

# 2019 FLASHA at SEA

## Virtual Program- School Track

### 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 26 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 2.6 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](http://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 06-25-07:**

#### **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 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 06-25-14:

### 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 06-26-05

### 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 06-26-07:

### 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 06-27-03:**

#### **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 06-27-09:**

#### **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:

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*



# 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.

### **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.

### **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.

### **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

### **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.

### **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.

### **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.

### **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