY, SHE RUNS THE EARLY COMMUNICATION AND PLAY (ECAP) LAB AT THE UNIVERSITY OF CENTRAL FLORIDA.

FINANCIAL: THIS WORK IS SUPPORTED BY FUNDING FROM THE WITH FOUNDATION. DR. FEUERSTEIN IS FACULTY AT THE UNIVERSITY OF CENTRAL FLORIDA IN THE COLLEGE OF HEALTH PROFESSIONS AND SCIENCES.

NO NON-FINANCIAL DISCLOSURES

ROBERT FIFER, PH.D.

DR. FIFER 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. HE RECEIVED HIS PH.D. DEGREE IS FROM BAYLOR COLLEGE OF MEDICINE IN AUDIOLOGY AND BIOACOUSTICS.

FINANCIAL: UNIVERSITY OF MIAMI (EMPLOYER / SALARY), RECEIVES COMPLIMENTARY REGISTRATION, AND TWO NIGHTS COMPLIMENTARY HOTEL.

NO NON-FINANCIAL DISCLOSURES

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 FINANCIAL OR NON-FINANCIAL DISCLOSURES

HAYLEY FRANCO, BS

HAYLEY IS A GRADUATE STUDENT IN THE SPEECH-LANGUAGE PATHOLOGY MASTER'S PROGRAM AT FLORIDA STATE UNIVERSITY. SHE HAS AN INTEREST IN WORKING WITH INDIVIDUALS WITH APHASIA AND RELATED ACQUIRED COMMUNICATION DISORDERS.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES.

RAQUEL GARCIA, SLP.D., CCC-SLP, CLC, CNT, BCS,-S

DR. 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.HER CLINICAL INTERESTS INCLUDE UPPER AIRWAY DISORDERS, INFANT FEEDING, NEONATAL CARE, AND DYSPHAGIA.

FINANCIAL: TINY TOTS TRANSITION TO HOME IS GRANT FUNDED BY NOVA SOUTHEASTERN UNIVERSITY'S QUALITY OF LIFE GRANT (JULY 2022-JULY 2023). NO OTHER RELEVANT FINANCIAL DISCLOSURES

NO NON-FINANCIAL DISCLOSURES

AUSTIN GARILLI

DR. AUSTIN GARILLI, PROGRAM MANAGER, IS A STATE-CERTIFIED GIFTED TEACHER WITH CREDENTIALS FOR SCHOOL ADMINISTRATION. SHE HAS ALMOST 20 YEARS OF EXPERIENCE IN THE CLASSROOM WORKING WITH GIFTED STUDENTS, SOME OF WHOM ALSO HAD SPECIAL NEEDS. FINANCIAL: THE CONTENTS OF THIS PRESENTATION WERE DEVELOPED UNDER A GRANT FROM THE U.S. DEPARTMENT OF EDUCATION, #H327S160017. HOWEVER, THOSE CONTENTS DO NOT NECESSARILY REPRESENT THE POLICY OF THE U.S. DEPARTMENT OF EDUCATION, AND YOU SHOULD NOT ASSUME ENDORSEMENT BY THE FEDERAL GOVERNMENT. PROJECT OFFICER: EMPLOYED BY THE UNIVERSITY OF MIAMI.

NO NON-FINANCIAL DISCLOSURES

JULIA GERHARD, DMA, CCC-SLP, MM

DR. GERHARD IS SPEECH-LANGUAGE PATHOLOGIST AT THE UNIVERSITY OF MIAMI AND PRIVATE PRACTICE IN OVIEDO FLORIDA. SHE HOLDS A DOCTOR OF MUSIC ARTS IN VOCAL PERFORMANCE. SHE SPECIALIZES IN VOICE DISORDERS.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

AMBER GONZALEZ, M.S., CF-SLP

AMBER IS AN ALUMN OF FLORIDA INTERNATIONAL UNIVERSITY AND IS CURRENTLY WORKING AS A CLINICAL FELLOW.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

VALERIA GONZALEZ, BHS

MS. GONZALEZ IS A SECOND YEAR MASTERS STUDENT IN THE SLP PROGRAM IN THE DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

KARAH GOTTSCHALK, AUD, PHD

DR. GOTTSCHALK IS AN ASSISTANT PROFESSOR IN THE DEPARTMENT OF AUDIOLOGY AT NOVA SOUTHEASTERN UNIVERSITY. SHE EARNED HER BACHELOR'S DEGREE IN COMMUNICATION SCIENCES AND DISORDERS FROM THE UNIVERSITY OF FLORIDA, HER AUD FROM THE UNIVERSITY OF LOUISVILLE, AND HER PHD IN GERONTOLOGY FROM THE UNIVERSITY OF KENTUCKY. SHE TEACHES DIAGNOSTICS, IMPLANTABLE HEARING TECHNOLOGIES TINNITUS EVALUATION AND MANAGEMENT, AND GERIATRIC AUDIOLOGY. ADDITIONALLY, SHE IS A CLINICAL PRECEPTOR AT THE NSU AUDIOLOGY CLINIC WHERE SHE SEES PATIENTS OF ALL AGES. HER CURRENT AREAS OF RESEARCH INTEREST INCLUDE HEARING LOSS, AGING, COGNITION, AND TINNITUS.

FINANCIAL: PRESENTER IS EMPLOYED THROUGH NOVA SOUTHEASTERN UNIVERSITY, COMPLIMENTARY REGISTRATION

NO NON-FINANCIAL DISCLOSURES

ELIZABETH GRANGER, M.S. CCC-SLP, LSLS CERT. AVT

ELIZABETH IS A SPEECH-LANGUAGE PATHOLOGIST AND CERTIFIED LISTENING AND SPOKEN LANGUAGE AUDITORY VERBAL THERAPIST. SHE IS A MEMBER OF THE HEARING LOSS PROGRAM AT ADVENTHEALTH ORLANDO WHERE SHE SERVES DHH CHILDREN IN THE BIRTH TO TEENAGE POPULATIONS. SHE IS AN ACTIVE BOARD MEMBER OF FL AG BELL ASSOCIATION.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

SARA GRAY, M.A., CCC-SLP

SARA IS AN ACUTE CARE SLP AT ORLANDO REGIONAL MEDICAL CENTER WITH TWO YEARS EXPERIENCE. HER RESEARCH INTERESTS INCLUDE HEALTH LITERACY, DYSPHAGIA ASSESSMENT/MANAGEMENT, AND THE ROLE OF SPEECH PATHOLOGY IN CRITICAL CARE AND PALLIATIVE MEDICINE SPECIALTIES.

FINANCIAL: SALARY WITH ORLANDO HEALTH

NO NON-FINANCIAL DISCLOSURES

SYDNEY HAFER, B.S.

SYDNEY IS A 1ST YEAR GRADUATE STUDENT AT JACKSONVILLE UNIVERSITY FOR COMMUNICATION SCIENCES AND DISORDERS. SHE IS A RECENT GRADUATE OF MIAMI UNIVERSITY IN OXFORD, OHIO. SYDNEY GREW UP IN OHIO AND JUST RECENTLY BECAME A FLORIDA RESIDENT.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

SARAH-MIZEN HALPERIN B.S.

SARAH IS A FIRST-YEAR GRADUATE STUDENT IN THE MS SLP PROGRAM AT JACKSONVILLE UNIVERSITY. SARAH RECEIVED HER BACHELOR'S OF SCIENCE IN COMMUNICATION SCIENCE AND DISORDERS FROM FLORIDA STATE UNIVERSITY. SHE IS PASSIONATE ABOUT HELPING OTHERS AND EVEN WORKED AS A PREK TEACHER FOR A YEAR

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

NANCY HARRINGTON M.A., CCC-SLP, ATP

NANCY IS THE AAC LAB RESEARCH GRANT COORDINATOR AND ASSOCIATE CLINICAL INSTRUCTOR AT THE UNIVERSITY OF CENTRAL FLORIDA SCHOOL OF COMMUNICATION SCIENCE AND DISORDERS. NANCY IS AN ASSISTIVE TECHNOLOGY PROFESSIONAL AND AAC SPECIALIST WITH OVER 35 YEARS OF CLINICAL AND RESEARCH EXPERIENCE WITH A FOCUS ON INDIVIDUALS WITH COMPLEX COMMUNICATION NEEDS FINANCIAL: THIS WORK WAS SUPPORTED BY A GRANT FROM THE NATIONAL INSTITUTES OF HEALTH (NATIONAL INSTITUTE ON DEAFNESS AND OTHER COMMUNICATION DISORDERS). WORD BY WORD: BUILDING SENTENCES WITH PRESCHOOLERS WHO USE AAC. AWARD NO.

R01DC016321 (PI: C. BINGER & MPI: J. KENT-WALSH). NANCY HARRINGTON IS SALARIED FACULTY MEMBERS AT THE UNIVERSITY OF CENTRAL FLORIDA

NO NON-FINANCIAL DISCLOSURES

LAUREN HASTINGS, M.S. CCC-SLP

LAUREN IS THE OWNER AND SPEECH-LANGUAGE PATHOLOGIST OF HEAR TO SPEAK, LLC IN ATLANTA, GEORGIA. LAUREN RECEIVED A MASTERS OF SCIENCE IN SPEECH & HEARING SCIENCE FROM TENNESSEE STATE UNIVERSITY AND A BACHELOR OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY & AUDIOLOGY FROM ANDREWS UNIVERSITY. SHE IS CERTIFIED AS AN ADHD PROFESSIONAL. IN JANUARY 2021, SHE STARTED A COACHING BUSINESS, HEAR TO SPEAK ACADEMY, TO HELP OTHER THERAPISTS BUILD THEIR PRIVATE PRACTICE.

FINANCIAL: I RECEIVE A COMPENSATION FROM HEAR TO SPEAK ACADEMY AS A COACH/CONSULTATION.

NO NON-FINANCIAL DISCLOSURES

NICOLE HERNDON, MS, CCC-SLP, BCS-S

NICOLE IS A SPEECH-LANGUAGE PATHOLOGIST AT THE UF HEALTH REHAB CENTER AT THE NORMAN FIXEL INSTITUTE FOR NEUROLOGICAL DISEASES AND COURTESY FACULTY FOR THE DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA. SHE RECEIVED HER MASTER OF SCIENCE DEGREE IN SPEECH-LANGUAGE PATHOLOGY FROM PURDUE UNIVERSITY IN 2014.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

CINDY HEROLD, M.A., CCC-SLP

I AM AN ARMY BRAT BORN IN BREMERHAVEN, GERMANY, A WIFE, A MOTHER, AND A NANA TO 3 GRANDCHILDREN. I SPENT 20 YEARS AS AN ADVERTING AND PUBLIC RELATIONS EXECUTIVE IN MISSOURI AND FLORIDA. I WENT BACK TO SCHOOL AT AGE 35ISH TO GET MY B.A. IN COMMUNICATION DISORDERS AT THE UNIVERSITY OF SOUTH FLORIDA, TAMPA. I WAS ABLE TO WORK AS AN SLP IN THE PINELLAS COUNTY, FL. SCHOOL DISTRICT WHILE GETTING MY MASTERS IN COMMUNICATION DISORDERS AT APPALACHIAN STATE UNIVERSITY, IN BOONE, NC. I SPENT OVER 20 YEARS WORKING AT VARIOUS SCHOOLS IN HILLSBOROUGH COUNTY WHERE I CREATED SPEECH CLUBS AND GIRLS WITH PEARLS (STANDING FOR PARTNERSHIP, EDUCATION, ACHIEVEMENT, RESPECT, AND LOVE). SEVERAL YEARS AGO, I WAS NAMED SCHOOL CLINICIAN OF THE YEAR BY THE FLORIDA ASSOCIATION OF SPEECH-LANGUAGE PATHOLOGISTS AND AUDIOLOGISTS. CAME OUT OF RETIREMENT TO WORK AGAIN IN THE PINELLAS COUNTY SCHOOL DISTRICT. IN MY PRIVATE PRACTICE, I WORK FOR FLORIDA'S VOCATIONAL REHABILITATION AND PROVIDE FLUENCY THERAPY FOR PEOPLE WHO STUTTER. IN THE 1990'S I WAS THE FIRST THERAPIST IN THE STATE OF FLORIDA TO PROVIDE SPECIALIZED EVALUATIONS USING THE SPEECHEASY DEVICE.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

JULIANA HIRN, ED.S., CCC-SLP

JULIANA 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, AND AMERICAN SIGN LANGUAGE.

FINANCIAL: EARNS A STIPEND FROM THE UNIVERSITY OF CENTRAL FLORIDA

NON-FINANCIAL: VOLUNTEER FOR DEVELOPMENTAL LANGUAGE DISORDER AWARENESS DAY

MORGAN HOLLOWAY, M.S., CCC-SLP, CBIS, CCC-SLP

MORGAN IS A MEDICAL SPEECH LANGUAGE PATHOLOGIST AT TAMPA GENERAL HOSPITAL IN ACUTE CARE. SHE COMPLETED HER UNDERGRADUATE EDUCATION AT THE UNIVERSITY OF FLORIDA AND HER GRADUATE EDUCATION AT THE UNIVERSITY OF SOUTH FLORIDA. HER PASSION IS IN COMPLEX DYSPHAGIA DIAGNOSTICS AND PERSONALIZED INTERVENTION IN CRITICALLY ILL AND PALLIATIVE CARE PATIENTS.

FINANCIAL: EMPLOYED BY TAMPA GENERAL HOSPITAL

NO NON-FINANCIAL DISCLOSURES

MONICA. HOUGH, PHD., CCC/SLP

DR. HOUGH HAS BEEN PROFESSOR AND CHAIRPERSON OF THE DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS IN THE NICOLE WERTHEIM COLLEGE OF NURSING AND HEALTH SCIENCES AT FLORIDA INTERNATIONAL UNIVERSITY SINCE DECEMBER 2011. SHE HAS BEEN A PRACTICING SPEECH-LANGUAGE PATHOLOGIST (SLP) FOR OVER 40 YEARS AND HAS BEEN INVOLVED IN THE DEVELOPMENT OF CLINICAL PROGRAMS FOR GRADUATE STUDENTS FROM DIVERSE BACKGROUNDS FOR OVER 30 YEARS. SHE HAS TAUGHT MASTERS' AND DOCTORAL LEVEL COURSEWORK IN APHASIA, CLINICAL MANAGEMENT, MOTOR SPEECH DISORDERS, RESEARCH DESIGN, AND COGNITIVE-COMMUNICATIVE IMPAIRMENTS WITH NUMEROUS PUBLICATIONS AND PRESENTATIONS IN VARIOUS COMPONENTS OF NEUROLINGUISTICS AND NEUROPATHOLOGY AND BILINGUALISM INCLUDING SEMANTIC ORGANIZATION, WORD RETRIEVAL, WORKING MEMORY AND CLINICAL ISSUES RELATIVE TO ASSESSMENT AND THERAPEUTIC INTERVENTION. DR. HOUGH WAS AWARDED THE HONOR OF FELLOW OF THE AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION IN 2012. SHE WAS AWARDED THE CLINICAL CAREER ACHIEVEMENT AWARD FROM THE FLORIDA SPEECH-LANGUAGE-HEARING ASSOCIATION IN 2019.

FINANCIAL: FULL-TIME SALARIED EMPLOYEE OF FLORIDA INTERNATIONAL UNIVERSITY

NO NON-FINANCIAL DISCLOSURES FOR THIS SESSION

AMANDA HOUSLANDER

AMANDA IS A CLINICAL FELLOW WHO HAS A BACKGROUND AS A TEACHER WORKING WITH CHALLENGING BEHAVIORAL POPULATIONS WHO HAVE A HISTORY OF TRAUMA.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

MOLLY JACOBS, MS, PHD

MOLLY IS AN ASSOCIATE PROFESSOR IN THE DEPARTMENT OF HEALTH SERVICES RESEARCH AND POLICY AT THE UNIVERSITY OF FLORIDA.

FINANCIAL: RECEIVES SALARY SUPPORT FOR HER POSITION AT THE UNIVERSITY OF FLORIDA.

NO NON-FINANCIAL DISCLOSURES

FAITH-ANNE JOHNSON, B.S.

FAITH-ANNE IS A GRADUATE STUDENT AT JACKSONVILLE UNIVERSITY. SHE IS EXCITED TO BE A FUTURE SPEECH-LANGUAGE PATHOLOGIST AND LOOKING FORWARD TO THIS EXPERIENCE.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

CATHERINE KADECHKA, MA, CCC-SLP

CATHERINE OWNS MYOGA SPEECH LLC IN GAINESVILLE, FL TREATING ORAL DYSFUNCTION IN ALL AGES.

FINANCIAL: CATHERINE OWNS MYOGA SPEECH

NO NON-FINANCIAL DISCLOSURES

JENNIFER KENT-WALSH, PHD., CCC-SLP, ASHA FELLOW

JENNIFER IS PROFESSOR OF COMMUNICATION SCIENCES AND DISORDERS, DIRECTOR OF THE FAAST ASSISTIVE TECHNOLOGY CENTER, AND ASSOCIATE DEAN OF RESEARCH IN THE COLLEGE OF HEALTH PROFESSIONS AND SCIENCES AT THE UNIVERSITY OF CENTRAL FLORIDA. DR. KENT-WALSH AND HER RESEARCH COLLABORATORS DEVELOP AND EVALUATE INTERVENTIONS DESIGNED TO IMPROVE LANGUAGE AND COMMUNICATION OUTCOMES FOR CHILDREN WHO USE AAC.

FINANCIAL: THIS WORK IS SUPPORTED BY FUNDING FROM THE WITH FOUNDATION. DR. KENT-WALSH IS FACULTY AT THE UNIVERSITY OF CENTRAL FLORIDA IN THE COLLEGE OF HEALTH PROFESSIONS AND SCIENCES.

NON-FINANCIAL: DR. KENT-WALSH IS THE FAAST CENTER DIRECTOR.

FATIMA KHAN B.S.

FATIMA IS A GRADUATE STUDENT AT JACKSONVILLE UNIVERSITY. SHE IS SOUTH FLORIDA NATIVE WHO HAS A PASSION TO PROVIDE SPEECH-LANGUAGE PATHOLOGY SERVICES TO UNDERPRIVILEGED COMMUNITIES. HER EXPERIENCE IS MAINLY PEDIATRIC BASED, BUT SHE HOPES TO EXPAND THIS TO THE AREAS OF ADULTS AND GERIATRICS. SHE IS A DRIVEN INDIVIDUAL WHO STRIVES TO THINK OUT OF THE BOX WHEN COMMUNICATING WITH INDIVIDUALS IN THE FIELD AND THERAPY.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

LAUREN KLINE, M.S., CCC-SLP, A/OGA

LAUREN IS A SPEECH-LANGUAGE PATHOLOGIST AND ASSOCIATE MEMBER OF THE ORTON-GILLINGHAM ACADEMY. LAUREN IS THE OWNER OF LAUREN KLINE SPEECH THERAPY AND ALSO WORKS FOR BJOREM SPEECH PUBLICATIONS. SHE HAS SPENT THE PAST EIGHT YEARS SPECIALIZING IN DYSLEXIA, DYSGRAPHIA, AND OTHER LANGUAGE-BASED LEARNING DISABILITIES. HER RESEARCH INCLUDES NOVEL WORD LEARNING IN BILINGUAL YOUNG ADULTS AND ANALYSIS OF INDIVIDUALS USING ALARYNGEAL SPEECH FOLLOWING TREATMENT IN HEAD AND NECK CANCER PATIENTS.

FINANCIAL: LAUREN IS THE OWNER OF LAUREN KLINE SPEECH THERAPY, LLC AND AN EMPLOYEE OF BJOREM SPEECH PUBLICATIONS LLC. SHE HAS OWNERSHIP AND INTELLECTUAL PROPERTY RIGHTS TO LAUREN KLINE TEACHERS PAY TEACHERS FROM WHICH SHE RECEIVES FINANCIAL COMPENSATION. ADDITIONALLY, SHE IS A BJOREM SPEECH PUBLICATIONS CO-AUTHOR ON A LITERACY DECK.

NO NON-FINANCIAL DISCLOSURES

TIMOTHY KOWALSKI, M.A., CCC-SLP, ASDCS

A CERTIFIED CLINICAL SPECIALIST IN ASD AND IN SLP, TIMOTHY P KOWALSKI HAS WORKED IN A VARIETY OF PSYCHIATRIC HEALTHCARE FACILITIES INCLUDING IN-PATIENT AND OUT-PATIENT HOSPITALS, SEX-OFFENDER UNITS, AND SCHOOL-BASED SETTINGS. HE HOLDS FLASHA'S 2020 OUTSTANDING SERVICE AWARD AND THE 2010 CLINICIAN OF THE YEAR AWARD AND WAS ONE OF 8 NATIONAL NOMINEES FOR THE 2021 ASHA LUIS M. DICARLO AWARD FOR RECENT CLINICAL ACHIEVEMENT. HE IS THE AUTHOR OF EIGHT BOOKS ON ASPERGER SYNDROME/SOCIAL DEFICITS AND IS THE CURRENT PAST PRESIDENT FOR FLASHA. HE PREVIOUSLY SERVED ON THE BOARDS FOR THE AUTISM SOCIETY OF AMERICA'S ORLANDO CHAPTER AND THE CENTER FOR INDEPENDENT LIVING.

FINANCIAL: AS A FLASHA BOARD MEMBER, CONFERENCE FEES ARE WAIVED AND ASSISTANCE IS PROVIDED FOR HOTEL ACCOMMODATIONS. INTELLECTUAL PROPERTY.

NON-FINANCIAL: FLASHA IMMEDIATE PAST-PRESIDENT

CASEY KRUEGER, M.S., CCC-SLP, CBIS

CASEY IS A MEDICAL SPEECH LANGUAGE PATHOLOGIST IN THE ACUTE CARE SETTING AT TAMPA GENERAL HOSPITAL. SHE COMPLETED HER UNDERGRADUATE EDUCATION AT FLORIDA STATE UNIVERSITY AND GRADUATE EDUCATION AT THE UNIVERSITY OF SOUTH FLORIDA. HER PASSION IS CARING FOR PATIENTS WITH COMPLEX NEUROLOGY AND TRAUMA DIAGNOSES.

FINANCIAL: EMPLOYED BY TAMPA GENERAL HOSPITAL

NO NON-FINANCIAL DISCLOSURES

LANEY KRUG, BS

LANEY IS A GRADUATE STUDENT IN THE SLP PROGRAM IN THE DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

LESLIE KYRIMES, M.S., CCC-SLP, ED.S

LESLIE IS THE CLINIC DIRECTOR AND PROGRAM INSTRUCTOR AT NOVA SOUTHEASTERN UNIVERSITY. SHE IS A LEAD FACULTY MEMBER FOR THE CLINICAL PROCESSES CLASS. CLINICALLY, SHE HAS SUPERVISED GRADUATE CLINICIANS FOR OVER 20 YEARS AND HAS WORKED IN A VARIETY OF PEDIATRIC AND ADULT SETTINGS. SHE HAS PREVIOUSLY PRESENTED ON "CLINICAL DOCUMENTATION" AND "GRADUATE CLINICAL SUPERVISION

FINANCIAL: CLINIC DIRECTOR AT NSU AND RECEIVES A SALARY FROM THERE.

NO NON-FINANCIAL DISCLOSURES

RITA LENHARDT D.H.SC., CCC-SLP

RITA IS AN ASSISTANT PROFESSOR IN THE MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY PROGRAM AT GANNON UNIVERSITY, RUSKIN, FL. HER RESEARCH FOCUSES ON TRAUMATIC BRAIN INJURY AND THE APPLICATION OF PROJECT-BASED INTERVENTION TO FACILITATE RECOVERY. SHE ENJOYS THE APPLICATION OF INNOVATIVE TEACHING METHODS TO PROVIDE HER STUDENTS WITH HANDS ON LEARNING OPPORTUNITIES (E.G., CASE-BASED ESCAPE ROOMS AND SERVICE-LEARNING TRIPS).

FINANCIAL: EMPLOYED BY GANNON UNIVERSITY

NO NON-FINANCIAL DISCLOSURES

KRISTEN LEWANDOWSKI, M.A., CCC-SLP

KRISTEN IS A CLINICAL LECTURER AND DIRECTOR OF CLINICAL EDUCATION IN THE DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA.

FINANCIAL: RECEIVES SALARY FROM UNIVERSITY OF FLORIDA

NO NON-FINANCIAL DISCLOSURES

VANESSA LEWINSKY, B.S.

VANESSA IS A BILINGUAL GRADUATE STUDENT AT NOVA SOUTHEASTERN UNIVERSITY'S SPEECH LANGUAGE PATHOLOGY MASTER'S PROGRAM. SHE HAS EXPERIENCE WORKING IN PEDIATRICS AS AN SLPA FOR OVER A YEAR AT A PRIVATE PRACTICE, AS WELL AS CLINICAL EXPERIENCES IN THE SCHOOL SETTING. HER INTERESTS INCLUDE EARLY INTERVENTION AND AUTISM SPECTRUM DISORDER.

FINANCIAL: TINY TOTS TRANSITION TO HOME IS GRANT FUNDED BY NOVA SOUTHEASTERN UNIVERSITY'S QUALITY OF LIFE GRANT (JULY 2022-JULY 2023)

NO NON-FINANCIAL DISCLOSURES

YASNELI LLEO, BHS

YASNELI IS A SECOND YEAR MASTERS STUDENT IN THE SLP PROGRAM IN THE DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

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 FINANCIAL OR NON-FINANCIAL DISCLOSURES

KARA LOCKENBACH, M.A., CCC-SLP

KARA GRADUATED FROM UCF IN 2016 WITH HER MASTER'S IN COMMUNICATION SCIENCES AND DISORDERS WITH A HEARING SPECIALIST CERTIFICATION FROM THE UCF-USF D/HH GRANT. SHE JOINED THE ADVENTHEALTH HEARING LOSS PROGRAM IN 2021, WHERE SHE WORKS TOWARD OBTAINING HER LSL CERTIFICATION UNDER THE MENTORSHIP OF ERICA CLARK.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

KATHERINE LONG, MS-OT

KATHERINE IS A LICENSED OCCUPATIONAL THERAPIST WITH 6 YEARS OF CLINICAL EXPERIENCE WORKING WITH CHILDREN AND ADULTS WITH MULTIPLE DISABILITIES, INCLUDING AUTISM. SHE IS A PH.D. STUDENT STUDYING DEVELOPMENTAL SCIENCE AT FLORIDA INTERNATIONAL UNIVERSITY. HER RESEARCH INTERESTS INCLUDE DEVELOPMENTAL DISABILITIES, LIFESPAN DEVELOPMENT, AND MOTOR SKILLS.

FINANCIAL: THIS RESEARCH WAS FUNDED BY THE WERTHEIM ENDOWED INNOVATION GRANT WHICH WAS AWARDED BY THE FIU NICOLE WERTHEIM COLLEGE OF NURSING AND HEALTH SCIENCES (NWCNHS). PAID RESEARCH ASSISTANTSHIPS THROUGH THIS GRANT.

NO NON-FINANCIAL RELATIONSHIPS TO DISCLOSE.

DIXELIA LÓPEZ, PHD

DIXELIA IS A SECOND LANGUAGE LEARNER WHO RECOGNIZES BOTH THE CHALLENGES AND OPPORTUNITIES WITHIN DIVERSE CULTURAL INTERACTIONS. DIXELIA PROVIDED LEADERSHIP AND GUIDANCE TO A VARIETY OF PROFESSIONALS AS A BILINGUAL SCHOOL PSYCHOLOGIST/EVALUATION SPECIALIST FOR THE PUTNAM/NORTHERN WESTCHESTER BOCES IN YORKTOWN HEIGHTS, NY

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

DR. NICOLE YORDÁN LÓPEZ

DR. LÓPEZ IS A SURGICAL CRITICAL CARE FELLOW AT HCA FLORIDA KENDALL HOSPITAL, AND ACTIVE MEMBER OF THE TRACHEOSTOMY TEAM. SHE WILL COMPLETE HER TRAINING IN JUNE 2024, AFTER WHICH SHE INTENDS TO CONTINUE WORKING CLOSELY WITH THE TRACHEOSTOMIZED PATIENT POPULATION AS A TRAUMA SURGEON AND INTENSIVIST.

FINANCIAL: NICOLE YORDAN LOPEZ RECEIVES SALARY COMPENSATION AT HCA FLORIDA- KENDALL HOSPITAL

NON-FINANCIAL: DATA IS PROPERTY OF HCA FLORIDA-KENDALL HOSPITAL

CARRIE LOUGHAN, MA, CCC-SLP

CARRIE IS A FACULTY CLINICAL INSTRUCTOR IN THE SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS AT THE UNIVERSITY OF CENTRAL FLORIDA. CARRIE LOUGHAN IS A LICENSED AND CERTIFIED SPEECH LANGUAGE PATHOLOGIST WITH EXPERTISE IN THE AREAS OF LANGUAGE AND LITERACY AND OVER 20 YEARS OF EXPERIENCE. SHE HAS BEEN TRAINED IN AND HAS EXPERIENCE WITH MULTISENSORY APPROACHES TO READING AND WRITING INCLUDING THE LINDAMOOD-BELL PHONEME SEQUENCING PROGRAM (LIPS), LIVELY LETTERS, SPELL-LINKS, AND THE WILSON READING SYSTEM, AN ORTON-GILLINGHAM-BASED READING PROGRAM. SHE HAS CREATED AND IMPLEMENTED NUMEROUS INTENSIVE READING AND WRITING PROGRAMS THROUGHOUT HER CAREER, WITH THE MOST RECENT BEING THE IREAD PROGRAM AT THE UCF COMMUNICATION DISORDERS CLINIC.

FINANCIAL: FACULTY CLINICAL INSTRUCTOR IN THE SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS AT THE UNIVERSITY OF CENTRAL FLORIDA (UCF). SHE HAS CREATED AND IMPLEMENTED NUMEROUS INTENSIVE READING AND WRITING PROGRAMS THROUGHOUT HER CAREER, WITH THE MOST RECENT BEING THE IREAD PROGRAM AT THE UCF COMMUNICATION DISORDERS CLINIC.

NON-FINANCIAL: COLLABORATES WITH RESEARCHERS AT UCF.

ERIN LOVE, B.S

ERIN IS A SPEECH-LANGUAGE PATHOLOGY GRADUATE STUDENT AT FLORIDA INTERNATIONAL UNIVERSITY

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

MARIAN LOWTHER, MS CCC-SLP

MARIAN IS A CLINICAL INSTRUCTOR FOR THE UNIVERSITY OF SOUTH FLORIDA AND FLASHA PRESIDENT-ELECT. SHE IS A NATIONAL SPEAKER ON TOPICS INCLUDING SLP ADVOCACY, ETHICS, EDUCATIONAL RELEVANCE. SHE IS AN AFFILIATE OF SEVERAL ASHA SPECIAL INTEREST GROUPS, FLORIDA ASHA STAR REPRESENTATIVE, AND AN ASHA GRASSTOP ENVOY FOR FLORIDA.

FINANCIAL: SALARY FROM UNIVERSITY OF SOUTH FLORIDA. WILL RECEIVE COMPED HOTEL NIGHTS, COMPLIMENTARY REGISTRATION FOR THE FLASHA CONVENTION.

NON-FINANCIAL: FLASHA PRESIDENT-ELECT; ASHA STAR REPRESENTATIVE FOR FL, ASHA GRASSTOP ENVOY FOR FL.

JENNA SILVER LUQUE, PHD, CCC-SLP

DR. LUQUE HOLDS A PHD IN CSD FROM UNIVERSITY OF SOUTH FLORIDA (WHERE SHE IS AN ASSOCIATE PROFESSOR OF INSTRUCTION), AND AN MA IN LINGUISTICS FROM NORTHWESTERN UNIVERSITY. SHE HAS WORKED AS AN SLP FOR ALMOST 15 YEARS, FOCUSING ON ACCENT EXPANSION. DR. LUQUE IS THE FOUNDER OF NATIVE ADVANTAGE, LLC, A COMPANY THAT OFFERS ACCENT EXPANSION OVER THE INTERNET ALL OVER THE WORLD. DR. LUQUE IS CO-AUTHOR OF THE HANDS-ON PHONETICS SERIES.

FINANCIAL: EMPLOYEE OF UNIVERSITY OF SOUTH FLORIDA.

NO NON-FINANCIAL DISCLOSURES

ELIZABETH B. MADDEN, PHD, CCC-SLP

ELIZABETH IS AN ASSISTANT PROFESSOR IN THE SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS AT FLORIDA STATE UNIVERSITY. HER RESEARCH FOCUSES ON REHABILITATION OF READING AND WRITING POST-STROKE, AS WELL AS UNDERSTANDING APHASIA STAKEHOLDER PERSPECTIVES REGARDING THE IMPACT OF APHASIA ON COMMUNICATION ABILITIES AND SOCIAL WELL-BEING.

FINANCIAL: RECEIVES A SALARY FROM FLORIDA STATE UNIVERSITY.

NO RELEVANT NON-FINANCIAL DISCLOSURES.

CHARLOTTE MALONEY

MS. MALONEY IS AN UNDERGRADUATE STUDENT IN THE DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

AARON MARSHALL

AARON IS OWNER OF EXTRA MILE BILLING INC. WHICH SUPPORTS THE ST/OT/PT COMMUNITY. AARON FOUNDED EXTRA MILE 4 YEARS AGO IN AN EFFORT TO SERVE THE THERAPY COMMUNITY IN FLORIDA. AARON HAS MORE THAN 15 YEARS OF LEADERSHIP AND MANAGEMENT EXPERIENCE BEGINNING WITH HIS SERVICE TO THE U.S. ARMY WHERE HE SERVED IN TWO COMBAT TOURS OF DUTY IN IRAQ. HE THEN SERVED AS AN EXECUTIVE IN A TECHNOLOGY FIRM BEFORE FOUNDED EXTRA MILE BILLING.

FINANCIAL: I HAVE RELEVANT FINANCIAL RELATIONSHIPS IN WHICH I RECEIVE A FINANCIAL BENEFIT FROM A SOURCE RELATED TO THE CONTENT OF THE COURSE OR PRESENTATION . NO OTHER ADDITIONAL FINANCIAL DISCLOSURES.

NO NON-FINANCIAL DISCLOSURES

COURTENEY MCCLUTCHY B.F.A. MUSICAL THEATRE & M.A. SLP GRADUATE CLINICIAN

COURTENEY IS A GRADUATE OF POINT PARK UNIVERSITY WITH A BACHELOR OF FINE ARTS IN MUSICAL THEATRE AND A MINOR IN MUSIC AND IS CURRENTLY A SECOND YEAR GRADUATE STUDENT PURSUING A MASTER OF ARTS IN COMMUNICATION SCIENCE AND DISORDERS AT THE UNIVERSITY OF FLORIDA. SHE IS A GRADUATE RESEARCH ASSISTANT FOR DR. KAREN HEGLAND'S LABORATORY FOR THE STUDY OF UPPER AIRWAY DYSFUNCTION. AFTER A CLINICAL ROTATION AT THE NORMAN FIXEL INSTITUTE FOR NEUROLOGICAL DISEASES AT UF, SHE DECIDED TO PURSUE A MASTER'S THESIS TO EXPLORE VOCAL LOUDNESS IN PEOPLE WITH PARKINSON DISEASE.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

RALENA MCDEVITT, MA

RALENA IS AN ASL LECTURER IN THE DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA. RECEIVES SALARY SUPPORT FOR HER POSITION AT THE UNIVERSITY OF FLORIDA.

NO NON-FINANCIAL DISCLOSURES

CANDACE MCINTIRE, M.A.ED.

CANDACE RECEIVED HER MASTER'S DEGREE IN DEAF EDUCATION: ASL/ENGLISH BILINGUAL EARLY CHILDHOOD EDUCATION FROM GALLAUDET UNIVERSITY. SHE HAS TAUGHT STUDENTS WHO ARE DEAF/HARD OF HEARING (DHH) FROM BIRTH TO 22 ACROSS THE CONTINUUM OF SERVICES FROM SEPARATE CLASSROOMS TO INCLUSION SUPPORT AT ALL LEVELS. SHE HAS SERVED ON THE FLORIDA EDUCATORS OF STUDENTS WHO ARE DEAF OR HARD OF HEARING (FEDHH) BOARD AS THE FEDHH PRESIDENT. SHE IS CURRENTLY A DEAF EDUCATION AND TRAINING SPECIALIST WITH THE RESOURCE MATERIALS TECHNOLOGY CENTER FOR THE DEAF/HARD OF HEARING (RMTD-D/HH). AS A SPECIALIST FOR RMTD-D/HH SHE RESPONDS TO REQUESTS FOR ASSISTANCE FROM FLORIDA STAKEHOLDERS IN THE FORM OF COACHING, MENTORING, CONSULTATION, AND SUPPORT THAT MAY INCLUDE THE PROVISION OF PROFESSIONAL DEVELOPMENT. HER SPECIALITY AREAS ARE READING AND ASL/ENGLISH BILINGUALISM.

FINANCIAL: RECEIVE A SALARY FROM THE RESOURCE MATERIALS AND TECHNOLOGY CENTER FOR THE DEAF/HARD OF HEARING (RMTD-D/HH), EMPLOYED BY FLORIDA DEPARTMENT OF EDUCATION BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES

NON-FINANCIAL: CONTENT IS REVIEWED BY LOCAL AND/OR STATE-LEVEL ADMINISTRATION FOR PUBLICATION OR PRESENTATION STATEWIDE.

NANCY MCINTYRE, PHD

NANCY MCINTYRE, PHD, IS AN ASSISTANT PROFESSOR AND RESEARCHER IN THE UCF SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS WHO HAS WORKED WITH CHILDREN AND ADOLESCENTS WITH DIVERSE BACKGROUNDS AND NEEDS IN EDUCATIONAL AND CLINICAL SETTINGS IN CALIFORNIA, NORTH CAROLINA, AND FLORIDA. MCINTYRE'S RESEARCH AND TEACHING FOCUSES ON SOCIAL COMMUNICATION, LANGUAGE, AND LITERACY DEVELOPMENT FOR CHILDREN AND ADOLESCENTS WITH AUTISM AND OTHER NEURODEVELOPMENTAL DISORDERS. HER LONG-TERM GOAL IS TO DEVELOP EFFECTIVE AND FEASIBLE LANGUAGE AND READING COMPREHENSION INTERVENTIONS FOR SCHOOL-AGED CHILDREN WITH COMPLEX SUPPORT NEEDS.

FINANCIAL: DR. MCINTYRE IS A FACULTY MEMBER IN THE SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS AT THE UNIVERSITY OF CENTRAL FLORIDA. SHE ALSO RECEIVES FUNDING FROM A UCF EXPLORATORY RESEARCH SEED GRANT.

NON-FINANCIAL: DR. MCINTYRE'S CURRENT RESEARCH FOCUSES ON DEVELOPING SCHOOL-BASED LANGUAGE AND READING INTERVENTIONS FOR CHILDREN WITH AUTISM THAT ARE FEASIBLE AND EFFECTIVE. MCINTYRE ALSO CURRENTLY ENGAGES IN AN INTERDISCIPLINARY COLLABORATION TO EXAMINE THE IMPACT OF EXERCISE ON ENGAGEMENT IN LEARNING FOR AUTISTIC CHILDREN.

FINALLY, MCINTYRE COLLABORATES WITH UCF CSD CLINICAL FACULTY ON THE CAMP IREAD SUMMER PROGRAM TO SUPPORT EMERGENT LITERACY DEVELOPMENT FOR YOUNG AUTISTIC CHILDREN IN THE COMMUNITY.

DOMINIQUE MCKOY, BS

DOMINIQUE IS A FIRST YEAR MASTERS STUDENT IN THE SLP PROGRAM IN THE DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

JEANI MEAD, EDD, CCC-SLP

DR. MEAD IS THE COORDINATOR OF CLINICAL EDUCATION IN THE CSD DEPARTMENT AT FLORIDA INTERNATIONAL UNIVERSITY IN MIAMI. SHE ADMINISTERS ALL ASPECTS OF THE CLINICAL PROCESS FOR INTERNS AT FIU. DR. MEAD IS THE DIRECTOR OF PROGRAMMING OF THE FIU CSD MINDFULNESS RESEARCH LAB. HER RESEARCH INTERESTS INCLUDE MINDFULNESS PRACTICES AS WELL AS THE SUPERVISORY PROCESS.

FINANCIAL: FULL-TIME FACULTY PAID BY FLORIDA INTERNATIONAL UNIVERSITY.

NO NON-FINANCIAL DISCLOSURES

ANGELA M. MEDINA, PHD, CCC-SLP

ANGELA 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.

FINANCIAL: FULL-TIME SALARIED EMPLOYEE AT FLORIDA INTERNATIONAL UNIVERSITY. THIS RESEARCH WAS FUNDED BY THE WERTHEIM ENDOWED INNOVATION GRANT WHICH WAS AWARDED BY THE FIU NICOLE WERTHEIM COLLEGE OF NURSING AND HEALTH SCIENCES (NWCNHS).

NON-FINANCIAL: HOLDS FOLLOWING UNPAID ROLES IN THE NATIONAL STUTTERING ASSOCIATION: RESEARCH CHAIR, SECRETARY, AND MIAMI CHAPTER CO-LEADER

STACEY 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 FINANCIAL OR NON-FINANCIAL DISCLOSURES

DANA MERRITT MS CCC SLP

DANA 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,

FINANCIAL: COPYRIGHT OF MATH MADE FUN PLAYING CARDS, INTELLECTUAL PROPERTY RIGHTS TO THE CARDS

NO NON-FINANCIAL DISCLOSURES

MIKAELA MESCH BHS

MS. MESCH IS A SECOND-YEAR MASTERS STUDENT IN THE SPEECH-LANGUAGE PATHOLOGY PROGRAM IN THE DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES TO REPORT.

DANIEL MESSENGER, PHD

DR. MESSINGER IS A PROFESSOR IN THE DEPARTMENTS OF PSYCHOLOGY AND PEDIATRICS. HE IS AN INTERDISCIPLINARY DEVELOPMENTAL PSYCHOLOGIST AND HAS AUTHORED OVER 120 SCIENTIFIC PUBLICATIONS. DR. MESSINGER USES BIG BEHAVIORAL DATA TO UNDERSTAND SOCIAL, LANGUAGE AND EMOTIONAL DEVELOPMENT. HIS RESEARCH HAS BEEN CONTINUOUSLY FUNDED BY THE FEDERAL GOVERNMENT FOR 20 YEARS.

FINANCIAL: UNIVERSITY OF MIAMI SALARY

NO NON-FINANCIAL DISCLOSURES

ALEXANDRIA MESTRES MAED

ALEXANDRIA HOLDS DEGREES IN EDUCATION OF THE HEARING IMPAIRED AND ELEMENTARY EDUCATION. ALEX HAS WORKED AS AN ADMINISTRATOR, PROFESSIONAL DEVELOPMENT TRAINER, AND CONSULTANT IN THE FIELDS OF DEAF AND HARD OF HEARING EDUCATION AND EARLY CHILDHOOD. SHE IS ALSO HOLDS A MASTER'S DEGREE IN APPLIED LEARNING SCIENCES. SHE IS CURRENTLY WORKING FOR THE UNIVERSITY OF MIAMI CHILDREN'S HEARING PROGRAM AS THE EDUCATIONAL SPECIALIST. SHE ALSO WORKS ACROSS MULTIPLE COUNTIES IN THE STATE OF FLORIDA AS A DEAF AND HARD OF HEARING SPECIALIST FOR CHARTER SCHOOLS.

FINANCIAL: ACADEMICA CHARTER SCHOOLS, CHARTER SCHOOLS USA, UNIVERSITY OF MIAMI

NON-FINANCIAL: AGBELL FINANCIAL COMMITTEE VOLUNTEER

ALISON MIDDLETON, BS

ALISON IS A GRADUATE STUDENT IN THE SPEECH-LANGUAGE PATHOLOGY MASTER'S PROGRAM AT FLORIDA STATE UNIVERSITY. SHE HAS AN INTEREST IN WORKING WITH INDIVIDUALS WITH APHASIA AND RELATED ACQUIRED COMMUNICATION DISORDERS.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES.

TAYLOR MILLER

TAYLOR IS A MASTER'S STUDENT IN THE SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS AT THE UNIVERSITY OF CENTRAL FLORIDA. TAYLOR WILL GRADUATE IN 2023 AND PLANS TO WORK AS A SPEECH-LANGUAGE PATHOLOGIST IN A PRIVATE PRACTICE OR MEDICAL SETTING WITH CHILDREN WITH VARIOUS COMMUNICATION IMPAIRMENTS.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

MS. MILLER IS A MASTERS-LEVEL STUDENT CLINICIAN IN THE SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS AT THE UNIVERSITY OF CENTRAL FLORIDA. MS. MILLER WAS A STUDENT IN THE UCF IREAD PROGRAM FOR ONE SEMESTER.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

MICHELA MIR

MICHELA IS A SPEECH-LANGUAGE PATHOLOGIST AND POST-DOCTORAL FELLOW IN AN INTERDISCIPLINARY LABORATORY THAT IS PART OF THE BROOKS REHABILITATION/UF PUBLIC HEALTH AND HEALTH PROFESSIONS-RESEARCH COLLABORATION. PREVIOUS WORK EXPERIENCE IN ACUTE CARE AND OUTPATIENT REHABILITATION PROMPTED MANY QUESTIONS REGARDING UPPER AIRWAY IMPAIRMENTS IN DISEASE AND AFTER INJURY. AS SUCH, HER RESEARCH FOCUSES ON METHODS TO IMPROVE DIAGNOSTIC AND THERAPEUTIC METHODS IN INDIVIDUALS WHO HAVE BREATHING, COUGH, AND SWALLOW DYSFUNCTION.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

LYNN MISKIEL, MA CCC-SLP/A, LSLs CERT AVED

LYNN IS AN ASHA CERTIFIED AND FLORIDA LICENSED SPEECH-LANGUAGE PATHOLOGIST AND AUDIOLOGIST AND A CERTIFIED LISTENING AND SPOKEN LANGUAGE SPECIALIST. SHE RECEIVED HER BACHELOR'S DEGREE AT THE UNIVERSITY OF COLORADO AND HER MASTER'S DEGREE AT THE UNIVERSITY OF ILLINOIS. SHE HAS WORKED IN THE FIELD OF AURAL REHABILITATION SINCE 1988 AND CURRENTLY WORKS AT THE UNIVERSITY OF MIAMI DEBBIE INSTITUTE AS THE DIRECTOR OF THE AUDITORY ORAL PROGRAM FOR CHILDREN WHO ARE DEAF/HARD OF HEARING AND AS THE DIRECTOR FOR ANCILLARY SERVICES. MS. MISKIEL HAS PRESENTED NATIONALLY AND INTERNATIONALLY ON AUDITORY TRAINING, LANGUAGE DEVELOPMENT, AND SPEECH DEVELOPMENT FOR CHILDREN WHO ARE DEAF/HARD OF HEARING. SHE IS ALSO ACTIVE IN LOCAL, STATE, AND NATIONAL PROFESSIONAL ORGANIZATIONS, SERVING IN A VARIETY OF COMMITTEE AND LEADERSHIP ROLES.

FINANCIAL: UNIVERSITY OF MIAMI SALARY

NON-FINANCIAL: BOARD MEMBER AG BELL FLORIDA

TIFFANY MOHR

TIFFANY 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.

FINANCIAL: SALARY WITH ORLANDO HEALTH

NON-FINANCIAL: ASHA SIG 13 COORDINATING COMMITTEE; ASHA DYSPHAGIA POLICY DEVELOPMENT COMMITTEE; ORLANDO HEALTH BIOETHICS COMMITTEE

CAMILA MONJE, M.S., CF-SLP

CAMILA IS AN ALUMN OF FLORIDA INTERNATIONAL UNIVERSITY AND IS CURRENTLY WORKING AS A CLINICAL FELLOW.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

ISABELL MONTOYA, B.S.

ISABELL IS A GRADUATE STUDENT AT JACKSONVILLE UNIVERSITY.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

MARY ALLISON MOODY, M.ED., SLP (PHD STUDENT AT FSU)

MARY IS A PH.D. STUDENT AND LEGACY FELLOW IN THE SCHOOL OF COMMUNICATION SCIENCE DISORDERS AT FSU.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

AMANDA MORALES, M.S., CF-SLP (NON-PRESENTING AUTHOR)

AMANDA IS AN ALUMN OF FLORIDA INTERNATIONAL UNIVERSITY HOLDING A MASTER'S DEGREE IN SPEECH-LANGUAGE PATHOLOGY
NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

JULIE MORALES, M.S., CF-SLP (NON-PRESENTING AUTHOR)

JULIE IS AN ALUMN OF FLORIDA INTERNATIONAL UNIVERSITY HOLDING A MASTER'S DEGREE IN SPEECH-LANGUAGE PATHOLOGY CURRENTLY
NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

DR. ORLANDO MOREJON

DR. MOREJON IS A GENERAL SURGEON, TRAUMA SURGEON AND SURGICAL INTENSIVIST. HE IS CO-DIRECTOR OF THE SURGICAL AND TRAUMA INTENSIVE CARE UNIT AND PROGRAM DIRECTOR FOR THE SURGICAL CRITICAL CARE FELLOWSHIP. HE IS INVOLVED WITH SEVERAL CLINICAL QUALITY IMPROVEMENT PROJECTS, INCLUDING THE TRACHEOSTOMY TEAM AT HCA FLORIDA KENDALL HOSPITAL.

FINANCIAL: RECEIVES SALARY COMPENSATION AT HCA FLORIDA- KENDALL HOSPITAL

NON-FINANCIAL: DATA IS PROPERTY OF HCA FLORIDA-KENDALL HOSPITAL

SUZAN MORSHED, B.S.

SUZAN IS FROM BROOKLYN, NEW YORK AND OF UKRAINIAN AND YEMENI DESCENT. SHE IS IS A GRADUATE STUDENT AT JACKSONVILLE UNIVERSITY AND A FOURTH YEAR AS A MEMBER OF THE WOMEN'S BASKETBALL TEAM AT JACKSONVILLE UNIVERSITY.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

MARIATERESA MUNOZ, SLP.D

DR. MUÑOZ IS A CLINICAL ASSISTANT PROFESSOR AT FLORIDA INTERNATIONAL UNIVERSITY (FIU). SHE HAS 32 YEARS OF EXPERIENCE AS A SPEECH-LANGUAGE PATHOLOGIST AND SPECIAL EDUCATION INSTRUCTOR COMBINED. HER AREAS OF INTEREST INCLUDE EARLY CHILDHOOD DEVELOPMENT AND INTERVENTION, AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC), CULTURALLY RESPONSIVE PRACTICES, SPECIAL EDUCATION, NEUROMOTOR SPEECH DISORDERS, AND FEEDING DISORDERS, INCLUDING AVOIDANT/RESTRICTIVE FEEDING INTAKE DISORDER. DR. MUÑOZ IS THE PRESIDENT AND FOUNDER OF A CLINICAL PRACTICE ST. THERESE'S ROSES OF HOPE, PEDIATRIC CENTER, INC., A NON-PROFIT ORGANIZATION. SHE WAS THE PRESIDENT AND EXECUTIVE DIRECTOR OF THE PEDIATRIC CENTER FOR COMMUNICATION & FEEDING DEFICIENCIES, INC. FOR 15 YEARS. MOREOVER, SHE WORKED DIRECTLY FOR MIAMI-DADE COUNTY PUBLIC SCHOOLS AS A SPEECH-LANGUAGE PATHOLOGIST AND SPECIAL EDUCATION INSTRUCTOR. INDIRECTLY THROUGH FIU, DR. MUÑOZ MANAGED A CONTRACT WITH M-DCPS, WHICH OVERSAW THE SUPERVISOR OF SLP GRADUATE STUDENTS WHO SERVED DISADVANTAGED SCHOOLS. 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 FINANCIAL OR NON-FINANCIAL DISCLOSURES

MARIA MURLJACIC, MS, CF-SLP, MM

MARIA IS A SPEECH LANGUAGE PATHOLOGIST CURRENTLY COMPLETING HER CLINICAL FELLOWSHIP SPECIALIZING IN VOICE AT THE UNIVERSITY OF MIAMI IN MIAMI, FL. AFTER GRADUATING FROM THE UNIVERSITY OF CONNECTICUT WITH DUAL-DEGREES IN SPEECH, LANGUAGE, AND HEARING SCIENCES AND MUSIC WITH AN EMPHASIS ON VOCAL PERFORMANCE, MARIA COMBINED HER PASSIONS IN THE MUSICAL AND SCIENTIFIC SIDE OF VOICE. MARIA COMPLETED HER MASTERS IN SPEECH-LANGUAGE PATHOLOGY WITH A VOICE DISORDERS CONCENTRATION AT THE MGH INSTITUTE OF HEALTH PROFESSIONS. HER CLINICAL INTERESTS INCLUDE ASSESSING AND TREATING PATIENTS WITH A VARIETY OF VOICE AND UPPER AIRWAY ISSUES, INCLUDING PROFESSIONAL VOICE USERS. HER RESEARCH INTERESTS INCLUDE PSYCHOSOCIAL EFFECTS OF VOICE DISORDERS AND THE MIND-BODY CONNECTION.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

MONICA NIEBLES, BS

MONICA IS A GRADUATE RESEARCH ASSISTANT FOR THE CORE LAB IN THE OCCUPATIONAL THERAPY DEPARTMENT AT FLORIDA INTERNATIONAL UNIVERSITY WHERE SHE WORKS ON RESEARCH PROJECTS FOCUSED ON ADAPTED SWIM AND DECREASED SOUND TOLERANCE IN AUTISM. SHE HAS A B.S. IN BIOMEDICAL ENGINEERING AND IS A FIRST YEAR MS-OT STUDENT.

FINANCIAL: THIS RESEARCH WAS FUNDED BY THE WERTHEIM ENDOWED INNOVATION GRANT WHICH WAS AWARDED BY THE FIU NICOLE WERTHEIM COLLEGE OF NURSING AND HEALTH SCIENCES (NWCNHS). MONICA NIEBLES IS A GRADUATE ASSISTANT FUNDED BY THE NWCNHS.

NO NON-FINANCIAL RELATIONSHIPS TO DISCLOSE.

ANDREA NIEVES-CRUZ, BS

ANDREA IS A STUDENT IN THE COMMUNICATION SCIENCES AND DISORDERS GRADUATE PROGRAM AT FLORIDA INTERNATIONAL UNIVERSITY, AND A UNIVERSITY OF CENTRAL FLORIDA ALUMNI. SHE HAS A SPECIFIC INTEREST IN THE ASD COMMUNITY, STUTTERING, AND BILINGUAL LANGUAGE ACQUISITION.

FINANCIAL: THIS RESEARCH WAS FUNDED BY THE WERTHEIM ENDOWED INNOVATION GRANT WHICH WAS AWARDED BY THE FIU NICOLE WERTHEIM COLLEGE OF NURSING AND HEALTH SCIENCES (NWCNHS).

NO NON-FINANCIAL RELATIONSHIPS TO DISCLOSE.

ELLEN NIMMONS, MS, CCC-SLP

ELLEN IS CLINICAL FACULTY IN THE SCHOOL OF COMMUNICATION SCIENCE AND DISORDERS AT FLORIDA STATE UNIVERSITY. HER PRIMARY TEACHING AND CLINICAL INTERESTS ARE ACQUIRED NEUROGENIC COMMUNICATION AND SWALLOWING DISORDERS.

FINANCIAL: RECEIVES A SALARY FROM FLORIDA STATE UNIVERSITY.

NO NON-FINANCIAL DISCLOSURES.

SUSAN NITTROUER, PH.D.

SUSAN RECEIVED HER PHD FROM THE CITY UNIVERSITY OF NEW YORK IN SPEECH AND HEARING SCIENCE. AFTER A POST-DOCTORAL FELLOWSHIP AT HASKINS LABORATORIES SHE WORKED AT BOYS TOWN NATIONAL RESEARCH HOSPITAL, UTAH STATE UNIVERSITY, AND THE OHIO STATE UNIVERSITY. CURRENTLY SHE IS PROFESSOR OF SPEECH, LANGUAGE, AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA. HER RESEARCH FOCUSES ON AUDITORY AND LANGUAGE DEVELOPMENT, AND ON CHALLENGES ENCOUNTERED BY CHILDREN WITH RISK FACTORS FOR LANGUAGE DEFICITS.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES TO REPORT.

NATALIE OCHOA, M.A., CCC-SLP

NATALIE GRADUATED FROM UCF IN 2022 WITH HER MASTER'S IN COMMUNICATION SCIENCES AND DISORDERS. SHE INITIALLY JOINED THE ADVENTHEALTH HEARING LOSS PROGRAM IN 2021 AS AN INTERN AND IS NOW A CERTIFIED FULL TIME BILINGUAL SLP WHERE SHE WORKS TOWARD OBTAINING HER LSL CERTIFICATION UNDER THE CONTINUED MENTORSHIP OF ERICA CLARK.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

PHUONG LIEN PALAFOX, M.S., CCC-SLP

PHUONG S A VIETNAMESE-CHINESE BILINGUAL SPEECH-LANGUAGE SCIENTIST, AUTHOR AND ADVOCATE. CURRENTLY, HER TIME IS SPENT EMPOWERING CLIENTS AND THEIR FAMILIES, SPEECH-LANGUAGE PATHOLOGISTS AND EDUCATORS ACROSS THE UNITED STATES. HER WORK HAS BEEN FEATURED IN VARIOUS PUBLICATIONS INCLUDING THE AMERICAN JOURNAL OF SPEECH-LANGUAGE PATHOLOGY AND CONTENT FOR THE AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION. WITH A FOUNDATION OF EVIDENCE-BASED AND HUMAN-CENTERED PRACTICES, SHE IS CONTINUALLY INVESTED IN CULTURAL RESPONSIVENESS, ADVOCACY, NARRATIVE-BASED INTERVENTIONS AND THE MENTAL HEALTH OF EDUCATORS. SHE IS THE AUTHOR OF THE HEARTBEAT OF SPEECH-LANGUAGE PATHOLOGY. ATTENDEES LEAVE HER PRESENTATIONS AND STORYTELLING FEELING VALIDATED, REFUELED AND RE-ENGAGED IN THEIR MEANINGFUL WORK. YOU CAN FIND MORE INFORMATION AT WWW.PHUONGLIENPALAFOX.COM.

FINANCIAL: RECEIVING A SPEAKING FEE FOR THIS KEYNOTE. SHE DOES NOT RECEIVE ROYALTIES FOR RESOURCES/BOOKS (INCLUDING THE HEARTBEAT OF SPEECH-LANGUAGE PATHOLOGY) MENTIONED IN THE PRESENTATION.

NO NON-FINANCIAL RELATIONSHIPS TO DISCLOSE.

CINDY LANE PARR, PH.D, CCC-SLP, CLC

CINDY WNS ORANGE BLOSSOM SPEECH & FEEDING IN ORMOND BEACH, FL. SHE IS A DOCTOR OF SPEECH-LANGUAGE PATHOLOGY AND CERTIFIED LACTATION CONSULTANT SPECIALIZING IN FEEDING AND SWALLOWING DISORDERS.

FINANCIAL: CINDY OWNS ORANGE BLOSSOM SPEECH & FEEDING

NO NON-FINANCIAL DISCLOSURES

GABRIELA PEDRIDO, M.S., CF-SLP

GABRIELA IS AN ALUMN OF FLORIDA INTERNATIONAL UNIVERSITY AND IS CURRENTLY WORKING AS A CLINICAL FELLOW.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

AMANDA PERRY, B.S.

AMANDA IS A GRADUATE STUDENT AT NOVA SOUTHEASTERN UNIVERSITY'S SPEECH-LANGUAGE PATHOLOGY MASTER'S PROGRAM. SHE HAS OVER A YEAR OF EXPERIENCE WORKING WITH PRESCHOOLERS (3-5 YEARS OLD) DIAGNOSED WITH SPEECH-LANGUAGE IMPAIRMENTS IN A SCHOOL-BASED SETTING. HER INTERESTS INCLUDE NEONATAL FEEDING AND SCHOOL-BASED INTERVENTION.

FINANCIAL: TINY TOTS TRANSITION TO HOME IS GRANT FUNDED BY NOVA SOUTHEASTERN UNIVERSITY'S QUALITY OF LIFE GRANT (JULY 2022-JULY 2023)

NO NON-FINANCIAL DISCLOSURES

LYNN PERRY, PHD

DR. PERRY IS AN ASSOCIATE PROFESSOR IN THE DEPARTMENT OF PSYCHOLOGY. SHE IS AN INTERDISCIPLINARY DEVELOPMENTAL PSYCHOLOGIST AND HAS AUTHORED OVER 50 SCIENTIFIC PUBLICATIONS. SHE USES A VARIETY OF METHODS INCLUDING OBJECTIVE AUTOMATED MEASUREMENT AND BEHAVIORAL EXPERIMENTS TO STUDY LANGUAGE DEVELOPMENT AND SOCIAL INTERACTIONS IN CHILDREN WITH AND WITHOUT COMMUNICATION DISORDERS, SUCH AS HEARING LOSS. HER RESEARCH IS FUNDED BY GRANTS FROM NIDCD, NICHD, NSF, AND THE SPENCER FOUNDATION.

FINANCIAL: UNIVERSITY OF MIAMI SALARY

NO NON-FINANCIAL DISCLOSURES

ROXANNE PILGER M.S. CCC-SLP

ROXANNE HAS A MASTER OF SCIENCE DEGREE IN COMMUNICATION DISORDERS FROM THE UNIVERSITY OF WISCONSIN. SHE IS A LICENSED AND CERTIFIED SPEECH LANGUAGE PATHOLOGIST WITH 18 YEARS OF EXPERIENCE WORKING IN A VARIETY OF SETTINGS INCLUDING PUBLIC SCHOOLS, SKILLED NURSING FACILITIES AND HOME HEALTHCARE. CURRENTLY, ROXANNE SERVES AS A REGIONAL DIRECTOR WITH EBS HEALTHCARE AND STEPPING STONES GROUP (SSG) PROVIDING MENTORSHIP AND CLINICAL SUPERVISION AS WELL AS SUPPORT TO SCHOOL DISTRICTS AND CURRENT EBS/SSG EMPLOYEES. ROXANNE HAS PROVIDED DIRECT THERAPY, PROFESSIONAL DEVELOPMENT OPPORTUNITIES IN SCHOOL SETTINGS AS WELL AS TRAINING AND MANAGEMENT FOR COMPLIANCE AND IEP DEVELOPMENT TO ALIGN TO THE COMMON CORE STATE STANDARDS AND CURRENT BEST PRACTICES. ROXANNE HAS SERVED AS A LEAD SPEECH LANGUAGE PATHOLOGIST FOR A SCHOOL DISTRICT WHERE SHE SUPPORTED THE SPEECH DEPARTMENT BY COORDINATING THE DELIVERY OF SCHOOL SPEECH/ LANGUAGE SERVICES TO STUDENTS, STAFF, AND PARENTS AS WELL AS MAINTAINING AND REVISING DEPARTMENT FORMS, POLICIES, AND PROCEDURES. SHE HAS COORDINATED AND DESIGNED INTERVENTION PROGRAMS FOR THOSE STUDENTS WHO REQUIRED SPEECH/LANGUAGE SERVICES PRIOR TO EVALUATIONS AS PART OF A MTSS INITIATIVE. ROXANNE HAS A STRONG KNOWLEDGE BASE IN SPECIAL EDUCATION AND WORKING WITH CULTURALLY DIVERSE POPULATIONS, WHICH ALLOWS HER TO SUPPORT HER STAFF AND DISTRICTS IN THE SPECIAL EDUCATION PROCESS. SHE HAS WORKED WITH AND TRAINED TRANSLATORS TO ASSIST WITH MULTICULTURAL CASELOADS TO PROVIDE EFFECTIVE AND APPROPRIATE THERAPY APPROACHES ACROSS VARIED THERAPY SETTINGS. ON A STATE AND NATIONAL LEVEL, ROXANNE CURRENTLY SERVICES AS WISCONSIN'S CO-SEAL PROVIDING ADVOCACY AND SUPPORT FOR SLPs IN THE EDUCATIONAL SETTING

FINANCIAL: ROXANNE RECEIVES A SALARY FROM THE STEPPING STONES GROUP FOR HER POSITION
NO NON-FINANCIAL DISCLOSURES AT THIS TIME.

GRACE POPE, BHS

GRACE IS A GRADUATE STUDENT IN THE SLP PROGRAM IN THE DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES AT THE
NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

KIMBERLY PORTER

KIMBERLY IS EARLY HEARING DETECTION AND INTERVENTION PROGRAM (EHDI) DIRECTOR IN THE BUREAU OF EARLY STEPS AND NEWBORN SCREENING AT THE FLORIDA DEPARTMENT OF HEALTH, DIVISION OF CHILDREN'S MEDICAL SERVICES. SHE HAS EXTENSIVE EXPERIENCE WITH PROGRAM PLANNING, IMPLEMENTATION, EVALUATION, AND QUALITY IMPROVEMENT AT LOCAL, STATE, AND NATIONAL LEVELS.

FINANCIAL: EMPLOYED BY THE FLORIDA DEPARTMENT OF HEALTH
NO NON-FINANCIAL DISCLOSURES

THOMAS POWERS, PH.D., CCC-A, NAP-FELLOW

THOMAS IS THE FOUNDER/MANAGING MEMBER OF POWERS CONSULTING, LLC. DR. POWERS RECEIVED HIS B.S. FROM THE STATE UNIVERSITY OF NEW YORK AT GENESEO, AND HIS M.A. AND PH.D. IN AUDIOLOGY FROM OHIO UNIVERSITY. HE BEGAN HIS CAREER AS A PARTNER IN AN AUDIOLOGY PRIVATE PRACTICE AND HAS OVER 35 YEARS OF EXPERIENCE IN THE HEARING HEALTH CARE INDUSTRY. DR. POWERS CURRENTLY HOLDS AN APPOINTMENT AS ADJUNCT RESEARCH PROFESSOR AT OHIO UNIVERSITY. HIS PRIMARY AREAS OF EXPERTISE INCLUDE HEARING INSTRUMENT TECHNOLOGY, INDUSTRY TRENDS, AND OUTCOME MEASURES.

FINANCIAL: FOUNDER OF POWERS CONSULTING - SALARY, PARTNER - AMPLIFI HEARING - OWNERSHIP INTEREST, STRATEGIC ADVISOR - HEARING, INDUSTRIES ASSOCIATION - CONSULTING FEES
NON-FINANCIAL: ADJUST RESEARCH PROFESSOR - OHIO UNIVERSITY

ELIZABETH POZEN, B.S.

ELIZABETH IS A FIRST-YEAR GRADUATE STUDENT AT JACKSONVILLE UNIVERSITY. SHE RECENTLY GRADUATED WITH A BACHELOR OF SCIENCE IN CSD AND VOCAL PERFORMANCE. SHE IS AN ACTIVE ROLE IN NSSLHA AND HER RESEARCH INTERESTS ARE PEDIATRIC LANGUAGE DISORDERS AND VOICE DISORDERS IN SINGERS.

NO FINANCIAL DISCLOSURES
NON-FINANCIAL: FL SLP STUDENT STATE OFFICER FOR NSSLHA AND JU NSSLHA CHAPTER PRESIDENT.

YUXI QIU, PHD

YUXI IS A CLINICAL ASSISTANT PROFESSOR OF RESEARCH METHODOLOGY OF THE DEPARTMENT OF COUNSELING, RECREATION AND SCHOOL PSYCHOLOGY AT FLORIDA INTERNATIONAL UNIVERSITY. DR. QIU'S RESEARCH HAS BEEN FOCUSED ON MEASUREMENT AND LATENT VARIABLE MODELING WITH A PARTICULAR INTEREST IN TEST FAIRNESS, VALIDITY AND VALIDATION, AND SIMULATION-/GAME-BASED ASSESSMENT.

FINANCIAL: THIS RESEARCH WAS FUNDED BY THE WERTHEIM ENDOWED INNOVATION GRANT WHICH WAS AWARDED BY THE FIU NICOLE WERTHEIM COLLEGE OF NURSING AND HEALTH SCIENCES (NWCNHS). DR. QIU IS FULL-TIME SALARIED FACULTY AT FIU.
NO NON-FINANCIAL RELATIONSHIPS TO DISCLOSE.

MAYRA QUINTANA, M.S.

MAYRA IS AN ALUMN OF FLORIDA INTERNATIONAL UNIVERSITY AND IS CURRENTLY WORKING AS A CLINICAL FELLOW.
NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

ALISHA RAMIREZ, B.S.

ALISHA IS A BILINGUAL SPEECH-LANGUAGE PATHOLOGY GRADUATE STUDENT AT FLORIDA INTERNATIONAL UNIVERSITY.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

LEIRYS RAMIREZ, B.S.

LEIRYS IS A COMMUNICATION AND SCIENCES DISORDERS GRADUATE STUDENT AT THE UNIVERSITY OF CENTRAL FLORIDA A FEW WEEKS SHY OF GRADUATION. I HAVE AN UNDERGRADUATE DEGREE IN EXCEPTIONAL STUDENT EDUCATION (ESE) WITH A FOCUS IN APPLIED BEHAVIOR ANALYSIS (ABA). I PREVIOUSLY WORKED AS A REGISTERED BEHAVIOR TECHNICIAN (RBT) FOR 2 YEARS AND HAVE BEEN WORKING AS A BOARD CERTIFIED ASSISTANT BEHAVIOR ANALYST (BCABA) SINCE MAY 2021. I AM HOPING TO TRANSITION FULLY INTO SPEECH LANGUAGE PATHOLOGY WHILE STILL DRAWING FROM MY BACKGROUND IN ESE AND ABA TO GIVE THE MOST WELL ROUNDED TREATMENT POSSIBLE TO CLIENTS OF A VARIETY OF AGES, BACKGROUNDS, AND ABILITIES.

NO FINANCIAL DISCLOSURES

NON-FINANCIAL: MASTERS LEVEL STUDENT AND RECEIVED CLINICAL CLOCK HOURS FOR THE TREATMENT PROVIDED.

CRYSTAL RANDOLPH (NOT PRESENTING)

CRYSTAL IS THE INTERIM DEPARTMENT HEAD AND AN ASSOCIATE PROFESSOR IN THE DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS AT VALDOSTA STATE UNIVERSITY.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

LEONOR ROACH, AU.D., CCC-A, FAAA

LEONOR IS A PEDIATRIC AUDIOLOGIST AT JOE DIMAGGIO CHILDREN'S HOSPITAL IN HOLLYWOOD, FLORIDA. SHE RECEIVED HER AU.D. AT NOVA SOUTHEASTERN UNIVERSITY AND HER B.S. AT FLORIDA STATE UNIVERSITY. HER CLINICAL EXTERNSHIP WAS COMPLETED AT JOHNS HOPKINS ALL CHILDREN'S HOSPITAL, SHE HOLDS A CERTIFICATE OF CLINICAL COMPETENCY FROM ASHA AND IS A FELLOW OF AAA. WHEN SHE'S NOT IN THE OFFICE HELPING KIDDOS, SHE'S AT HOME PLAYING WITH HER OWN (GEORGIE, WHO IS 3, AND AUTUMN, WHO IS 1), TALKING AUDIOLOGY WITH HER HUSBAND, BILL (ALSO AN AUDIOLOGIST), OR PRACTICING YOGA.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

PALOMA RODRIGUEZ PH.D., BCBA-D

PALOMA SUPERVISES ALL CLINICAL PROGRAMS AND IS IN CHARGE OF THE EARLY INTENSIVE BEHAVIORAL INTERVENTION PROGRAM. SHE RECEIVED A BACHELOR OF SCIENCE IN PSYCHOLOGY FROM FLORIDA STATE UNIVERSITY, A MASTER OF SCIENCE IN APPLIED BEHAVIOR ANALYSIS FRP, FLORIDA INSTITUTE OF TECHNOLOGY AND A DOCTOR OF PHILOSOPHY IN DEVELOPMENTAL PSYCHOLOGY FROM FLORIDA INTERNATIONAL UNIVERSITY. HER RESEARCH FOCUSED ON INCREASING THE EFFECTIVENESS OF SOCIAL REINFORCERS IN YOUNG CHILDREN WITH AUTISM. PALOMA HAS BEEN WORKING IN THE FIELD OF BEHAVIORAL INTERVENTIONS SINCE 2005 AND AUTISM SINCE 2006. PALOMA STRIVES TO MAKE ALL INTERVENTIONS DEVELOPMENTALLY APPROPRIATE AND FUNCTIONAL. SHE IS ON THE FOREFRONT OF DISSEMINATING EFFECTIVE AND ETHICAL ABA TREATMENTS TO LATIN AMERICA, WHERE THESE INTERVENTIONS ARE NOT YET WELL ESTABLISHED.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES.

MICHELLE ROMEO, MA, CCC-SLP

MICHELLE IS A PRACTICING SLP IN CENTRAL FLORIDA PROVIDING CLINICAL SERVICES TO PEDIATRIC AND ADULT POPULATIONS. SHE HAS EXPERIENCE IN OUTPATIENT, HOME-HEALTH, HOSPITAL AND UNIVERSITY SETTINGS. RESEARCH AND CLINICAL INTERESTS INCLUDE NEUROGENIC COMMUNICATION DISORDERS AND DYSPHAGIA.

FINANCIAL: MICHELLE OWNS A PRIVATE PRACTICE, CENTERED SPEECH LLC. THROUGH THIS PRIVATE PRACTICE SHE SEES CLIENTS AND EARNS A SALARY. SHE IS A PRN THERAPIST AT ORLANDO REGIONAL MEDICAL CENTER'S INSTITUTE FOR ADVANCED REHABILITATION (IFAR).

NON-FINANCIAL: MICHELLE IS A MEMBER OF ASHA AND HAS PREVIOUSLY BEEN INFECTED WITH COVID-19.

ALIANA ROMERO, AUD

ALIANA IS A STAFF AUDIOLOGIST AT THE MAILMAN CENTER FOR CHILD DEVELOPMENT. SHE IS ALSO A MEMBER OF THE BOARD OF DIRECTORS FOR THE ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES AND A MEMBER OF THE UNIVERSITY OF MIAMI DISABILITY NETWORK ALLIANCE EMPLOYEE RESOURCE GROUP.

FINANCIAL: EMPLOYED BY THE UNIVERSITY OF MIAMI (SALARY)

NO NON-FINANCIAL DISCLOSURES

ALYSSA SAEZ, B.S.

ALYSSA IS A SPEECH-LANGUAGE PATHOLOGY GRADUATE STUDENT AT FLORIDA INTERNATIONAL UNIVERSITY.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

KARLA MATIAS SALDANA

KARLA IS A GRADUATE STUDENT AT JACKSONVILLE UNIVERSITY.

NO FINANCIAL DISCLOSURES

NON-FINANCIAL: NSSLHA BOARD MEMBER FOR THE JU NSSLHA PALM COAST.

RENE ARNALDO SANCHEZ, M.S. CCC-SLP

RENE IS A BILINGUAL, FLORIDA LICENSED SPEECH-LANGUAGE PATHOLOGIST, WHO JOINED EARLY STEPS NORTH IN AUGUST OF 2022. EARLY STEPS NORTH, IS LOCATED WITHIN THE UNIVERSITY OF MIAMI MAILMAN CENTER, PROVIDING ASSESSMENT AND REFERRAL SERVICES FOR CHILDREN FROM BIRTH TO AGE 3. PRIOR TO THIS APPOINTMENT, MR. SANCHEZ SERVED AS A SPEECH-LANGUAGE PATHOLOGIST FOR MIAMI-DADE COUNTY PUBLIC SCHOOLS (M-DCPS) PROVIDING ASSESSMENT AND ONGOING CLINICAL SERVICES TO A WIDE ARRAY OF STUDENTS RANGING FROM PRE-K THROUGH SECONDARY SCHOOL. SPEECH/LANGUAGE SERVICES WERE PRIMARILY GEARED BUT NOT LIMITED TO, THOSE STUDENTS WITHIN THE EXCEPTIONAL STUDENTS EDUCATION PROGRAM (ESE). IT WAS DURING THIS TIME THAT MR. SANCHEZ DEVELOPED AN INTEREST IN THE AREA OF AUTISM SPECTRUM DISORDERS (ASD) WHERE HE PROVIDED SPECIALIZED AND ONGOING CLINICAL SERVICES TO THIS POPULATION.

NO RELEVANT FINANCIAL OR NON-FINANCIAL DISCLOSURES

ZULMA YARETH SANTIAGO

MS. SANTIAGO IS A LECTURER IN THE DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA.

FINANCIAL: RECEIVES SALARY SUPPORT FOR POSITION AT THE UNIVERSITY OF FLORIDA.

NO NON-FINANCIAL DISCLOSURES

DEBORAH SCHEBLE, SLP.D, CCC-SLP

DR. SCHEBLE IS AN ASSISTANT PROFESSOR, GANNON UNIVERSITY, IS A CERTIFIED MEMBER OF THE AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION AND HAS PRACTICED AS A SPEECH-LANGUAGE PATHOLOGIST IN FLORIDA FOR OVER 20 YEARS. SHE RECEIVED A MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY FROM THE UNIVERSITY OF SOUTH FLORIDA AND A DOCTORATE IN SPEECH-LANGUAGE PATHOLOGY FROM NORTHWESTERN UNIVERSITY. DR. SCHEBLE'S RESEARCH INTERESTS INCLUDE THE DEVELOPMENT OF GRADUATE AND POST-GRADUATE HEALTHCARE PROFESSIONALS. IN ADDITION TO TREATING INDIVIDUALS IN THE ACUTE CARE, SUBACUTE, SCHOOL, AND HOME HEALTHCARE SETTINGS, SHE HAS FOCUSED ON QUALITY IMPROVEMENT, ETHICS, AND LEADERSHIP.

FINANCIAL: EMPLOYED BY AND RECEIVE A SALARY FROM GANNON UNIVERSITY.

NO NON-FINANCIAL DISCLOSURES

MICHELLE SCHLADANT

DR. SCHLADANT IS AN ASSOCIATE PROFESSOR WITH OVER 25 YEARS OF EXPERIENCE IN SPECIAL EDUCATION, WITH SPECIFIC TRAINING AND EXPERTISE IN AT SERVICE DELIVERY.

FINANCIAL: THE CONTENTS OF THIS PRESENTATION WERE DEVELOPED UNDER A GRANT FROM THE U.S. DEPARTMENT OF EDUCATION, #H327S160017. HOWEVER, THOSE CONTENTS DO NOT NECESSARILY REPRESENT THE POLICY OF THE U.S. DEPARTMENT OF EDUCATION, AND YOU SHOULD NOT ASSUME ENDORSEMENT BY THE FEDERAL GOVERNMENT. PROJECT OFFICER: ANITA VERMEER. EMPLOYED BY THE UNIVERSITY OF MIAMI.

NO NON-FINANCIAL RELATIONSHIPS TO DISCLOSE.

TARA SEGALEWITZ, M.A., CCC-SLP

TARA IS A MEDICAL SPEECH LANGUAGE PATHOLOGIST AT TAMPA GENERAL HOSPITAL (TGH) IN ACUTE CARE. SHE COMPLETED HER UNDERGRADUATE AND GRADUATE EDUCATION AT THE UNIVERSITY OF FLORIDA AND HER CLINICAL FELLOWSHIP AT TGH. HER PASSION IS IN COMPLEX DYSPHAGIA DIAGNOSTICS IN CRITICALLY ILL PATIENTS.

FINANCIAL: TARA IS EMPLOYED BY TAMPA GENERAL HOSPITAL.

NO NON-FINANCIAL DISCLOSURES

NICOLE SHAFFER, M.S., CCC-SLP

NICOLE IS A SPEECH-LANGUAGE PATHOLOGIST AND DYSPHAGIA SPECIALIST FOR PINELLAS COUNTY SCHOOLS. SHE IS A NATIONAL SPEAKER ON TOPICS INCLUDING SLP ADVOCACY, ETHICS, EDUCATIONAL RELEVANCE 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.

FINANCIAL: SALARY FROM PINELLAS COUNTY SCHOOLS

NON-FINANCIAL: MEMBER OF FLASHA, ASHA AND ASHA-PAC SUPPORTER. FLASHA VICE-PRESIDENT FOR COMMUNICATIONS. ASHA GRASSTOP ENVOY. SHE WAS NAMED FLORIDA SCHOOL CLINICIAN OF THE YEAR FOR 2021 AND WAS THE FLORIDA NOMINEE FOR THE ASHA'S VAN HATTUM AWARD FOR 2022

ANDREW SHANOCK, PHD, NCSP

DR. SHANOCK IS A PROFESSOR OF SCHOOL PSYCHOLOGY AT THE COLLEGE OF SAINT ROSE IN ALBANY, NY. DR. SHANOCK SPECIALIZES IN EDUCATIONAL ASSESSMENT. HE HAS BEEN A FEATURED SPEAKER AT THE NATIONAL AND STATE LEVEL FOR A VARIETY OF EDUCATIONAL PROFESSIONALS, INCLUDING SCHOOL PSYCHOLOGISTS, SPEECH LANGUAGE PATHOLOGISTS, AND ADMINISTRATORS

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

SABRINA SHIPMAN M.S., CCC-SLP

SABRINA IS ORIGINALLY FROM UPSTATE NY WHERE I COMPLETED MY UNDERGRADUATE WORK IN BIOLOGY AND COMMUNICATION DISORDERS AND SCIENCES. I GRADUATED FROM NOVA SOUTHEASTERN UNIVERSITY IN 2014 WITH A MASTERS DEGREE IN SPEECH LANGUAGE PATHOLOGY AND HAVE BEEN WORKING WITH THE GERIATRIC POPULATION SINCE. I PRIMARILY WORK IN A SKILLED NURSING FACILITY, BUT HAVE ALSO WORKED IN BOTH ALF AND ADULT DAY CARE.

NO RELEVANT FINANCIAL OR NON-FINANCIAL DISCLOSURES

RACHAEL SILVEIRA M.A.,CCC-SLP

RACHAEL IS A SLP CURRENTLY WORKING AT A TRAUMA HOSPITAL. SHE SPECIALIZES IN SWALLOWING DISORDERS THROUGHOUT THE LIFESPAN WITH FOCUS ON DYSPHAGIA MANAGEMENT IN ARTIFICIAL AIRWAY PATIENTS. SHE IS INVOLVED IN QUALITY IMPROVEMENT PROJECTS INCLUDING A COMPREHENSIVE TRACHEOSTOMY TEAM TO IMPROVE PATIENT OUTCOMES AND EDUCATIONAL ENDEAVORS INCLUDING MENTORING SLPs.

FINANCIAL: RECEIVES SALARY COMPENSATION AT HCA FLORIDA- KENDALL HOSPITAL

NON-FINANCIAL: DATA IS PROPERTY OF HCA FLORIDA-KENDALL HOSPITAL

ANMEET SINGH, BS

ANMEET IS A GRADUATE STUDENT IN THE MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY PROGRAM AT GANNON UNIVERSITY, RUSKIN, FL. SHE ATTENDED ARIZONA STATE UNIVERSITY FOR HER UNDERGRADUATE DEGREE IN SPEECH AND HEARING SCIENCES. SHE ENJOYS WORKING WITH DIVERSE PEDIATRIC POPULATIONS AND CONTINUES TO PARTICIPATE IN OPPORTUNITIES TO DEVELOP HER CLINICAL AND RESEARCH SKILLS.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

TIFFANY SIU MS, CCC-SLP

TIFFANY IS A SLP AT THE UNIVERSITY OF MIAMI. SHE SPECIALIZES IN THE EVALUATION AND TREATMENT OF COGNITIVE-COMMUNICATION DISORDERS AND OROPHARYNGEAL SWALLOWING, AS THE RESULT OF NEUROGENIC DISORDERS AND NEURODEGENERATIVE DISEASE. SHE SERVES AS A MULTIDISCIPLINARY TEAM MEMBER AT THE UNIVERSITY OF MIAMI PARKINSON'S CENTER.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

LORI SKINNER M.S. CCC-SLP

LORI IS A SPEECH LANGUAGE PATHOLOGY GRADUATE FROM PURDUE UNIVERSITY CLASS OF 2000. SHE HAS WORKED IN ALL FACETS OF THE CONTINUUM OF CARE INCLUDING INPATIENT REHAB, SKILLED NURSING, HOME HEALTH, OUTPATIENT, AND ACUTE CARE INCLUDING THE TRAUMA AND BURN PATIENT POPULATIONS. IN SEPTEMBER OF 2015, LORI FOUND THE JOB SHE PLANS TO DO FOR THE REMAINDER OF HER CAREER WITH HCA FLORIDA BLAKE HOSPITAL. LORI HAS BECOME A PRIMARY THERAPIST IN THE EVALUATION AND TREATMENT OF THE BURN PATIENT POPULATIONS FOR THE PAST 6 YEARS, OFTEN COLLABORATING WITH PHYSICAL AND OCCUPATIONAL THERAPY, NURSING, AND THE MEDICAL MANAGEMENT TEAM TO MAXIMIZE OUTCOMES. HER ULTIMATE GOAL IS TO PROMOTE INCLUSION OF SPEECH-LANGUAGE PATHOLOGY IN THE ABILITY TO BECOME A BURN THERAPIST-CERTIFIED (BT-C) VIA THE AMERICAN BURN ASSOCIATION (ABA).

NO FINANCIAL OR NON-FINANCIAL RELATIONSHIPS TO DISCLOSE.

ZARIA SMITH, BHS

ZARIA IS A SECOND YEAR MASTERS STUDENT IN THE SLP PROGRAM IN THE DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

KATHRYN SMRCKA, M.S., CF-SLP

KATHRYN IS AN ALUMN OF FLORIDA INTERNATIONAL UNIVERSITY AND IS CURRENTLY WORKING AS A CLINICAL FELLOW.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

LINDSAY SOUSA, B.S.

LINDSAY IS A GRADUATE STUDENT AT JACKSONVILLE UNIVERSITY STUDYING SPEECH LANGUAGE PATHOLOGY. SHE OBTAINED HER UNDERGRADUATE DEGREE FROM THE UNIVERSITY OF CENTRAL FLORIDA IN ORLANDO.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

ALICIA STERMER, M.A., CCC-SLP, CBIS

ALICIA HAS BEEN A PRACTICING MEDICAL SPEECH LANGUAGE PATHOLOGIST FOR OVER 12 YEARS. SHE CURRENTLY WORKS AT TAMPA GENERAL HOSPITAL IN ACUTE CARE. SHE HAS WORKED IN SEVERAL MEDICAL SETTINGS INCLUDING SKILLED NURSING FACILITIES, ACUTE REHABILITATION, OUTPATIENT REHABILITATION WITH A MAJORITY OF EXPERIENCE IN ACUTE CARE. HER CLINICAL INTEREST IS IN DYSPHAGIA.

FINANCIAL: ALICIA IS EMPLOYED BY TAMPA GENERAL HOSPITAL.

NO NON-FINANCIAL DISCLOSURES

LARA SUAREZ, B.S.

LARA IS A MASTER'S STUDENT IN THE CLINICAL PSYCHOLOGY MA PROGRAM AT THE UNIVERSITY OF CENTRAL FLORIDA. LARA WILL GRADUATE IN THE SUMMER OF 2024 AND PLANS TO PURSUE A PHD IN CLINICAL PSYCHOLOGY AND FOCUS ON INTERDISCIPLINARY RESEARCH INVOLVING MOOD DISORDERS, COGNITIVE FUNCTION, AND MOBILITY IN OLDER ADULTS.

FINANCIAL: MS. SUAREZ IS THE LAB COORDINATOR FOR THE ARC-IMOVE COLLABORATION AND RECEIVES FUNDING FROM THE UCF INTERPROFESSIONAL SEED GRANT.

NON-FINANCIAL: MS. SUAREZ IS A MASTERS-LEVEL STUDENT CLINICIAN IN THE DEPARTMENT OF PSYCHOLOGY AT THE UNIVERSITY OF CENTRAL FLORIDA.

SUSAN SUCCAR, M.S., CF-SLP (NON-PRESENTING AUTHOR)

SUSAN IS AN ALUMN OF FLORIDA INTERNATIONAL UNIVERSITY HOLDING A MASTER'S DEGREE IN SPEECH-LANGUAGE PATHOLOGY CURRENTLY WORKING AS A CLINICAL FELLOW.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

RILEY SULLIVAN

RILEY IS A GRADUATE STUDENT IN THE SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS AT THE UNIVERSITY OF CENTRAL FLORIDA. SHE CURRENTLY IS A GRADUATE RESEARCH ASSISTANT WORKING IN THE AAC LAB AT UCF. HER RESEARCH FOCUSES ON LANGUAGE INTERVENTIONS FOR CHILDREN USING AAC.

FINANCIAL: THIS WORK WAS SUPPORTED BY A GRANT FROM THE NATIONAL INSTITUTES OF HEALTH (NATIONAL INSTITUTE ON DEAFNESS AND OTHER COMMUNICATION DISORDERS). WORD BY WORD: BUILDING SENTENCES WITH PRESCHOOLERS WHO USE AAC. AWARD NO.

ROIDC016321 (PI: C. BINGER & MPI: J. KENT-WALSH).

NO NON-FINANCIAL DISCLOSURES

ATHANASIA SVENNING, M.A., CCC-SLP

ATHANASIA IS A CERTIFIED SLP WHO GRADUATED WITH HER MASTER'S DEGREE IN COMMUNICATION SCIENCES AND DISORDERS AT THE UNIVERSITY OF CENTRAL FLORIDA. CO-OWNER AND CHIEF ENDOSCOPIST AT DALEY DYSPHAGIA DIAGNOSTICS, LLC, ATHANASIA PROVIDES MOBILE FEES SERVICES TO THE SOUTH FLORIDA AREA. SHE CONTINUES TO WORK WITH ADULTS IN ACUTE CARE AND HAS EXPERIENCE WORKING IN SUBACUTE REHABILITATION HOSPITALS AND OUTPATIENT SETTINGS. ATHANASIA'S WORK EXPERIENCES INCLUDE EVALUATING AND TREATING SWALLOWING DISORDERS WITH PATIENTS POST-TRAUMATIC BRAIN INJURY, STROKE, CARDIAC PROCEDURES, AND TRANSPLANT ALONG WITH PATIENTS WHO WITH NEURODEGENERATIVE DISEASES AND ARE TRACHEOSTOMY/VENTILATOR DEPENDENT.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

BRYN TAYLOR, MA, CCC-SLP

BRYN IS A PHD STUDENT AT THE UNIVERSITY OF FLORIDA IN THE UPPER AIRWAY DYSFUNCTION LAB.

FINANCIAL: SALARY FURNISHED BY UF

NO NON-FINANCIAL DISCLOSURES

CAROL TAYLOR

CAROL BEGAN SERVING AS THE PROGRAM OPERATIONS ADMINISTRATOR (POA) WITH THE FLORIDA DEPARTMENT OF HEALTH FOR THE FLORIDA BOARD OF SPEECH-LANGUAGE, PATHOLOGY AND AUDIOLOGY IN JANUARY 2017. SHE OVERSEES THE SPEECH-LANGUAGE, PATHOLOGY AND AUDIOLOGY LICENSURE PROCESSING TEAM, BOARD AGENDA AND MEETING PREPARATION, AND PERSONNEL AND POLICY ISSUES. SHE ALSO PROCESSES FINAL ORDERS, ATTENDS ALL BOARD MEETINGS, FACILITATES PROBABLE CAUSE PANEL MEETINGS, AND CORRESPONDS WITH THE PUBLIC, LICENSEES, AND APPLICANTS TELEPHONICALLY AND IN WRITING.

FINANCIAL: EMPLOYED BY THE DEPARTMENT OF HEALTH

NO NON-FINANCIAL DISCLOSURES

CHANDLER THOMPSON, MS, CCC-SLP, DMA

DR. 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 FINANCIAL OR NON-FINANCIAL DISCLOSURES

DANIELLE TJON, BHS

MS. TAYLOR PREVIOUSLY SERVED THE FLORIDA DEPARTMENT OF HEALTH IN VARIOUS POSITIONS WITH THE PROSECUTION SERVICES UNIT FOR SEVENTEEN YEARS. THE PROSECUTION SERVICES UNIT INVESTIGATES ALL COMPLAINTS RECEIVED FOR THE PROFESSIONS REGULATED BY THE DEPARTMENT'S HEALTH CARE PRACTITIONER REGULATION UNIT (HCPR) AND ENFORCES APPROPRIATE FLORIDA STATUTES.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES TO REPORT.

JENNIFER TUCKER PT, DPT, PCS

DR. TUCKER IS A CLINICAL ASSOCIATE PROFESSOR IN THE PROGRAM OF PHYSICAL THERAPY AT THE UNIVERSITY OF CENTRAL FLORIDA. SHE OBTAINED HER MASTER'S DEGREE IN PHYSICAL THERAPY AT THE UNIVERSITY OF INDIANAPOLIS AND HER DOCTOR OF PHYSICAL THERAPY DEGREES FROM THE UNIVERSITY OF SOUTH ALABAMA. SHE IS BOARD CERTIFIED IN PEDIATRICS BY THE AMERICAN BOARD OF PHYSICAL THERAPY SPECIALTIES (ABPTS). TUCKER IS THE DIRECTOR OF UCF GO BABY GO AND CO-DIRECTOR OF THE IMOVE LAB. HER RESEARCH FOCUSES ON COMMUNITY EMBEDDED INTERVENTIONS TO PROMOTE PLAY AND PARTICIPATION IN CHILDREN WITH AND WITHOUT DISABILITIES. CURRENT PROJECTS FOCUS ON THE IMPACT OF MOBILITY DEVICES INCLUDING MODIFIED RIDE ON CARS AND HARNESS SYSTEMS FOR CHILDREN AND ADULTS ON COMMUNICATION, SOCIAL INTERACTIONS, QUALITY OF LIFE, AND FUNCTIONAL MOBILITY. TUCKER HAS PUBLISHED AND PRESENTED NATIONALLY ON PROMOTING EARLY MOBILITY, INTERPROFESSIONAL EDUCATION, AND PARTICIPATION IN CHILDREN WITH AND WITHOUT DISABILITIES.

FINANCIAL: THIS WORK IS SUPPORTED BY FUNDING FROM THE BAILES FAMILY FOUNDATION, GOBABYGO!, AND VARIETY THE CHILDREN'S CHARITY. FACULTY AT THE UNIVERSITY OF CENTRAL FLORIDA IN THE COLLEGE OF HEALTH PROFESSIONS AND SCIENCES.

NO NON-FINANCIAL DISCLOSURES

ASHLEE TUTTLE, BA

IN HER ROLE AS POA MS. TAYLOR HAS WORKED TOWARDS PROCESS IMPROVEMENT AND BETTER COMMUNICATION WITH THE PUBLIC. MS. TAYLOR HAS A DESIRE TO SERVE ALL RESIDENTS OF THE STATE BY STRIVING TO MEET THE VISION OF THE DEPARTMENT "TO BE THE HEALTHIEST STATE IN THE NATION.

FINANCIAL: THIS RESEARCH WAS FUNDED BY THE WERTHEIM ENDOWED INNOVATION GRANT WHICH WAS AWARDED BY THE FIU NICOLE WERTHEIM COLLEGE OF NURSING AND HEALTH SCIENCES (NWCNHS). ASHLEE TUTTLE HAS PAID RESEARCH ASSISTANTSHIPS THROUGH THIS GRANT.

NO NON-FINANCIAL RELATIONSHIPS TO DISCLOSE.

ELENA UGAS M.S.,CCC-SLP

ELENA UGAS OBTAINED HER MASTER'S DEGREE FROM FLORIDA INTERNATIONAL UNIVERSITY IN 2009. SHE COMPLETED A RESEARCH STUDY, GUIDED BY DR. ELAINE RAMOS, AND PRESENTED A POSTER SESSION AT THE 2009 ASHA CONVENTION IN NEW ORLEANS. IN 2013, IN CONJUNCTION WITH CENTRO INTEGRAL REGYAN, ELENA CONDUCTED A COURSE IN YUCATAN, MEXICO, CALLED "DESORDENES EN LA ARTICULACION Y FONOLOGIA EN NIÑOS Y JOVENES," DESIGNED TO INSTRUCT PROFESSIONALS IN MERIDA ABOUT BEST PRACTICES AND TECHNIQUES IN OUR PROFESSION. ELENA WORKED AS AN ABA THERAPIST/FACILITATOR FROM 2005-2008. THEN, IN 2008, SHE OBTAINED AN SLPA LICENSE, WORKING AS AN ASSISTANT UNTIL HER GRADUATION FROM FIU IN 2009. AS AN SLP, ELENA BEGAN HER CAREER IN PRIVATE PRACTICE AND AS A SUBCONTRACTOR FOR THE BROWARD COUNTY SCHOOL SYSTEM. IN 2012, SHE STARTED HER OWN COMPANY FOR PEDIATRIC SLP SERVICES, AND, IN 2013, OPENED A JOINT PRACTICE WITH AN ABA THERAPIST/FACILITATOR, EXPANDING TO PROVIDE ST/OT/ABA SERVICES, EDUCATIONAL SUPPORT, AND SOCIAL SKILLS GROUP SESSIONS FOR CHILDREN AND ADULTS WITH VARIOUS EXCEPTIONALITIES. IN 2020, ELENA SEPARATED FROM THE GROUP, AND CURRENTLY HAS HER OWN PRIVATE PRACTICE, IN PEMBROKE PINES, FOCUSING ON SLP AND RELATED SUPPORTIVE SERVICES. FORMER PRESENTER FOR LAST YEAR'S FLASHA 2022 "INTERDISCIPLINARY RELATIONSHIPS: WORKING WITH ABA ALLIES.

NO RELEVANT FINANCIAL OR NON-FINANCIAL DISCLOSURES.

MEGAN URBANO BM, MS, CCC-SLP

MEGAN IS A SPEECH LANGUAGE PATHOLOGIST AT THE USF HEALTH VOICE CENTER IN TAMPA, FL. SHE RECENTLY COMPLETED A CLINICAL FELLOWSHIP SPECIALIZING IN THE ASSESSMENT AND TREATMENT OF VOICE AND UPPER AIRWAY DISORDERS AT USC VOICE CENTER IN LOS ANGELES, CA. HER PASSION FOR VOICE, VOICE HEALTH, AND PERFORMING HAS BEEN CONSTANT THROUGHOUT HER PERSONAL AND ACADEMIC ENDEAVORS. MEGAN RECEIVED A BACHELOR'S OF MUSIC (OPERA VOCAL PERFORMANCE) FROM WESTMINSTER CHOIR COLLEGE AND HER MASTER'S IN SPEECH PATHOLOGY WITH A CONCENTRATION IN VOICE FROM MGH INSTITUTE OF HEALTH PROFESSIONS IN BOSTON. HER CLINICAL INTERESTS INCLUDE THE TREATMENT OF VOICE DISORDERS WITH SPECIALIZATION IN PROFESSIONAL VOICE USERS, SUCH AS SINGERS AND VOICE ACTORS, AS WELL AS GENDER AFFIRMING VOICE SERVICES. MEGAN IS ALSO PASSIONATE ABOUT PROVIDING CARE TO SPANISH-SPEAKING COMMUNITIES AND WORKS AS A BILINGUAL PROVIDER (SPANISH AND ENGLISH).

FINANCIAL: SALARIED EMPLOYEE OF USF HEALTH.

NO NON-FINANCIAL DISCLOSURES

BUSE UTKAN

MS. UTKAN IS AN UNDERGRADUATE STUDENT IN THE DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

SOFIA VARTDAL

SOPHIA IS A GRADUATE STUDENT IN THE SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS AT THE UNIVERSITY OF CENTRAL FLORIDA. SHE CURRENTLY IS A GRADUATE RESEARCH ASSISTANT WORKING IN THE AAC LAB AT UCF. HER RESEARCH FOCUSES ON LANGUAGE INTERVENTIONS FOR CHILDREN USING AAC.

FINANCIAL: THIS WORK WAS SUPPORTED BY A GRANT FROM THE NATIONAL INSTITUTES OF HEALTH (NATIONAL INSTITUTE ON DEAFNESS AND OTHER COMMUNICATION DISORDERS). WORD BY WORD: BUILDING SENTENCES WITH PRESCHOOLERS WHO USE AAC. AWARD NO.

R01DC016321 (PI: C. BINGER & MPI: J. KENT-WALSH).

NO NON-FINANCIAL DISCLOSURES

ALBERT VILLANUEVA-REYES, ED.D., CCC-SLP

DR. ALBERT VILLANUEVA-REYES IS A PROFESSOR AND PROGRAM DIRECTOR FOR THE SLP PROGRAM AT GANNON UNIVERSITY, PREVIOUSLY DR. VILLANUEVA-REYES HELD A TEACHING POSITION AT JACKSONVILLE UNIVERSITY AND FOR 26 YEARS HELD A TEACHING AND ADMINISTRATIVE POSITION AT THE UNIVERSITY OF PUERTO RICO, MEDICAL SCIENCES CAMPUS. IN 1983 HE RECEIVED HIS B.A. IN SECONDARY EDUCATION WITH A SPECIALTY IN TEACHING SPANISH AS A PRIMARY LANGUAGE, FROM THE UNIVERSITY OF PUERTO RICO. DR. VILLANUEVA-REYES ALSO HOLDS A MASTERS IN SPEECH-LANGUAGE PATHOLOGY (1991), AND A DOCTORAL DEGREE IN TEACHING AND CURRICULUM WITH A SPECIALTY IN HISPANIC LINGUISTICS (2001), BOTH FROM THE UNIVERSITY OF PUERTO RICO. IN 2004, DR. VILLANUEVA-REYES GRADUATED FROM A SPECIALIZED PROGRAM IN VOCOLGY (SCIENCE OF VOICE HABILITATION). HE IS CURRENTLY A LICENSED SPEECH-LANGUAGE PATHOLOGIST IN THE STATE OF FLORIDA AND IN THE COMMONWEALTH OF PUERTO RICO. DR. VILLANUEVA-REYES RECENTLY COMPLETED A M.A. IN BIBLICAL STUDIES AT GRACE SCHOOL OF THEOLOGY, LOCATED IN THE WOODLANDS, TEXAS.

FINANCIAL: EMPLOYED BY AND RECEIVES A SALARY FROM GANNON UNIVERSITY, WHICH IS NOT A SOURCE RELATED TO THE CONTENT OF THIS COURSE. COMPLIMENTARY CONVENTION REGISTRATION AND TWO NIGHTS COMPLIMENTARY HOTEL.

NON-FINANCIAL: MEMBER OF THE BOARD OF DIRECTORS FOR FLASHA

BREANNA WALDRUP, MS, CCC-SLP

BREANNA IS A GRADUATE OF THE APRAXIA KIDS TRAINING INSTITUTE AND IS RECOGNIZED AS HAVING ADVANCED TRAINING AND EXPERTISE IN CHILDHOOD APRAXIA OF SPEECH (CAS). SHE HAS PRESENTED AT A NUMBER OF REGIONAL AND NATIONAL CONFERENCES ON THE DIAGNOSIS AND TREATMENT OF CAS SINCE 2016.

FINANCIAL: RECEIVES A SALARY FROM APRAXIA DALLAS, PLLC

NON-FINANCIAL: VOLUNTEER WALK COORDINATOR FOR NORTH TEXAS WALK FOR APRAXIA, MEMBER OF ASHA AND TSHA (TEXAS SPEECH-LANGUAGE HEARING ASSOCIATION)

SCOTT WALSH, M.ED.

SCOTT IS A DEAF EDUCATION AND TRAINING SPECIALIST WITH RMTCD/HH. HE COACHES AND CONSULTS WITH DISTRICTS AND PROGRAMS THROUGHOUT THE STATE OF FLORIDA TO EDUCATE STUDENTS WHO ARE DEAF AND HARD OF HEARING (DHH). SCOTT HAS A DUAL BACHELOR'S DEGREE FROM FLAGLER COLLEGE IN DEAF EDUCATION AND ELEMENTARY EDUCATION. HE ALSO HAS A MASTER'S DEGREE FROM THE AMERICAN COLLEGE OF EDUCATION IN EDUCATIONAL LEADERSHIP. THROUGHOUT HIS CAREER, HE HAS WORKED WITH OVER EIGHT SCHOOL DISTRICTS ACROSS MULTIPLE STATES IN DEVELOPING AND DESIGNING CLASSROOM INSTRUCTIONAL MODELS THAT MEET THE UNIQUE NEEDS OF STUDENTS.

FINANCIAL: RECEIVE A SALARY FROM THE RESOURCE MATERIALS AND TECHNOLOGY CENTER FOR THE DEAF/HARD OF HEARING (RMTCD/HH). PRESENTERS ARE EMPLOYED BY FLORIDA DEPARTMENT OF EDUCATION BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT NON-SERVICES

NON-FINANCIAL: CONTENT IS REVIEWED BY LOCAL AND/OR STATE-LEVEL ADMINISTRATION FOR PUBLICATION OR PRESENTATION STATEWIDE.

MARGARET WATERMAN, MA

MARGARET IS THE SCREENING RESOURCE COORDINATOR WITH THE FLORIDA NEWBORN HEARING SCREENING/EARLY HEARING DETECTION AND INTERVENTION PROGRAM IN BUREAU OF EARLY STEPS AND NEWBORN SCREENING AT THE FLORIDA DEPARTMENT OF HEALTH, DIVISION OF CHILDREN'S MEDICAL SERVICES. MS. WATERMAN PROVIDES TRAINING AND TECHNICAL ASSISTANCE TO HEARING SCREENING PROVIDERS. SHE HAS EXTENSIVE EXPERIENCE CONDUCTING HEARING SCREENS AND MANAGING HEARING SCREENING SERVICES.

FINANCIAL: EMPLOYED BY THE FLORIDA DEPARTMENT OF HEALTH

NO NON-FINANCIAL DISCLOSURES

STEPHANIE WATTS, PHD, CCC/SLP

DR. WATTS IS AN ASSISTANT PROFESSOR 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.

FINANCIAL: GRANT FUNDING FOR THIS PROJECT PROVIDED BY THE UNIVERSITY OF SOUTH FLORIDA FOR BOTH PRESENTERS

NO NON-FINANCIAL DISCLOSURES

CHARLENE WESTMAN

CHARLENE IS THE OWNER OF BUILDING BLOCKS, INC, A PRIVATE PRACTICE LOCATED IN ORLANDO, FL. SHE IS A CURRENT MEMBER 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.

FINANCIAL: OWNER OF BUILDING BLOCKS, INC., A PRIVATE PRACTICE IN ORLANDO FL.

NO NON-FINANCIAL DISCLOSURES

KAREN WHEELER-HEGLAND

KAREN IS AN ASSOCIATE PROFESSOR AND PROGRAM DIRECT FOR SPEECH-LANGUAGE PATHOLOGY IN THE DEPARTMENT OF SPEECH LANGUAGE AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA. HER RESEARCH FOCUSES ON THE EFFECTS OF NEURODEGENERATIVE DISEASE ON UPPER AIRWAY FUNCTIONS INCLUDING SPEECH, VOICE, SWALLOWING, AND COUGH.

FINANCIAL: SALARY FURNISHED BY UF

NO NON-FINANCIAL DISCLOSURES

JENNIFER WHITE, B.A.

JENNIFER IS A FIRST YEAR GRADUATE STUDENT IN THE DEPARTMENT OF SPEECH, LANGUAGE AND HEARING SCIENCES AT THE UNIVERSITY OF FLORIDA PURSUING A MASTERS IN SPEECH PATHOLOGY.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

SYDNEY WHITE

SYDNEY EARNED HER B.A. IN COMMUNICATION SCIENCES AND DISORDERS FROM THE UNIVERSITY OF SOUTH FLORIDA AND HER M.S. IN SPEECH-LANGUAGE PATHOLOGY FROM NOVA SOUTHEASTERN UNIVERSITY. SHE WILL BE COMPLETING HER CLINICAL FELLOWSHIP IN 2023. SYDNEY'S CLINICAL EXPERIENCE INCLUDES INTERNING AT KIDS ALWAYS KOUNT THERAPY SERVICES, THE PARKINSON'S SPEAK OUT! PROGRAM AT ADVENTHEALTH, VIRTUAL CONNECTIONS' APHASIA SUPPORT GROUPS, AND VOICES OF HOPE FOR APHASIA. SYDNEY HAS A SPECIAL INTEREST IN TELEPRACTICE AND HOW TO MAKE THE PLATFORM ACCESSIBLE AND FUNCTIONAL FOR ALL PATIENTS.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

MATT WILLIAMS, AUD

MATT HAS BEEN A PEDIATRIC AUDIOLOGIST WITH ADVENTHEALTH FOR THE LAST SEVEN YEARS. HE RECEIVED HIS DOCTORATE OF AUDIOLOGY FROM THE UNIVERSITY OF FLORIDA. PRIOR TO WORKING AT ADVENTHEALTH, DR. WILLIAMS WAS A MILITARY AUDIOLOGIST FOR THE UNITED STATES AIR FORCE.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES

RACHEL WILLIAMS, PH.D., CCC-SLP, ASHA FELLOW

RACHEL IS A PROFESSOR, DIRECTOR OF THE DOCTOR OF SPEECH-LANGUAGE PATHOLOGY (SLP.D.) PROGRAM, AND GRADUATE SUPERVISOR AT NOVA SOUTHEASTERN UNIVERSITY. SHE TEACHES COURSES IN TECHNOLOGY AND INSTRUMENTATION IN COMMUNICATION DISORDERS, FLUENCY DISORDERS, MULTICULTURAL AND COUNSELING ISSUES, AND PROFESSIONAL ISSUES. HER RESEARCH AREAS OF INTEREST INCLUDE FLUENCY DISORDERS, SERVICE DELIVERY TO CULTURALLY AND LINGUISTICALLY DIVERSE POPULATIONS, DIVERSITY TRAINING IN CLINICAL EDUCATION AND LEADERSHIP IN HIGHER EDUCATION.

FINANCIAL: DR. RACHEL WILLIAMS, IS A PROFESSOR AND DIRECTOR OF THE DOCTOR OF SPEECH-LANGUAGE PATHOLOGY PROGRAM (SLP.D.) AT NOVA SOUTHEASTERN UNIVERSITY AND RECEIVES A SALARY. SHE IS A PAST PRESIDENT OF FLASHA AND RECEIVED A COMPLIMENTARY CONVENTION REGISTRATION.

NON-FINANCIAL: PAST PRESIDENT OF FLASHA. SHE IS A MEMBER OF THE CONVENTION AND DEI COMMITTEES.

CARA WILMOT, M.ED.

CARA IS A DOCTORAL STUDENT IN THE EDUCATIONAL LEADERSHIP PROGRAM AT THE UNIVERSITY OF NORTH FLORIDA. SHE HAS A DUAL BACHELOR'S DEGREE IN DEAF EDUCATION AND ELEMENTARY EDUCATION FROM FLAGLER COLLEGE. HER MASTER'S DEGREE IS IN EXCEPTIONAL EDUCATION FROM THE UNIVERSITY OF NORTH FLORIDA. SHE TAUGHT STUDENTS FROM BIRTH TO 22 ACROSS THE CONTINUUM OF SERVICES FROM SELF-CONTAINED CLASSROOM TO INCLUSION SUPPORT AT ALL LEVELS. HER CURRENT POSITION IS A DEAF EDUCATION AND TRAINING SPECIALIST FOR RESOURCE MATERIALS AND TECHNOLOGY CENTER FOR THE DEAF AND HARD OF HEARING (RMTC-D/HH). AS A SPECIALIST FOR RMTC-D/HH SHE RESPONDS TO REQUESTS FOR ASSISTANCE FROM SCHOOL DISTRICT STAFF AND PARENTS IN THE FORM OF COACHING, MENTORING, CONSULTATION, AND SUPPORT THAT MAY INCLUDE THE PROVISION OF PROFESSIONAL DEVELOPMENT. HER SPECIALTY AREAS ARE LITERACY, TRANSITION, ITINERANT SERVICES, AND EXPANDED CORE CURRICULUM FOR DEAF/HARD OF HEARING (ECC-DHH).

FINANCIAL: RECEIVES A SALARY FROM THE RESOURCE MATERIALS AND TECHNOLOGY CENTER FOR THE DEAF/HARD OF HEARING (RMTC-D/HH). EMPLOYED BY FLORIDA DEPARTMENT OF EDUCATION BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES

NON-FINANCIAL: CONTENT IS REVIEWED BY LOCAL AND/OR STATE-LEVEL ADMINISTRATION FOR PUBLICATION OR PRESENTATION STATEWIDE.

DR. WHITNEY WILSON

DR. WILSON IS A TRAUMA/ACUTE CARE SURGEON AT HCA FLORIDA KENDALL HOSPITAL, HAVING RECENTLY COMPLETED SURGICAL CRITICAL CARE FELLOWSHIP THERE. ORIGINALLY FROM CENTRAL FLORIDA, SHE COMPLETED MEDICAL SCHOOL AT MIDWESTERN UNIVERSITY AND GENERAL SURGERY RESIDENCY AT HONORHEALTH IN PHOENIX, AZ. SHE ENJOYS SPENDING TIME WITH FAMILY AND AT THE BEACH.

FINANCIAL: DR. WILSON RECEIVES SALARY COMPENSATION AT HCA FLORIDA- KENDALL HOSPITAL

NON-FINANCIAL: DATA IS PROPERTY OF HCA FLORIDA-KENDALL HOSPITAL

LARA WOLFF

LARA S A MEDICAL STUDENT AT NOVA SOUTHEASTERN UNIVERSITY'S MEDICAL SCHOOL. SHE IS A RESEARCH ASSISTANT FOR TINY TOTS TRANSITION TO HOME PROGRAM. HER CLINICAL INTERESTS INCLUDE PEDIATRICS, NEONATAL MEDICINE, AND UPPER AIRWAY SURGERY.

FINANCIAL: TINY TOTS TRANSITION TO HOME IS GRANT FUNDED BY NOVA SOUTHEASTERN UNIVERSITY'S QUALITY OF LIFE GRANT (JULY 22-23)

NO NON-FINANCIAL DISCLOSURES

JANICE WOOTEN OTR/L, CAPS

JANICE OBTAINED HER B.S AND CERTIFICATE OF OCCUPATIONAL THERAPY FROM BOSTON UNIVERSITY IN 1977. SINCE THEN SHE HAS WORKED IN THE HOSPITAL SETTING, THE SCHOOL SETTING AND PRIVATE PRACTICE. JANICE HAS EXTENSIVE EXPERIENCE NOT ONLY ON THE CLINICAL SIDE BUT ALSO IN THE ADMINISTRATION DEPARTMENT. SHE OWNS HER OWN PRIVATE PRACTICE SINCE 2005 AND IS ALSO AN ADJUNCT PROFESSOR AT ADVENT HEALTH UNIVERSITY IN ORLANDO. JANICE HAS SEVERAL OT ACCREDITATIONS INCLUDING BUT NOT LIMITED TO CAPS, AS WELL AS BEING A RENOWNED MEMBER OF FOTA, WITH SEVERAL AWARDS FROM DISTINGUISHED ASSOCIATIONS INCLUDING RECEIVING THE DISTINGUISHED MEMBER AWARD AT FLASHA 2011.

NO FINANCIAL OR NON-FINANCIAL DISCLOSURES.

TIFFANIE ZAUGG M ED

TIFFANIE IS A PHD AT THE UNIVERSITY OF CENTRAL FLORIDA IN EXCEPTIONAL LEARNER WITH A FOCUS ON INNOVATIVE TECHNOLOGY. SHE WAS PREVIOUSLY THE INCLUSIVE TECHNOLOGY/AT COORDINATOR AT PRAIRIE LAKES AREA EDUCATION AGENCY WITH EXPERIENCE IMPLEMENTING TECHNOLOGY INTO THE SPECIAL EDUCATION CLASSROOM AND GENERAL EDUCATION CLASSROOM. SHE HAS ASSISTED TEACHERS WITH IMPLEMENTING TECHNOLOGY FOR STUDENTS WITH MANY DIFFERENT NEEDS. TIFFANIE LED THE STATE OF IOWA'S AEA AT TEAM FOR 4 YEARS AND PARTICIPATED IN THE STATE OF IOWA'S STUDENTS WITH SIGNIFICANT DISABILITIES TEAM. TIFFANIE WAS ALSO THE TEAM LEAD FOR STUDENTS WITH SIGNIFICANT DISABILITIES AT PRAIRIE LAKES AEA AND WAS A SPECIAL EDUCATION CONSULTANT FOR THREE YEARS. PRIOR TO PRAIRIE LAKES AREA EDUCATION AGENCY, SHE TAUGHT SPECIAL EDUCATION AND GENERAL EDUCATION CLASSES. TIFFANIE BELIEVES PROVIDING ACCESS TO ALL LEARNERS CAN LEVEL THE PLAYING FIELD FOR ALL

FINANCIAL: TIFFANIE HAS A SMALL STIPEND FROM PRAIRIE LAKES AREA EDUCATION AGENCY TO ASSIST WITH THE INCLUSIVE CLASSROOM CONFERENCE.

NO NON-FINANCIAL DISCLOSURES

JOE ZELLENKE, ABD., CCC-SLP, IS A SPEECH-LANGUAGE PATHOLOGIST AT CORAL GABLES HOSPITAL, MIAMI, FL. HE ALSO TEACHES SEVERAL COURSES AS AN ADJUNCT PROFESSOR AT FIU. HE IS ENROLLED IN A DOCTOR OF EDUCATION PROGRAM FOR HEALTHCARE PRACTITIONERS AND EDUCATORS. HIS PROFESSIONAL INTERESTS INCLUDE CLINICAL EDUCATION AND ADULT NEUROGENIC DISORDERS.

FINANCIAL: ADJUNCT PROFESSOR AT FIU

NO NON-FINANCIAL DISCLOSURES

ANGELA ZIEGLER, MA, CCC-SLP, RYT-200

ANGELA IS AN SLP WITH OVER 10 YEARS OF EXPERIENCE IN A VARIETY OF SETTINGS. SHE HAS WORKED AT OH FOR OVER 9 YEARS IN ALL SETTINGS. IN 2017 ANGELA STARTED WORKING AS AN ADJUNCT CLINICAL INSTRUCTOR FOR THE UCF COMMUNICATION DISORDERS CLINIC AND AS OF 2022, SERVES AS THE CLINICAL EDUCATION SPECIALIST OF THE UCF APHASIA HOUSE. ANGELA IS THE FOUNDER OF A SOCIAL SUPPORT, REBOUNDERS, FOR SURVIVORS OF TBI AND STROKE. SHE ALSO PROVIDES SUPPORT FOR A CAREGIVER SUPPORT GROUP AT THE UCF APHASIA HOUSE. ANGELA CONTINUES TO WORK AT UCF AND OH. ANGELA EARNED HER REGISTERED YOGA TEACHER CERTIFICATION IN 2022.

FINANCIAL- VISITING FACULTY MEMBER IN THE SCHOOL OF COMMUNICATION SCIENCES AND DISORDERS AT THE UNIVERSITY OF CENTRAL FLORIDA (UCF), OWNS THE A. TO Z. SLP, A PRIVATE PRACTICE THAT SERVES THE CENTRAL FLORIDA COMMUNITY WITH ADULT-CENTERED INDIVIDUAL AND FAMILY SERVICES RELATED TO TBI, STROKE, AND OTHER NEUROLOGICAL DIAGNOSES. SHE IS A PRN THERAPIST AT ORLANDO REGIONAL MEDICAL CENTER'S INSTITUTE FOR ADVANCED REHABILITATION (IFAR). FINALLY, SHE OFFERS PRIVATE YOGA CLASSES THROUGH THE A. TO Z. SLP AND IS CERTIFIED BY YOGA ALLIANCE.

NON-FINANCIAL: RESEARCH INTERESTS INCLUDE CAREGIVER SUPPORT, QUALITY OF LIFE, AND STUDENT SUCCESS/BURNOUT PREVENTION.

MRS. ZIEGLER COLLABORATES WITH COLLEAGUES ACROSS UCF AND THE COMMUNITY.

MONICA ZIGNI, B.S.

I AM A COMMUNICATION SCIENCES AND DISORDERS GRADUATE STUDENT AT THE UNIVERSITY OF CENTRAL FLORIDA WITH AN ANTICIPATED GRADUATION DATE AT THE END OF THIS SUMMER. I RECEIVED MY UNDERGRADUATE DEGREE IN COMMUNICATION SCIENCES AND DISORDERS AT FLORIDA STATE UNIVERSITY IN 2021. THIS PAST FALL SEMESTER, I HAD THE PLEASURE OF WORKING AND COLLABORATING WITH MS. LEIRYS AND MRS. KELLY DAVID IN PROVIDING SELF-ADVOCACY STRATEGIES WITH THE ADULT NEURO-DIVERSE POPULATION VIA TELEHEALTH GROUP SPEECH-LANGUAGE THERAPY SESSIONS. THIS SIDE OF SPEECH-LANGUAGE PATHOLOGY TAUGHT ME SO MUCH ABOUT HOW NECESSARY EMPHASIZING THE IMPORTANCE OF TEACHING SELF-ADVOCACY AND PROBLEM SOLVING STRATEGIES ARE FOR THE ADULT NEURO-DIVERSE POPULATION. SEEING THE IMPACT WE HAVE MADE IN OUR CLIENT'S ABILITY TO INTERACT WITH OTHERS AND INCREASING THEIR SELF-CONFIDENCE AND SELF-AWARENESS HAS BEEN AN INVALUABLE EXPERIENCE!

NO FINANCIAL DISCLOSURES

NON-FINANCIAL: A MASTERS LEVEL STUDENT AND RECEIVED CLINICAL CLOCK HOURS FOR THE TREATMENT PROVIDED.

LYNDSEY ZURAWSKI, SLP.D, CCC-SLP

DR. ZURAWSKI IS CURRENTLY EMPLOYED BY THE SCHOOL DISTRICT OF PALM BEACH COUNTY AS AN SLP PROVIDING SERVICES TO INCARCERATED YOUTH IN ALTERNATIVE EDUCATION SETTINGS, INCLUSIVE SERVICES TO PRE-K THRU HIGH SCHOOL STUDENTS, ALONG WITH SUPERVISING, AND WORKING AS A DISTRICT DIAGNOSTICIAN. DR. ZURAWSKI'S FOCUS IS ON PROVIDING COLLABORATIVE-BASED INCLUSIVE SERVICES, LITERACY-BASED (CURRICULUM-BASED) THERAPY, ADVOCACY FOR STUDENTS IN ALTERNATIVE EDUCATION, AND READING DISORDERS FOR STUDENTS WITH SPEECH AND LANGUAGE DISORDERS. DR. ZURAWSKI RECEIVED THE RHONDA WORK SCHOOL CLINICIAN OF THE YEAR AWARD IN 2016 FROM FLASHA. SHE IS A PAST PRESIDENT OF THE FLORIDA ASSOCIATION OF SPEECH-LANGUAGE PATHOLOGISTS AND AUDIOLOGISTS AND CURRENT PRESIDENT OF THE COUNCIL OF STATE ASSOCIATION PRESIDENTS (2022).

FINANCIAL: EMPLOYEE WITH THE SCHOOL DISTRICT OF PALM BEACH COUNTY, COMPLIMENTARY REGISTRATION, COMPLIMENTARY HOTEL

NON-FINANCIAL: FLASHA VP FOR CONVENTION, PAST PRESIDENT OF FLASHA



FINANCIAL REPORT

**Coming
soon**



**SAVE
THE DATE**

**2024
FLASHA
CONVENTION**

6/21-6/23/2024

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