

2019 FLASHA at SEA


Virtual Program- ALL SESSION BUNDLE

Florida Licensing Requirements

Thirty hours of continuing education are required during the 24 month renewal cycle ending 12/31/19 covered by your license. 2 of these CEs must be in Medical Errors. Please be aware that FLASHA reports all activity to CE Broker, Florida's authorized agent to track licensee's CE activity.

The 2019 FLASHA at SEA Virtual Convention program will offer a maximum of 46 hours of continuing professional development credit. FLASHA assumes the attendee has met the requirements set forth by the state to obtain professional development credit.

ASHA Continuing Education Units



APPROVED PROVIDER

ASHA
CONTINUING
EDUCATION

AMERICAN SPEECH-LANGUAGE HEARING ASSOCIATION

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

2019 FLASHA at SEA Virtual Convention is offered for up to 4.6 ASHA CEUs (Intermediate level, Professional area).

An annual ASHA CE Registry fee is required to register ASHA CEUs. CE Registry fees are paid by the participant directly to the ASHA National office. The annual ASHA CE Registry fee allows registration of an unlimited number ASHA CEUs for the calendar year. Contact the ASHA CE Division at 301-897-5700 for CE registry fee subscription information.

Disclosure Information

The planners and speakers for the 2019 FLASHA at SEA Virtual Convention program have disclosed if they have any financial or non-financial support that could have an effect on the content the presentations in this activity. Disclosure statement summaries are available in this program found on the FLASHA website at www.flasha.org.

The Florida Association of Speech-Language Pathologists and Audiologists is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. ASHA CE Provider approval does not imply endorsement or course content, specific products or clinical procedures.

Session 06-25-01:

Keynote Session: “The Magic is All Around Us”

As professionals, we are charged with a simple task – help the communicatively impaired so they can participate fully in society. However, bureaucracy has saddled us with extensive additions and additional expectations that far exceed our original purpose. How do we, as a community, meet these expectations? How do we, as professionals strive to achieve the unachievable? How do we meet legislative intent when clearly those who make the rules do not really understand what we do? More importantly, how do we, as professionals maintain our sanity in what appears to be an increasingly insane situation? How do we as professionals, maintain our professionalism and actually do what our passion drove us to do without burning out?

To assume today’s classrooms are similar to those of the ‘60s is unrealistic. Many of us remember the smells created from ditto machines and the excitement when a filmstrip was shown. A16 mm film was simply utopia! Many of us remember when the T.V. was wheeled into a room and multiple classes were combined to witness the wonders of the Apollo launches and the horror of President Kennedy’s assassination. Try and explain this to the youth of today who have phones in their pockets that instantly connect them to the world but too often are used to consume their time with trivial, mind numbing distractions that impede a teacher’s ability to teach.

We live in Florida, one of the world’s most unique places where magic abounds. From the Magic Kingdom to the magic of Harry Potter’s wand, magic is all around us. How do we make magic happen in the classroom? Can we

summon up our Fairy Godmother to BibbidiBobbidiBoo us with her wand? Or how about asking Harry Potter to point his wand while saying “Accio” to magically summon our students to be willing participants in the quest for educational outcome? For that matter, do we need to sprinkle some Fairy Dust on ourselves to empower us to work as a team to meet the dream?

Come and be empowered with a positive message for those whose lives are touched by the magic we perform. Walk away with an invigorated spirit to enable you to tackle the upcoming year’s challenges with new purpose and resolve. So sprinkle some Fairy Dust on yourself and those around you as you reinvent your problem solving methods and again remember why you chose this profession.

Included in the Keynote presentation is the real joy of the event - *The Awards!* You nominated them, now find out which deserving person actually won. FLASHA is honored to extend awards to individuals that you, the membership, felt made substantial contributions to the field and to your association. FLASHA has much to be proud about since our inception and a lot to be thankful for. Join us as we celebrate these accomplishments.

Learner Outcomes:

1. Define how stress impacts language performance and problem solving
2. List stress reduction techniques to reestablish homeostasis
3. List traits of negative thinking and how they impact language performance

Timothy Kowalski, M.A. CCC-SLP



Session 06-25-03:

Navigating Your Way Through Treating CAS

Do you find yourself off course when treating CAS? A recent survey collected by Bjorem Speech indicated that over 40% of SLP's consider themselves novice/still learning in the area of CAS. During this course we will outline the characteristics of CAS and how they differentiate from other speech disorders and how that impacts a differential diagnosis. We will learn how to choose targets, write goals and learn about treatment approaches and strategies. Multi-sensory cueing strategies will be reviewed and how to incorporate cueing into therapy. Videos of preschool and early school-age children in therapy will be used to help with strategy and understanding.

Learner Outcomes:

1. After completing this class, participants will be able to identify the characteristics
2. Participants will become familiar with the different treatment approaches available for CAS and therapy techniques to support these approaches.
3. Participants will understand cueing strategies to support a motor planning approach to therapy.
4. Participants will understand how to implement growth mindset and be able to use these tools to educate parents and teachers.

Jennie Bjorem, M.A. CCC-SLP



Session 06-25-04:

Preparing Early Childhood Educators in Identifying Children at Risk for a Speech and /or Language Disorder

This presentation will identify the red flags of a child at risk for developing a language disorder within a classroom setting. It will discuss how to coach early childhood educators to better identify these children as well as how to facilitate a preschooler's language skill development within a classroom setting.

Learner Outcomes:

The participants will learn how to:

1. Identify the red flags of a child at risk developing a language disorder within a classroom setting
2. Coach early childhood educators in identifying children who are at risk of a language disorder
3. Coach early childhood educators in facilitating a preschooler's language skill development within a classroom setting.

Mariateresa Muñoz, SLPD. CCC-SLP



Session 06-25-05:

Bilingualism: Myths Versus Reality

This interactive session will discuss bilingual myths and the research that supports or refutes these myths. Participants will leave the session with research reference lists to support bilingualism in general, as well as in special needs population, that they can share with parents, teachers, and medical professionals when they go back to work on Monday morning.

Learner Outcomes:

Participant will be able to:

1. Name 4 bilingual myths
2. Identify 3 research articles that describe bilingual language development in general populations

3. Identify 3 research articles that describe bilingual language development in special needs populations

Lauren Landera, M.S. CF-SLP

Alliete Alfano, Ph.D. CCC-SLP



Session 06-25-06:

Building a Support Group For My Patients: Where do I Begin?

Speech-Language Pathologists across a variety of settings are often part of a multidisciplinary team that address the evaluation and treatment of diagnoses and diseases that can significantly affect the quality of life for individuals as well as their caregivers and family members. This course will provide tools and a framework for building a support group by highlighting evidence-based practices and the constructs of an established support group currently being implemented within a health care setting. Additionally, the speaker will provide an overview of resources that will assist in the establishment and growth of a successful support group.

Learner outcomes:

1. Describe and provide resources and tools necessary for building a support group within their designated practice and/or setting.
2. Explain how establishing a support group can provide valuable resources to patients as well as their caregivers and families, with the goal of improving quality of life.
3. List and describe various quality of life measures and tools for individuals with speech, language and swallowing disorders.

Amanda Demane, M.A. CCC-SLP



Session 06-25-07:

How Speech-Language Therapy Has Changed After a School Shooting

On February 14th, 2018, a weekly speech-language therapy session was interrupted when an active shooter walked into the school. In the months since the shooting, the bond between the students and therapist has grown, making therapy sessions stronger and even less frequent. Learn how my role as a high school SLP has evolved since that day, how the students have healed, and walk away with a greater realization of our personal experience.

Learner Outcomes:

After completing this activity, participants will be able to:

1. Explain three types of mindfulness activities that can be used during sessions;
2. Discuss signs of depression/anxiety in students; and
3. Explain how combining mindfulness into therapy can increase student-SLP relationships.

Rachel Archambault, M.A. CCC-SLP



Session 6-25-08

Language Organization and Categorization: Additional Differences Between Monolingual and Bilingual Individuals

This presentation will update information on theories of categories and categorization, types of categories, and a review of Rosch's category norms with common categories. A discussion on bilingualism will ensue and will include presentation of information on what is known relative to the influence of bilingualism on language and available research on the effect of bilingualism on categorization. This discussion will include an update on the data from our

recent research with young bilingual adults and categorization.

Learner Outcomes:

1. Describe the characteristics of common categories in language.
2. Explain possible reasons for unique categorization observations for monolingual English versus Spanish speakers as well as bilingual Spanish-English speakers.
3. Discuss why ethnographic assessment may be needed to evaluate category organization in Spanish speaking persons.

Monica Hough, Ph.D. CCC-SLP

Session 6-25-09

Toolbox for Voice Evaluation: Empowering Speech-Language Pathologists

A patient (child or adult) with voice concerns ends up on your caseload. What can a speech-language pathologist do, if anything, to evaluate this patient when s/he has not yet been examined by an otolaryngologist? This session will focus on elements of a comprehensive SLP voice evaluation, and creating multidisciplinary voice team in your community prior to implementing any voice therapy. Adaptations to various settings will be discussed in order to empower speech-language pathologists to provide excellent service and patient care.

Learner Outcomes:

As a result of this presentation, attendees will be able to:

1. List appropriate steps of a comprehensive SLP voice evaluation, including but not limited to: perceptual, acoustic, and aerodynamic measures and adequate case history.
2. Apply components from a voice evaluation to various SLP settings.

3. Define the necessary providers for a multidisciplinary voice team and establish one in their community.

Michelle Bretl, B.M., M.S. CF-SLP



Session 06-25-10

Utilizing A Growth Mindset to Stay Afloat in Every Day Life

Feel like your drowning in paperwork? Don't have a life saver? How can you manage the every day stresses of life, plus your job? Let's discuss how to utilize a Growth Mindset approach for therapeutic practices, regardless of work setting and managing all other aspects to stay afloat.

Learner Outcomes:

1. Define growth mindset vs fixed mindset and the relationship to the fields of speech-language pathology
2. Apply the principles of Growth Mindset for a Work/Life Balance
3. Develop strategies for developing a growth mindset in and within themselves to work with clients with communication disorders be successful

Lyndsey Zurawski, SLPD. CCC-SLP



Session 06-25-11:

How to Survive A Title 1 School

Most of us have a career road map in our heads. Even veteran speech-language pathologists can be surprised by the challenges and frustrations when transitioning into a Title 1 school. These speed bumps and detours will be matched with resources and solution suggestions that will create a positive journey and outcome for both you and your students.

Learner Outcomes:

1. Learners will be able to summarize the attributes of a Title 1 school
2. Learners will be able to predict no less than 3 possible challenges that staff at a Title 1 school face
3. Learners will be able to identify no less than 4 support resources for staff in a Title 1 school

Wyndi L. Capeci M.S. CCC-SLP

Bethany L. Walker M.S. CCC-SLP



Session 06-25-12

Pragmatic Goals Can be Defensible and Practical

This session will discuss the difficulties often seen when writing pragmatic language goals. Too often they are written without regard to functionality and instead focus on “feel good” outcomes which don’t provide guidance on how one will determine when or if, the goal has been achieved. It is critical to ensure that your goals are realistic, measurable, and come with adequate services to achieve them.

Learner Outcomes:

1. List reasons why social-pragmatic evaluations are an essential piece to writing defensible goals
2. List common pitfalls in goal development
3. Define how the Dreyfus model can be incorporated into appropriate goal development.

Timothy Kowalski, M.A. CCC-SLP

Gwen Kowalski, M.A. CCC-SLP



Session 06-25-13

Advocacy, Leadership, and Volunteerism: Strategies for Member Success

Sessions will focus on skill development in advocacy, leadership, and volunteerism related to the professions of speech-language pathology and audiology. A member of the ASHA Board of Directors will discuss strategies for successful advocacy, opportunities to lead, and ways to get involved. Issues described in ASHA’s Public Policy Agenda (PPA) will be highlighted as well as strategies for how speech-language pathologists and audiologists can get involved in advocacy efforts to ensure favorable outcomes for members and consumers in their state related to:

1. Advocating for maintaining current IDEA funding levels and the use of terminology that is consistent in both IDEA and ESSA/ESEA regulatory language.
2. Promoting comprehensive coverage of audiology services and ensuring that private and public insurance includes coverage of habilitation services.
3. Increasing recruitment and retention of the full continuum of speech-language pathology and audiology personnel available to meet the needs of individuals with communication disorders.

Learner Outcomes:

At the conclusion of the program, participants will be able to:

- 1) Empowering Members
 - a) Identify three legislative and/or regulatory advocacy issues important to members
 - b) Describe the method that members can use to take action on federal and state issues using the ASHA website.
- 2) Public Policy Agenda
 - a) Identify one education priority and one health care priority in the Public Policy Agenda
- 3) Impact of Advocacy Efforts
 - a) Identify a tool that ASHA developed to describe speech-language pathology services to

help members educate the medical community about the services they provide

b) Describe advocacy techniques to ensure that habilitation and rehabilitation services are included as an Essential Health Benefit (EHB) under the Affordable Care Act (ACA) and how members can advocate to ensure that these services are covered in state health plans

4) What is new in 2018?

a) Identify at least three benefits to joining the ASHA online community

5) Leadership

a) Describe at least three traits common to great leaders

b) Identify up to three skills acquired through ASHA's Leadership Development Program (LDP)

6) Volunteerism

a) Identify three reasons why members choose not to volunteer

b) Describe up to three internal or external rewards for being an ASHA volunteer

c) Identify three skills acquired through volunteer leadership that transfer to other settings including work

7) Advocating for Yourself and Your Profession

a) Describe three reasons why it is important to advocate

b) Identify three steps in developing a comprehensive advocacy action plan

c) Identify up to three factors to be considered when making a legislative visit

Marie Ireland, M.Ed. CCC-SLP



Session 06-25-14:

Strategies for Effective Data Collection: Why Less is More

For many Speech-Language Pathologists, data collection can turn into something that is at odds with therapy, rather than something that effectively measures progress while driving therapy. This course first examines drawbacks to commonly-used data-collection techniques

and mindsets, then presents alternative methods that relieve the conflict between great data and great therapy.

Learner Outcomes:

1. Describe internal and external factors influencing the need for data
2. Discuss aspects of, and potential conflicts between, good therapy and good data
3. Describe key components of Intermittent Progress Monitoring and “Daily” Data Collection on Reduced Trials

Kristin Bowers, M.A. CCC-SLP



Session 06-26-01:

Effects of Spanish-English Bilingualism on Working Memory

This presentation explores the influence that Spanish-English bilingualism has on functioning of Working Memory (WM). The importance of WM in language processing, specifically auditory comprehension and word retrieval is addressed. Research with simultaneous bilingual and monolingual young adults and WM is presented using the N-back task in two recent studies.

Learner Outcomes:

After completing this activity, participants will be able to:

1. Describe the role of working memory in auditory comprehension and word retrieval.
2. Explain the nature of the N-back task measure
3. Discuss the current research on the effects of Spanish

Monica S. Hough, Ph.D. CCC-SLP



Session 06-26-02:

How to Effectively Develop an Evidence-Based Treatment Plan for Patients with Dysphagia

A comprehensive swallowing evaluation can help determine if any underlying issues are present that are causing symptoms related to a dysphagia. An effective treatment plan will target these deficits using evidence-based principles, while making sure to personalize goals to the patient's needs and desires. This session will review the latest evidence-based practice related to the treatment of dysphagia. Case studies will be utilized to demonstrate the process of developing an effective treatment plan.

Learner Outcomes:

The learner will be able to:

1. Describe how to determine treatment recommendations based on findings from a comprehensive swallowing evaluation
2. Explain how evidence-based practice has evolved in the field of dysphagia
3. List and describe various swallowing treatment approaches

Mario Landera, SLPD. CCC-SLP

Amanda Demane, M.A. CCC-SLP



Session 06-26-04:

Meditation: A Means to Improving Overall and Health Well-Being

The purpose of this presentation is to provide information related to the benefits of medication, as well as various methods for practicing meditation in a busy world. The participants will have an opportunity to engage in hands on meditation as a means to foster relaxation, peace and over-all well-being.

Learner Outcomes:

1. Describe the most critical components of supervision as perceived by SLP graduate interns
2. Explain the most critical components of the supervisory process as perceived by OT graduate interns
3. Discuss why differences between the groups might exist.

Jean Mead, Ed.D. CCC-SLP



Session 06-26-05

Communicate to Escape

Bring the popular escape room experience to your speech session. Learn the purpose of using active learning activities to engage students and provide meaningful educational interventions. Explore the different options of escape rooms, to include paper based lock box, and computer-based activities. Discover the tools and resources you need to create your own escape room and communicate to escape.

Learner Outcomes:

1. Each participant will be able to access and use interactive tools to engage students in a fun and educational activity
2. Each participant will be able to describe the purpose of the active learning environment.
3. Each participant will be able to create an activity that meets the needs of the identified goal/objective for a student or a classroom-based activity.

Scott Archibald, M.S. CCC-SLP



Session 06-26-06:

Putting the FUN in Functional Therapy: Staying Motivated in the SNF Setting

The demands of productivity, billing complexities, evaluation expectations and functional therapeutic activities can be overwhelming for the new or PRN SLP in a SNF. This course will offer evidence-based, ethical evaluation tools and treatment ideas to maximize your time with patients, collaborate with team members, and increase your clinical confidence.

Learner Outcomes:

1. Identify basic treatment approaches (therapeutic techniques) in the geriatric, long-term care/skilled nursing population.
2. Identify ethical ways to meet productivity requirements through creative therapeutic approaches.
3. Name benefits and challenges of collaboration with other professionals within this setting.

Kristin Immicke, M.S. CCC

Darla Gardner, M.S. CCC



Session 06-26-07:

Above Board or Below Deck? Avoiding Due Process in the Schools

Ripped from the school headlines, this presentation includes 1) a review of highlighted findings from recent due process cases impacting speech-language services, 2) discussion anchored in evidence-based practice and rules/regulations for school practices, and 3) tips for avoiding due process pitfalls.

Learner Outcomes:

1. Review findings from recent due process cases impacting speech-language services,
2. Discuss ways to apply evidence-based practice and rules/regulations for school practices to prevent such due process errors, and
3. Create a list of tips for avoiding due process pitfalls.

Shannon Hall-Mills, Ph.D. CCC-SLP



Session 06-26-08:

HPV and Oropharyngeal Cancer: What You Need to Know as an SLP

The incidence of HPV-related oropharyngeal carcinoma is rising in the United States, while the incidence of cancers in other subsites of the head and neck are decreasing. This session will provide an overview about HPV while discussing typical treatment approaches. Special considerations that a speech-language pathologist should consider during swallowing assessments and therapy in this population will also be discussed.

Learner Outcomes:

The learner will be able to:

1. Explain how HPV can cause certain oropharyngeal cancers
2. Describe the various treatments approaches for patients who have an HPV-related oropharyngeal cancer
3. Describe common swallowing issues that may arise after treatment for patients who have an HPV-related oropharyngeal cancer

Mario Landera, SLPD. CCC-SLP



Session 06-26-09:

Is Teletherapy Right for Me? A Bilingual SLP's Perspective

Are you considering transitioning to being a teletherapist, but are you unsure if it's right for you? It can be daunting to change settings considering the risks of leaving what you already understand. However, there are many benefits that come from working at home in teletherapy. Sarah Wu is a bilingual SLP who is in her third year as a teletherapist, made the transition the teletherapy setting after ten years in the schools. The presentation will describe all of the pros and cons to teletherapy so that an SLP can make the best career decision.

Learner Outcomes:

1. Participants will be able to describe the pros and cons to teletherapy
2. Participants will be able to explain the basics of how teletherapy works
3. Participants will be able to make an action plan to start the job search process.

Sarah Wu, M.A. CCC-SLP



Session 06-26-10:

Neuroanatomy and Language Processing of Individuals with ASD

For years, SLPs, educators and families have expressed that individuals on the autism spectrum are wired differently. This session explores the latest research that identifies neurological differences both structural and functional and implications for treatment. This presentation will first review anatomy of the brain and how it functions for communication. Then comparisons will be made between the neurotypical brains and "autistic brains" regarding both structural and functional differences. Areas of the brain which will be discussed in addition to the traditional

language areas will include limbic system and frontal cortex. Upon identifying differences in form and function, hypotheses will be made on modifying therapeutic strategies to improve communication.

Learner Outcomes:

1. Identify the structures of the brain which impact communication and describe how language is processed
2. Compare and contrast the neurotypical brain function with the brain structure and function of individuals with ASD
3. Develop strategies for treatment based on these differences.

Jennifer Ushka, M.A. CCC-SLP



Session 06-27-01:

Governmental Affairs Session

This session will focus on providing information regarding issues impacting FLASHA members including: SLPA Supervision Rules, Medicaid Managed Care Issues including credentialing, reimbursement and utilization management. Come be informed about the latest hot topics in our state.

Learner Outcomes:

1. Identify the rationale for proposed rule revisions to the Florida Administrative Code pertaining to Speech-Language Pathologist Assistants to assist in the utilization of SLP-As
2. Identify current proposals from ASHA regarding the role of SLP-As to aide in understanding the evolving role of the Speech-Language Pathologist Assistant at the national level.
3. Identify current issues related to the Florida Medicaid and the rules and guidelines that impact those who provide therapy services in the state of Florida.

4. Identify current issues for providers of the Florida Medicaid program to aide in decision making for clinical and management issues that will enhance quality of care for Medicaid recipients.

Charlene Westman, M.A. CCC-SLP



Session 06-27-02:

The PLAY Project: Evidence-Based Early Intervention Program for Children with ASD

The PLAY Project is an intensive early intervention program for young children with autism that is evidence-based. You will learn how to engage the child in a playful way that promotes his or her functional development. The PLAY Project is delivered by parents and therapists working together to promote shared attention, engagement, and two-way communication.

Learner Outcomes:

1. Implement strategies to improve the child's communication, sensory processing and behavior.
2. Use the 4 principles and 5 methods of the PLAY Project model for overall growth in functional developmental levels (FDLs).
3. Coach parents to use their relationship and knowledge of their child to promote interaction.
4. Profile the child in terms of their FDLs, Sensory Processing, and Comfort Zones for more effective intervention.

Sheryl Rosin, Ph.D. CCC-SLP



Session 06-27-03:

The What, How and Why of Push-in Services: Are You Being Pushed to Provide Push-in Services?

School districts are starting to change the service models for speech therapy. Northside ISD in San Antonio has moved to a 3 tier process: specialized (pull-out), collaborative (classroom/push-in) and integrative (consult). Come join us to explore the world of push-in services and feel more confident about collaborating with your team and providing these services to your students.

Learner Outcomes:

1. Each participant will be able to discuss the service models and how they can be applied to speech therapy sessions
2. Each participant will be able to describe the purpose of the push-in therapy model.
3. Each participant will be able to adapt an activity that meets the needs of the identified goal/objective for a student or a classroom-based activity.

Scott Archibald, M.A. CCC-SLP



Session 06-27-04:

Clinic Supervision: Meeting the New ASHA Standard

Beginning in 2020, ASHA standards will require that all supervisors of SLP interns and Clinical Fellows have at least two continuing education hours related to the supervisory process. The purpose of this presentation is to ensure the participants will have met this requirement.

Learner Outcomes:

1. Describe the most critical components of supervision as perceived by SLP graduate interns
2. Explain the most critical components of the supervisory process as perceived by OT graduate interns
3. Discuss why differences between the groups might exist.

Jean Mead, Ed.D. CCC-SLP

Session 06-27-05:

Dynamic Assessment: Examining Learning Potential and Reducing Bias in Assessment

Participants will review the evidence on diagnostic accuracy of standardized tests and dynamic assessment methods, and examine "test-teach-retest" using formal and informal techniques. Evaluation of student learning potential and methods to reduce bias in assessment will be reviewed. Current research, sample case studies and report writing considerations will be provided.

Learner Outcomes

1. Identify 3 main types of dynamic assessment
2. Summarize the diagnostic accuracy of norm-referenced techniques and dynamic assessment methods
3. Identify 3 sample statements for use in report writing to document evidence based assessment practices

Marie Ireland, M.A. CCC-SLP



Session 06-27-06:

Progress Monitoring for Effective Treatment

Measuring student progress in the school setting informs effective treatment planning and is required by IDEA legislation. This session will explore tools for effective data collection, analysis, reporting, and decision-making when it comes to measuring student progress. The speaker will discuss various types of data that may be used in schools for different purposes, cue and prompt systems to improve student independence, and data analysis techniques. The session will incorporate case studies and hands-on practice as well as review sample tools, free resources, and practical methods.

Learner Outcomes:

1. Identify appropriate data types for measuring progress on specific intervention tasks
2. Communicate the importance of data type and level of assistance or cues when reporting progress
3. Complete aim and trend line graphs to support decisions about student treatment

Marie Ireland, M.A. CCC-SLP



Session 06-27-07:

Straws and Kazoos Galore: Voice Therapy for All Settings

SOVT...RVT...VFE...there are too many acronyms to keep track! Attend this session for a crash course in voice therapy approaches, adaptable for all settings and ages. Learn how to treat voice difficulties based on symptoms and implement appropriate approaches for individual patients. This interactive session will provide the opportunity to trial voice exercises with your peers and practice giving meaningful feedback specific to each exercise.

Learner Outcomes:

1. As a result of this session, attendees of this session will be able to:
2. List and describe the available evidence-based voice therapy approaches.
3. Apply appropriate treatment approaches for voice difficulties based on symptoms and individual patient needs.
4. Contrast correct and incorrect voice productions and be able to identify and provide meaningful feedback specific to each exercise.

Michelle M. Bretl, M.S. CCC-SLP



Session 06-27-08:

Aft or Forward? Prioritizing Treatment Targets for School-Age Children with Language Impairment

School-based SLPs providing intervention support to children with language impairment must have a clear decision-making approach to prioritizing treatment targets. This presentation will include an overview of current EBP for school-age language therapy within a decision making framework, and utilize case examples to apply an EBP-DM framework to real-life decisions in support of student outcomes.

Learner Outcomes:

1. Review a framework for clinical decision making in child language disorders
2. Discuss methods of prioritizing treatment goals
3. Apply a clinical decision making framework to case studies.

Shannon Hall-Mills, Ph.D. CCC-SLP



1. Discuss current evidence related to intervention outcomes in children with autism.
2. Identify evidence-based strategies used to support the communication of children with autism.
3. Review recent controversial issues related to children with autism.

Sylvia F. Diehl, Ph.D. CCC-SLP



Session 06-27-09:

Autism: Current Evidence Based Practice

As the population of children with autism increases, so does our responsibility to serve the communicative needs of this population. This responsibility includes understanding what the literature recommends and the latest trends in intervention. This session will provide an overview and update of evidence-based strategies that support communication in children with autism. In addition, this session will include a brief discussion of recent controversial issues related to treating children with autism.

Learner Outcomes:

Speakers & Disclosures

FLASHA at SEA Virtual Program

Alfano, Alliete

Alliete Alfano, Ph.D. CCC-SLP, LSLS Cert. AVT, is a bilingual SLP and assistant professor in the CSD Department at Florida International University (FIU). She provides AVT to families who have children with hearing loss in English and Spanish at The Alfano Center in Miami. Her research foci include culture and communication in Hispanic-Deaf families and communication development of bilingual children with hearing loss. She presents internationally in Spanish and English to train aspiring LSLS AVT's on the implementation of AVT in areas with limited resources, mentors AVT mentees internationally, and coaches teachers in auditory-oral classrooms on their use of AVT strategies.

Disclosure: Financial: Alliete Alfano is a salaried employee of Florida International University and receives compensation to attend this conference. Convention registration fee waived as a FLASHA Board Member (VP Communications).

Non-Financial: FLASHA VP for Communication

Archibald, Scott

Scott Archibald, M.S., CCC-SLP is a graduate from Nova Southeastern University with a Master of Science in Speech Language Pathology. He currently works in an elementary school in San Antonio, Texas. Prior to completing his graduate degree, he worked as a licensed Speech Language Pathology Assistant for 6 years in various settings (school, home health and clinic based). He has creatively utilized various technology resources in

therapeutic practices with diverse populations. He continuously researches the latest technological advances in the field of Speech Language Pathology. He has presented on various topics independently, company sponsored and at state conventions. He is a volunteer board member for the San Antonio Speech Hearing and Language Association (SASHLA).

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

Archambault, Rachel

Rachel Archambault, M.A., CCC-SLP received her bachelor and master's degrees in Communication Sciences and Disorders from the University of Central Florida. She currently works at Marjory Stoneman Douglas High School and Professional Speech Associates, providing services for children from birth-22. She especially enjoys working with fluency disorders and articulation remediation. Rachel is an active member of the American Speech-Language Hearing Association (ASHA) and this is her second year attending FLASHA.

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

Bjorem, Jennie

Jennie Bjorem, M.A., CCC-SLP 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 has a great understanding from a parent perspective as she has a young child with special needs. She is the

owner of Children's Therapy Services in Leawood, Kansas. Jennie's area of expertise is in early intervention birth through 5, parent education and childhood apraxia of speech. She currently provides 22 speech therapy sessions a week to children with CAS. Jennie is recognized for her advanced training and expertise in Childhood Apraxia of Speech by Apraxia Kids. She presented at the Apraxia Kids national conference, had over 75 hours of CAS training in 2018 and was awarded the ASHA ACE Award for Continuing Education. Jennie travels the country speaking on the topic of CAS in her spare time.

Disclosure: Financial: Jennie Bjorem receives money from the sales of the Bjorem Speech Sound Cues, Bjorem Publications and sales from her TPT Store.

Non-Financial: No relevant non-financial relationship to disclose.

Bowers, Kristin

Kristin Bowers, M.A., CCC-SLP graduated from the University of Pittsburgh with an M.A. in Speech Language Pathology in 2010. She has utilized her skills as a Speech-Language Pathologist abroad, including Bosnia, India, and Tanzania. She has experience in the early intervention (3-5) setting as well as in private practice, and currently works in the school setting servicing children from K-5th grade.

Disclosure: Financial: This presentation is also available as a paid CEU course through an online CEU website, for which I was paid to write. I am the owner of Kiwi Speech, LLC, through which I create and sell therapy materials for SLPs through an online marketplace, TeachersPay Teachers.

Non-Financial: No relevant non-financial relationship to disclose.

Bretl, Michelle

Michelle Bretl, B.M., M.S., CF-SLP is completing her speech-language pathology clinical fellowship at the University of Miami with the Department of Otolaryngology. She is specializing in evaluation and treatment of voice and upper airway disorders, which is a passion of hers as a result of her singing background. She completed her undergraduate degrees at the University of Washington and her graduate degree at Bowling Green State University. While this is her first experience presenting at a FLASHA conference, she is thrilled to have the opportunity to share her love for voice and learn from fellow Florida SLPs.

Disclosure: Financial: Michelle is an employee of the University of Miami.

Non-Financial: No other relevant non-financial information to disclose.

Capeci, Wyndi L.

Wyndi L. Capeci, M.S., CCC-SLP is a clinical assistant professor at Jacksonville University. She also consults for EBS Healthcare and has a strong interest in working with individuals from urban backgrounds, children in care and diverse backgrounds. Wyndi has more than 20 years experience in the field of communication disorders.

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

Demane, Amanda

Amanda Demane M.A., CCC-SLP is a Clinical Staff Speech Pathologist, in the Department of Otolaryngology at the University of Miami Miller School of Medicine. She specializes in the evaluation and treatment of oropharyngeal swallowing disorders, as well as head and neck cancer speech and swallowing restoration. Additionally, she is the lead facilitator of the Sylvester Mort Silverblatt Head and Neck

Support Group SPOHNC Chapter at the University of Miami Miller School of Medicine providing outreach and resources in the local community.

Disclosure: Financial: Receives a salary from the University of Miami. Convention registration fee waived as a FLASHA Board Member (VP Membership).

Non-financial: FLASHA Board Member

Diehl, Sylvia F

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

Disclosure: Financial: President of Knowledge Counts which will be briefly mentioned as part of parent involvement.

Non-financial: No relevant non-financial relationship exists.

Gardner, Darla

Darla Gardner, M.S., CCC-SLP is a graduate of The University of Texas at Dallas. She has worked in both the educational and skilled nursing setting as a full time and PRN treating therapist and also as a Director of Therapy. Although Darla currently works full time in the school setting, she continues to work PRN and supervise SLPs in their clinical fellowship year

who are working in the SNF. She is also the author of The Guide for Assessment and Treatment of Breath Support in Long Term Care and Skilled Nursing, her self-published eBook. Darla creates digital speech therapy materials and shares her therapy ideas and techniques on her website, Ms. Gardenia's Speech Room.

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

Hall-Mills, Shannon

Shannon Hall-Mills, Ph.D., CCC-SLP is an Assistant Professor in the School of Communication Science and Disorders, Florida State University. Her work focuses on language and literacy development and disorders in children and adolescents, educational policy and practices for students with disabilities, and school-based issues in speech-language pathology. She is President-Elect of FLASHA.

Disclosure: Financial: Salaried employee at Florida State University, School of Communication Science and Disorders. Convention registration fee waived as a FLASHA Board Member (President-Elect).

Non-Financial: Currently FLASHA Secretary/Treasure and President-Elect

Hough, Monica

Monica Hough, Ph.D., CCC-SLP has focused her research on various components of neurolinguistics and neuropathology with an emphasis on aphasia and cognitive-communicative disorders. Dr. Hough's other major interest area is examining working memory and its relationship to auditory comprehension in adults with aphasia. Recently, she has extended her research on these processes to the study of Spanish-English bilingualism in young and older typical adults. Dr. Hough's research interests have focused on various components of neurolinguistics and neuropathology with emphasis on aphasia and

cognitive-communicative disorders. She has over 80 publications and 400 presentations particularly on word retrieval, semantic organization and categorization skills, bilingualism, and working memory in adults throughout the lifespan.

Disclosure: Financial: Monica Hough receives a salary and is employed at Florida International University, Miami, Florida

Non-Financial: No relevant non-financial relationships to disclose.

Immicke, Kristin

Kristin Immicke, M.S., CCC-SLP is a graduate of Texas Woman's University and an ASHA certified speech-language pathologist. She primarily works in the public school setting, with additional PRN work in skilled nursing facilities. She also creates speech therapy materials, is the author of the speech therapy blog www.TalkinWithTwang.com, and has had written work published in the ASHA Leader.

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

Ireland, Marie

Marie Ireland, M.Ed., CCC-SLP works for the Virginia Department of Education providing professional development on child language, evidence-based practice, dynamic assessment and the impact of socio-economic, cultural and linguistic differences. She serves on the executive board of the State Education Agencies Communication Disabilities Council (SEACDC) and present across the US to SLP and other educators. She is a board certified specialist in child language and language disorders and serves as ASHA's Vice President for SLP Practice.

Disclosure: Financial: ASHA BOD member received funding to attend this conference

Non-Financial: Vice President for SLP Practice on ASHA Board of Directors; SEACDC Board

Member; website developer and presenter for the Virginia Dept. of Education.

Kowalski, Gwen

Gwen L. Kowalski, M.A., CCC-SLP has over 40 years experience in a variety of clinical settings many of which are in the public and private settings including outpatient care, SNFs, and schools. She has presented numerous times on issues related to school settings and how to avoid potential litigation. Her first hand knowledge of interdisciplinary issues that impact service delivery for students with social deficits is the catalyst for her presentation.

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

Kowalski, Timothy

Timothy Kowalski, M.A., CCC-SLP is internationally known for his work with Asperger syndrome and related disorders. He is the author of eight books on the subject and has received the *2010 Clinician of the Year Award* from the Florida Association of Speech-Language Pathologists and Audiologists and was FLASHA's 2011 nominee for ASHA's Louis M. DiCarlo Award for Recent Clinical Achievement. He also holds the "TEAMS 2000 Speech-Language Pathologist of the Year" award for his work with autism in the four-county Orlando area. He currently is on the FLASHA Board and previously was on the Board for the Greater Orlando Autism Association and the Center for Independent Living in Central Florida.

Disclosure: Financial: Convention registration covered as a Board Member of FLASHA. Holds intellectual property through his practice Professional Communication Services, Inc.

Non-Financial: Board Member FLASHA

Landera, Lauren

Lauren Landera, M.S., CF-SLP is a speech-language pathologist at The Alfano Center in Miami, Florida. She earned her M.S. in Speech-Language Pathology from Florida International University. Her research interests include cognitive-communication disorders, cultural and linguistic variables, and early-intervention.

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

Landera, Mario

Mario A. Landera, SLPD., CCC-SLP, BCS-S is a Clinical Assistant Professor in the Department of Otolaryngology at the University of Miami Miller School of Medicine. He specializes in the evaluation and treatment of voice and oropharyngeal swallowing disorders, as well as head and neck cancer speech and swallowing restoration. Dr. Landera is also an Adjunct Professor in the Department of Speech-Language Pathology at Nova Southeastern University where he teaches graduate courses on voice and swallowing disorders. He has made multiple presentations on the state, national, and international level due to his recognition in his areas of specialty. He has also published several articles in peer-reviewed journals.

Disclosure: Financial: Receives a salary from the University of Miami and Nova Southeastern University. Convention registration covered as a Board Member of FLASHA.

Non-Financial: FLASHA Board Member, American Board of Swallowing and Swallowing Disorders Board Member

Mead, Jeani

Dr. Jeani 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. Her research interests include

the supervisory process and the effects of mindfulness training on student interns.

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

Muñoz, Mariateresa

Mariateresa (Teri) H. Muñoz, SLPD., CCC-SLP is a Clinical Assistant Professor at Florida International University (FIU). She has 28 years of experience combined as a speech-language pathologist and special education instructor. Her areas of interest include early childhood development and intervention; augmentative and alternative communication (AAC); and feeding disorders. Dr. Muñoz is the president and founding board member of St. Thérèse's Roses of Hope, Pediatric Center, Inc., a non-profit communication sciences and disorders clinic. Dr. Muñoz has an Associate's Degree in Speech Communication from Miami-Dade College; Bachelor's Degree in Special Education from FIU; and a Master's and Doctoral Degree in Speech-Language Pathology from Nova Southeastern University.

Disclosure: Financial: Employed by FIU and president of St. Thérèse's Roses of Hope, Pediatric Center, Inc., a non-profit communication sciences and disorders clinic
Non-Financial: Member FLASHA and president of St. Thérèse's Roses of Hope, Pediatric Center, Inc., a non-profit communication sciences and disorders clinic.

Rosin, Sheryl

Sheryl Rosin, Ph.D., CCC-SLP has 20 years of experience as a SLP and has presented nationally and internationally on topics related to evidence-based practices in assessment and intervention for individuals with ASD. She is the owner and director of Palm Beach Speech-Language Specialists in Palm Beach Gardens, Florida and serves as adjunct professors at: NSU, UVM, IHP-MGH, and RMUHP.

Disclosure: Financial: PLAY Project Supervisor and Trainer for the PLAY Project Organization Palm Beach Speech-Language Specialists - Director/Owner. In-kind registration in conjunction with FLASHA VP for Continuing Education.

Non-Financial: No relevant non-financial relationships to disclose.

Ushka, Jennifer

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

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

Non-Financial: no relevant non-financial relationships to report.

Walker, Bethany

Bethany L. Walker, M.S., CCC-SLP is a certified bilingual SLP who has a varied background from early intervention to acute care. She specializes in working with individuals from diverse backgrounds, feeding disorders, as well as pediatric motor speech disorders.

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

Westman, Charlene

Charlene Westman, M.A., CCC-SLP is owner of Building Blocks, Inc., a private practice in Naples, FL that provides Occupational and Speech-language therapies to children. She has been a FLASHA member since she was enrolled at the University of Florida in the mid 1980's. She has served on various committees through the years. In 2008, she joined the Medicaid task force and began to recognize the need and the

benefit of advocating for our clients to representatives of state government, as well as Florida's Agency for Healthcare Administration and various private insurance companies. I'm proud to be a speech-language pathologist and a FLASHA member. There is strength in numbers, and our voices need to be heard!

Disclosure: Financial: Convention registration covered as a Board Member of FLASHA.

Non-financial: FLASHA Board Member, VP of Governmental Education, Member, American Academy of Private Practice Speech-Language Pathologists and Audiologists, Member, Florida Alliance for Pediatric Therapies.

Wu, Sarah

Sarah Wu, M.A., CCC-SLP is a bilingual speech-language pathologist based in the suburbs of Chicago. She is in her thirteenth year as an SLP, having spent ten years in-person in the schools and three years as a school-based teletherapist. She speaks fluent Spanish and enjoys providing services in Spanish to children who don't have access to bilingual SLPs in their home school.

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

Zurawski, Lyndsey

Lyndsey Zurawski, SLPD, CCC-SLP is a school-based SLP in Palm Beach County, with a focus on language, literacy, and inclusive practices. She is an Adjunct Professor for Nova, consultant, and presenter. In 2016, Dr. Zurawski received the School Clinician of the Year award from FLASHA. She is the current President of FLASHA.

Disclosure: Financial: Lyndsey Zurawski is an employee of The School District of Palm Beach County. She has ownership and intellectual property rights with the Inclusion Mentoring and Training Program (IMAT), Speech to the Core/Teachers Pay Teachers (which includes Growth Mindset products) and Speech to the

Core/ Lyndsey Zurawski, from which she receives financial compensation. Lyndsey is receiving an in-kind convention registration for the 2019 FLASHA at SEA Annual Convention.

Non-Financial: Lyndsey Zurawski is the current President of the Florida Association of Speech-Language Pathologists and Audiologists (FLASHA). She is a volunteer member on the SIG 16 ASHA advisory committee and a co-author of a SIG 16 Perspectives Article on Growth Mindset