

# 2016 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	<b>Wednesday, October 12, 2016 – 5:30pm to 8:30pm</b>
<b>Length:</b>	<b>3 Hours</b>
<b>Title:</b>	<b>Breakthrough to Excellence: Using the iPad as an Assistive Technology Tool</b>
<b>Speaker(s):</b>	<b>Jeffrey C. Adams, Ed.D., CCC-SLP and Amy Goddard, OTR/L, CKTP</b>
<b>Content Area:</b>	
<b>Level:</b>	
<b>Abstract:</b>	The use of assistive technology in educational setting can play a key role in improving access to instruction, curriculum and tools to accommodate the learning needs of students. Without question, use of the iPad has been widely incorporated into school across the United States. During this workshop, we will explore the basics of assistive technology (AT), AT and the IEP process, frameworks for conducting a technology needs assessment, and considerations for iPad use including apps related to communication and visual schedules/organization.
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Describe assistive technology (AT) through the lens of IDEA.</li> <li>• Utilize a comprehensive framework for determining the AT needs of students in special education.</li> <li>• More effectively use the accessibility features of iOS 9 on the iPad.</li> <li>• Understand the benefits of using the iPad as an assistive technology tool.</li> <li>• Learn a variety of useful apps for students who struggle with communication and organization.</li> </ul>
<b>Bio(s):</b>	<p><b>Dr. Jeffrey C. Adams</b> is a speech-language pathology consultant and trainer with the Easter Seals Arkansas Outreach Program. His work experience includes the provision of speech-language pathology services to children and adults with traumatic brain injuries, cerebral palsy, autism and genetic syndromes in school and rehabilitation settings. Jeff has also served as a full-time university instructor and clinical supervisor. He received an M.S. in Communicative Disorders from the University of Arkansas for Medical Sciences, and a doctoral degree in educational leadership from the University of Arkansas at Little Rock. He holds the Certificate of Clinical Competence from ASHA, is licensed through the Arkansas Board of Examiners in Speech Pathology and Audiology, and is a Certified Brain Injury Specialist by the Brain Injury Association of America.</p> <p><b>Amy Goddard, OTR/L, CKTP</b>, is an occupational therapy consultant for the Easter Seals Outreach program. She received her degree from East Carolina University in Greenville, North Carolina, and is registered by the National Board of Certification for Occupational Therapy and licensed by the Arkansas State Medical Board. She began working in the field of occupational therapy in 1999. After working in an outpatient clinic setting serving school age children, she was hired as the pediatric occupational therapist at a leading neurorehabilitation facility. Following that position, Amy joined Easter Seals Arkansas serving as the therapy director for the Children’s Rehabilitation Center where she broadened her experience with using assistive technology in daily service delivery. Amy was appointed to the Governor’s task force on traumatic brain injury by Mike Beebe in 2007.</p>

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<b>Date and Time:</b>	Thursday, October 13, 2016 – 8:30am to 9:30am
<b>Length:</b>	1 Hour
<b>Title:</b>	Working Together to Make a Difference: It's the Only Way!
<b>Speaker(s):</b>	Sandra Gillam, Ph.D., CCC-SLP
<b>Content Area:</b>	
<b>Level:</b>	
<b>Abstract:</b>	This session will address ways in which members of different disciplines may work together to communicate and share knowledge, to volunteer and grow, to advocate for the profession and to join in and lead us into the future. We will also address topics related to ASHA's vision, mission and membership as well as updates relevant to clinicians and providers across various settings.
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Communicate and Share Knowledge</li> <li>• Volunteer and Grow</li> <li>• Advocate for Your Profession</li> <li>• Join in and Lead</li> </ul>
<b>Bio(s):</b>	<p><b>Sandra Laing Gillam, Ph.D., CCC-SLP</b> is a Professor in the Department of Communicative Disorders and Deaf Education at Utah State University and the current Vice President for Speech Language Pathology Practice for the American Speech Language and Hearing Association (ASHA). Since coming to Utah State, she has received numerous awards and honors including being named ASHA Fellow, Outstanding Alumnus, Undergraduate Research Mentor of the Year, and Outstanding Researcher of the Year. She earned her BS and MS degrees in Speech Language Pathology and Audiology at Auburn University and began her career as a speech language pathologist in public schools. Dr. Gillam obtained her Doctorate at The University of Memphis and began her academic career at The University of Alabama. She currently teaches courses in language development and disorders, assessment and intervention for language disorders, and professional issues. Her research interests include language and literacy impairments, diverse populations and comprehension. Sandi has received funding for her research from the Institute of Education Sciences.</p>

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<b>Date and Time:</b>	<b>Thursday, October 13, 2016 – 10:00am to 1:00pm</b>
<b>Length:</b>	<b>3 Hours</b>
<b>Title:</b>	<b>Assessment of Narrative</b>
<b>Speaker(s):</b>	<b>Sandra Gilliam, Ph.D., CCC-SLP and Ron Gillam, Ph.D.</b>
<b>Content Area:</b>	
<b>Level:</b>	
<b>Abstract:</b>	We will provide a short review of critical aspects of narrative development. Two formal (norm-referenced and standardized) measures of narration will be reviewed. We will discuss ways to collect and analyze narrative language samples and will give participants the opportunity to practice segmenting and scoring children's narratives.
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Describe a formal procedure for assessing narrative ability.</li> <li>• Describe an informal procedure for assessing narrative ability.</li> <li>• Describe the sequence of narrative development for school-age children.</li> </ul>
<b>Bio(s):</b>	<p><b>Sandra Laing Gillam, Ph.D., CCC-SLP</b> is a Professor in the Department of Communicative Disorders and Deaf Education at Utah State University and the current Vice President for Speech Language Pathology Practice for the American Speech Language and Hearing Association (ASHA). Since coming to Utah State, she has received numerous awards and honors including being named ASHA Fellow, Outstanding Alumnus, Undergraduate Research Mentor of the Year, and Outstanding Researcher of the Year. She earned her BS and MS degrees in Speech Language Pathology and Audiology at Auburn University and began her career as a speech language pathologist in public schools. Dr. Gillam obtained her Doctorate at The University of Memphis and began her academic career at The University of Alabama. She currently teaches courses in language development and disorders, assessment and intervention for language disorders, and professional issues. Her research interests include language and literacy impairments, diverse populations and comprehension. Sandi has received funding for her research from the Institute of Education Sciences.</p> <p><b>Ron Gillam, Ph.D.</b>, holds the Raymond and Eloise Lillywhite Endowed Chair in Speech-Language Pathology at Utah State University, where he serves as the Director of the Language, Education and Auditory Processing (LEAP) Brain Imaging Lab in the Emma Eccles Jones Early Childhood Education and Research Center. His research, which has been funded by the National Institutes of Health and the US Department of Education, primarily concerns information processing, language assessment, and language intervention with school-age children with specific language impairments. Currently, Dr. Gillam has an NIH grant to model the developmental progression of attention and memory systems as they relate to complex sentence comprehension in children with specific language impairments and children developing normally. Dr. Gillam has published two books, three tests, and more than 120 articles and book chapters. He has received numerous teaching and research awards, including ASHA Fellow, the Haydn Williams Fellow at Curtin University in Western Australia, the Dads Association Centennial Teaching Fellowship at the University of Texas at Austin, the Editor's Award for the article of highest Merit in the Journal of Speech, Language, and Hearing Research (twice) and the Robins Award for the outstanding researcher at Utah State University.</p>

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<b>Date and Time:</b>	<b>Thursday, October 13, 2016 – 10:00am to 1:00pm</b>
<b>Length:</b>	<b>3 Hours</b>
<b>Title:</b>	<b>Yes, you CANS! Assessing children’s central auditory processing skills</b>
<b>Speaker(s):</b>	<b>Jeanane M. Ferre, Ph.D., CCC-A</b>
<b>Content Area:</b>	
<b>Level:</b>	<b>Intermediate</b>
<b>Abstract:</b>	<p>One cannot treat effectively a disorder that has not been diagnosed specifically. This is especially true of central auditory processing disorders (CAPDs). Although part of the audiologic landscape for over 60 years, there continues to be debate regarding intervention for, assessment of, and even the very nature of central auditory processing as a neurocognitive skill set. This presentation will demystify central auditory processing, clarifying its place within the “process” of processing. By understanding the neuroscientific foundations of CAP, attendees will appreciate the significant impact that deficient central auditory processing can have on communicative success, academic achievement, and one’s sense of self. By understanding the nature of the skills involved and measures used to assess these skills, audiologists and speech-language pathologist can provide differential diagnostic information that is reliable, understandable, and, most importantly, useable to families, SLPs, and other related health professionals.</p>
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Describe continuum and development of verbal processing skills.</li> <li>• Describe age appropriate assessment techniques to probe skills along the processing continuum.</li> <li>• Describe behavioral characteristics of central auditory processing deficits</li> </ul>
<b>Bio(s):</b>	<p><b>Dr. Jeanane Ferre</b> received her Ph.D. from Northwestern University and has focused her career on the assessment of and intervention for central auditory processing disorders (CAPDs). She has published/presented extensively on CAPD, including <i>The Differential Screening Test for Processing and Processing Power – A Guide to CAPD Assessment and Management</i>. She is a Fellow of the Illinois Speech-Language-Hearing Association (ISHA) and of ASHA and has received the Clinical Achievement Award and Honors of the Association from ISHA. Currently in private practice in the Chicago area, Dr. Ferre is a member of the adjunct faculty at Northwestern and Rush Universities. Her current interests include CAPD screening, intervention for CAPDs, and enhancing clinical preparation in CAPD.</p>

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<b>Date and Time:</b>	Thursday, October 13, 2016 – 10:00am to 1:00pm
<b>Length:</b>	3 Hours
<b>Title:</b>	<b>Social Thinking Across the Home and School Day: The ILAUGH Model of Social Cognition</b>
<b>Speaker(s):</b>	<b>Renee Attaway, M.S., CCC-SLP</b>
<b>Content Area:</b>	
<b>Level:</b>	
<b>Abstract:</b>	Designed for parents & professionals to understand the inner mind of persons high on the Autism Spectrum (Asperger Syndrome, PDD-NOS or High Functioning Autism), with ADHD, Non-Verbal Learning Disability or have no working diagnosis but they fit the clinical picture! Participants will learn not only functional treatment strategies they can use both at school and at home, but they will also better understand why these students react and respond the way they do. In this part, we will overview social thinking and discover what it takes to learn socially. Participants will explore how we use social thinking in every area of their lives when they share space with others and communicate, learn, work, and so much more. We will look at how we consider our own and other people's perspectives, while figuring out the hidden rules to learn to adapt our social behaviors around other people. As we explore how the social mind works, participants will begin to see how to focus on social thinking rather than just "social skills" in their therapy sessions.
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Explain how teaching "think with your eyes" is different from simply teaching good eye contact.</li> <li>• Explain why a person with social learning deficits may have reading comprehension problems in the classroom.</li> <li>• Explain how gestalt processing relates to written expression and organizational skills.</li> <li>• Describe a strategy to help students avoid blurring.</li> </ul>
<b>Bio(s):</b>	<b>Renee Attaway</b> is the founder and director of Social Learning located at The Parish School. Social Learning offers social cognitive services for preschool to high school children in Houston, Texas. This program provides group and individual therapeutic services in both social learning groups and individual therapy, as well as hosting an overnight social learning summer camp called Camp Social Superheroes. As a member of the Social Thinking® Training and Speakers' Collaborative, Renee has presented workshops for organizations across the United States and Canada since 2012. Renee has been described as an enthusiastic speaker who enjoys sharing her own clinical experiences with audiences. Renee has worked at The Parish School for over 16 years as a Speech Pathologist, teaching preschool, supervising clinician, and creating programs. She has also worked in the university and private practice areas.

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<b>Date and Time:</b>	<b>Thursday, October 13, 2016 – 10:00am to 1:00pm</b>
<b>Length:</b>	<b>3 Hours</b>
<b>Title:</b>	<b>No Need to Stumble – You CAN Handle the Truth: Exploring the History of Autism – Diagnosis, Increasing Population, Evidence-Based Practices, and Service Providers</b>
<b>Speaker(s):</b>	<b>Debbie Ware, M.A., CCC-SLP and Nancy Dunn, M.S., CCC-SLP</b>
<b>Content Area:</b>	
<b>Level:</b>	
<b>Abstract:</b>	Autism Spectrum Disorder (ASD) has become more prevalent over the past 20 years. This session will explore a brief history of ASD and review the characteristics of the diagnosis as it is described today. There will be a review of the established and emerging evidence-base practices identified by The National Standards Project and The National Professional Development Center for Autism Spectrum Disorders. The lines are becoming blurred as to SLP versus BCBA practices. We will explore how the SLP is uniquely equipped to implement evidence-base practices and should be the primary service provider for functional communication.
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Understand the diagnosis of Autism Spectrum Disorder</li> <li>• Understand the history of evidence-based practices and how they have evolved to be essential in the current treatment options for students with ASD.</li> <li>• Understand how to empower your practice to meet the needs of students with ASD.</li> </ul>
<b>Bio(s):</b>	<p><b>Debbie Ware, M.A., CCC-SLP</b>, is a SLP consultant with Easter Seals Outreach. She received her Bachelor of Science and Education and Master of Arts degrees from the University of Arkansas at Fayetteville. She is a member of the American Speech Language, and Hearing Association and the Arkansas Speech Language and Hearing Association. She currently works on an interdisciplinary team that provides statewide assistance in the areas of classroom programming, communication, sensory integration, and assistive technology. Much of her experience has been in the San Diego Unified School District in San Diego, CA. During her 16 years in the district, she worked as an itinerant Speech/Language Pathologist, a Special Day Class Teacher in Early Childhood, and a Diagnostic Resource Teacher. She received extensive training in the field of autism while participating in a 3-year multi-agency grant project in San Diego County. Upon completion of the grant, she was on a team that opened the first classroom for children with Autism using a comprehensive curriculum and research based strategies in the San Diego Unified School District. Her team received many recognitions and awards for the program. She has presented extensively in the area of autism both locally and nationally and she is a STAR (Strategies for Teaching based on Autism Research) implementer, coach and trainer.</p> <p><b>Nancy Dunn, M.S., CCC-SLP</b>, is a SLP with Easter Seals Outreach. She received her Bachelor of Science degree from the University of Arkansas at Fayetteville and her Master of Science in Communication Disorders from the University of Arkansas at Little Rock/University of Arkansas for Medical Sciences. Nancy is a member of the American Speech Language, and Hearing Association and the Arkansas Speech Language and Hearing Association. She currently works on the Outreach team which is an interdisciplinary team that provides statewide assistance in the areas of classroom programming, communication, sensory integration, and assistive technology. She previously served as coordinator of the Arkansas center for augmentative and alternative communication through the “Tech Act” of 1989 and as therapy coordinator for the Easter Seals Rehabilitation Center. While serving as a speech language pathologist at the Easter Seals Rehabilitation Center, her program was chosen by the American Speech Language and Hearing Association as one of 11 model programs in augmentative and alternative communication in the US and Nancy became a contributing author to ASHA’s Augmentative Communication Implementation Strategies publication. She has extensive training and experience in the areas of augmentative communication, assistive technology and autism and has spoken locally, nationally and internationally on these topics. She is a STAR (Strategies for Teaching based on Autism Research) certified implementer and coach.</p>

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<b>Date and Time:</b>	Thursday, October 13, 2016 – 10:00am to 1:00pm
<b>Length:</b>	3 Hours
<b>Title:</b>	Irritable Larynx Syndrome
<b>Speaker(s):</b>	Jill Fitzpatrick, M.A., CCC-SLP, and Adrian Williamson, III, M.D.
<b>Content Area:</b>	
<b>Level:</b>	
<b>Abstract:</b>	The purpose of this presentation is to raise awareness of new concepts related to Irritable Larynx Syndrome (ILS) and discuss manifestations of the disease such as cough, laryngospasm, paradoxical vocal cord movement and muscle tension dysphonia. Discussion and case study presentations will be used to illustrate diagnosis and management of the multifactorial ideology behind ILS to include: reflux, viral illness, psychological issues, airborne irritations, diet, bacterial infections, medical side effects and exercise induced asthma. Both the role of the physician and the speech language pathologist will be presented.
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Identify the common manifestations that are important in diagnosing patients with Irritable Larynx Syndrome.</li> <li>• Differentiate optimal treatment options for Irritable Larynx Syndrome.</li> <li>• Demonstrate knowledge and understanding of an interdisciplinary approach to working with ILS patients.</li> </ul>
<b>Bio(s):</b>	<p><b>Jill Fitzpatrick, M.A., CCC-SLP</b>, is a speech language pathologist who specializes in voice, swallowing and airway disorders at Arkansas Otolaryngology Center in Little Rock, Arkansas. Prior to joining AOC in 2007, Jill worked at Baptist Health Rehabilitation Institute in Little Rock, Arkansas, for 14 years. She earned her Masters of Arts degree in speech language pathology from Oklahoma State University in 1991.</p> <p><b>Adrian Williamson, III, M.D.</b>, is an otolaryngologist with Arkansas Otolaryngology Center in Little Rock, Arkansas. He received his medical degree from Tulane University School of Medicine in 1985. He completed his Otolaryngology – Head and Neck Surgery residency at Tulane in New Orleans, Louisiana, in 1991. Dr. Williamson is a general ENT whose areas of interest include voice disorders and pediatrics.</p>

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<b>Date and Time:</b>	<b>Thursday, October 13, 2016 – 2:00pm to 5:30pm</b> <i>(will include a 30-minute break)</i>
<b>Length:</b>	<b>3 Hours</b>
<b>Title:</b>	<b>Narrative Language Intervention</b>
<b>Speaker(s):</b>	<b>Sandra Gilliam, Ph.D., CCC-SLP and Ron Gillam, Ph.D.</b>
<b>Content Area:</b>	
<b>Level:</b>	
<b>Abstract:</b>	We will describe a narrative intervention program that has three phases: Teaching Story Grammar Elements, Story Elaboration, and Independent Storytelling. We will present data from recent studies of narrative intervention and we will talk about a progress monitoring measure.
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Describe evidence supporting narrative intervention.</li> <li>• List the steps in a framework for teaching narrative language.</li> <li>• Summarize the evidence supporting a literature-based approach to narrative language intervention.</li> </ul>
<b>Bio(s):</b>	<p><b>Sandra Laing Gillam, Ph.D., CCC-SLP</b> is a Professor in the Department of Communicative Disorders and Deaf Education at Utah State University and the current Vice President for Speech Language Pathology Practice for the American Speech Language and Hearing Association (ASHA). Since coming to Utah State, she has received numerous awards and honors including being named ASHA Fellow, Outstanding Alumnus, Undergraduate Research Mentor of the Year, and Outstanding Researcher of the Year. She earned her BS and MS degrees in Speech Language Pathology and Audiology at Auburn University and began her career as a speech language pathologist in public schools. Dr. Gillam obtained her Doctorate at The University of Memphis and began her academic career at The University of Alabama. She currently teaches courses in language development and disorders, assessment and intervention for language disorders, and professional issues. Her research interests include language and literacy impairments, diverse populations and comprehension. Sandi has received funding for her research from the Institute of Education Sciences.</p> <p><b>Ron Gillam, Ph.D.</b>, holds the Raymond and Eloise Lillywhite Endowed Chair in Speech-Language Pathology at Utah State University, where he serves as the Director of the Language, Education and Auditory Processing (LEAP) Brain Imaging Lab in the Emma Eccles Jones Early Childhood Education and Research Center. His research, which has been funded by the National Institutes of Health and the US Department of Education, primarily concerns information processing, language assessment, and language intervention with school-age children with specific language impairments. Currently, Dr. Gillam has an NIH grant to model the developmental progression of attention and memory systems as they relate to complex sentence comprehension in children with specific language impairments and children developing normally. Dr. Gillam has published two books, three tests, and more than 120 articles and book chapters. He has received numerous teaching and research awards, including ASHA Fellow, the Haydn Williams Fellow at Curtin University in Western Australia, the Dads Association Centennial Teaching Fellowship at the University of Texas at Austin, the Editor's Award for the article of highest Merit in the Journal of Speech, Language, and Hearing Research (twice) and the Robins Award for the outstanding researcher at Utah State University.</p>

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<b>Date and Time:</b>	<b>Thursday, October 13, 2016 – 2:00pm to 5:30pm</b> <i>(will include a 30-minute break)</i>
<b>Length:</b>	<b>3 Hours</b>
<b>Title:</b>	<b>Yes, you CANS! Treatment &amp; Management for Children’s Central Auditory Processing Disorders</b>
<b>Speaker(s):</b>	<b>Jeanane M. Ferre, Ph.D., CCC-A</b>
<b>Content Area:</b>	
<b>Level:</b>	<b>Intermediate</b>
<b>Abstract:</b>	One cannot treat effectively a disorder that has not been diagnosed specifically. This is especially true of central auditory processing disorders (CAPDs). Although part of the audiologic landscape for over 60 years, there continues to be debate regarding intervention for central auditory processing among school-age children. This presentation will demystify central auditory processing, clarifying its place within the “process” of processing as well as the educational significance of providing intervention for these disorders. Session will briefly review types of central auditory processing deficits and focus on development of functional and achievable therapy goals and management strategies that meet the life needs of clients and are in line with Common Core standards.
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• describe continuum and development of verbal processing skills.</li> <li>• describe behavioral characteristics of central auditory processing deficits.</li> <li>• implement effective intervention (management and remediation) at school and home that is in line with the Common Core Standards in Academics and Speaking/Listening.</li> </ul>
<b>Bio(s):</b>	<b>Dr. Jeanane Ferre</b> received her Ph.D. from Northwestern University and has focused her career on the assessment of and intervention for central auditory processing disorders (CAPDs). She has published/presented extensively on CAPD, including <i>The Differential Screening Test for Processing and Processing Power – A Guide to CAPD Assessment and Management</i> . She is a Fellow of the Illinois Speech-Language-Hearing Association (ISHA) and of ASHA and has received the Clinical Achievement Award and Honors of the Association from ISHA. Currently in private practice in the Chicago area, Dr. Ferre is a member of the adjunct faculty at Northwestern and Rush Universities. Her current interests include CAPD screening, intervention for CAPDs, and enhancing clinical preparation in CAPD.

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<b>Date and Time:</b>	<b>Thursday, October 13, 2016 – 2:00pm to 5:30pm</b> <i>(will include a 30-minute break)</i>
<b>Length:</b>	<b>3 Hours</b>
<b>Title:</b>	<b>DAY E: Implementing Social Thinking Concepts and Vocabulary into the School and Home Day: A Day to Develop Team Creativity</b>
<b>Speaker(s):</b>	<b>Renee Attaway, M.S., CCC-SLP</b>
<b>Content Area:</b>	
<b>Level:</b>	
<b>Abstract:</b>	<p>This seminar will teach students to communicate through concepts such as “working as part of a group”, the “three parts of play,” “abstracting and inferencing information” and “sharing an imagination”. We will examine clinical examples that highlight how to make these abstract concepts more concrete and teachable. The Social Thinking Vocabulary is the backbone of Social Thinking teaching programs. Research published in 2008 in the Journal of Autism and Developmental Disorders (Crooke, et al.) demonstrated how individuals benefited from learning these concepts. The study found that once children were taught how to think about the concepts, they were able to generalize the information. Participants will work in groups to learn how to use Social Thinking concepts across settings, creating one or two of their own lesson plans. We explore how to make lessons applicable across a variety of environments, and focus on enabling students to apply the lessons into the rest of their lives. This seminar is intended as a more advanced course for people who have attended one or more of the following workshops: Social Thinking Across the Home and School Day: The ILAUGH Model, The Social Thinking Informal Dynamic Assessment and Core Treatment Strategies, Thinking About YOU Thinking About ME AND/OR have read one or more of the following books: Thinking About YOU, Thinking About ME, Inside Out: What Makes a Person With Social Cognitive Deficits Tick?, Think Social! A Social Thinking Curriculum.</p>
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Describe why the context or situation is key for figuring out social expectations and related social skills.</li> <li>• Describe the core five steps of Social Behavior Mapping to help teach social responsibility.</li> <li>• Define at least five Social Thinking Vocabulary concepts.</li> <li>• Using one or more of the strategies reviewed in the workshop, describe what you can do differently with your student tomorrow.</li> </ul>
<b>Bio(s):</b>	<p><b>Renee Attaway</b> is the founder and director of Social Learning located at The Parish School. Social Learning offers social cognitive services for preschool to high school children in Houston, Texas. This program provides group and individual therapeutic services in both social learning groups and individual therapy, as well as hosting an overnight social learning summer camp called Camp Social Superheroes. As a member of the Social Thinking® Training and Speakers’ Collaborative, Renee has presented workshops for organizations across the United States and Canada since 2012. Renee has been described as an enthusiastic speaker who enjoys sharing her own clinical experiences with audiences. Renee has worked at The Parish School for over 16 years as a Speech Pathologist, teaching preschool, supervising clinician, and creating programs. She has also worked in the university and private practice areas.</p>

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<b>Date and Time:</b>	<b>Thursday, October 13, 2016 – 2:00pm to 5:30pm</b> <i>(will include a 30-minute break)</i>
<b>Length:</b>	<b>3 Hours</b>
<b>Title:</b>	<b>Make Stepping Stones Out of Stumbling Blocks: Utilizing Evidence-Based Practices to Address the Complex Communication Needs and Challenging Behaviors of Children with Autism Spectrum Disorder</b>
<b>Speaker(s):</b>	<b>Debbie Ware, M.A., CCC-SLP and Nancy Dunn, M.S., CCC-SLP</b>
<b>Content Area:</b>	
<b>Level:</b>	
<b>Abstract:</b>	The National Standards Project and The National Professional Development Center for Autism Spectrum Disorders have identified established evidence-based and emerging practices proven effective in educating children with Autism Spectrum Disorder (ASD). Many of these evidence-based practices are utilized to address communication skills, play and social development, and challenging behaviors. This session will cover a variety of these practices and focus on practical, effective, and highly motivating strategies to use in therapy.
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Understand the history of evidence-based practices and how they have evolved to be essential in the current treatment options for students with ASD.</li> <li>• Learn the components of the most established practices to implement with your students with ASD who have complex communication, behavior and social needs.</li> <li>• Learn how behavior and communication work together to improve student outcomes.</li> </ul>
<b>Bio(s):</b>	<p><b>Debbie Ware, M.A., CCC-SLP</b>, is a Speech-Language Pathology consultant with Easter Seals Outreach. She received her Bachelor of Science and Education and Master of Arts degrees from the University of Arkansas at Fayetteville. She is a member of the American Speech Language, and Hearing Association and the Arkansas Speech Language and Hearing Association. She currently works on an interdisciplinary team that provides statewide assistance in the areas of classroom programming, communication, sensory integration, and assistive technology. Much of her experience has been in the San Diego Unified School District in San Diego, CA. During her 16 years in the district, she worked as an itinerant Speech/Language Pathologist, a Special Day Class Teacher in Early Childhood, and a Diagnostic Resource Teacher. She received extensive training in the field of autism while participating in a 3-year multi-agency grant project in San Diego County. <i>See remainder of bio included with 10:00 a.m. presentation.</i></p> <p><b>Nancy Dunn, M.S., CCC-SLP</b>, is a Speech-Language Pathology consultant with Easter Seals Outreach. She received her Bachelor of Science degree from the University of Arkansas at Fayetteville and her Master of Science in Communication Disorders from the University of Arkansas at Little Rock/University of Arkansas for Medical Sciences. Nancy is a member of the American Speech Language, and Hearing Association and the Arkansas Speech Language and Hearing Association. She currently works on the Outreach team which is an interdisciplinary team that provides statewide assistance in the areas of classroom programming, communication, sensory integration, and assistive technology. She previously served as coordinator of the Arkansas center for augmentative and alternative communication through the “Tech Act” of 1989 and as therapy coordinator for the Easter Seals Rehabilitation Center. <i>See remainder of bio included with 10:00 a.m. presentation.</i></p>

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<b>Date and Time:</b>	Thursday, October 13, 2016 – 2:00pm to 5:30pm <i>(will include a 30-minute break)</i>
<b>Length:</b>	3 Hours
<b>Title:</b>	<b>Beyond the Test Battery and Treatment Workbooks: Balancing the Who, What, Where, and How of Adult Language Evaluation and Treatment</b>
<b>Speaker(s):</b>	<b>Richelle Weese, M.S., CCC-SLP</b>
<b>Content Area:</b>	
<b>Level:</b>	Intermediate
<b>Abstract:</b>	Speech-Language Pathologists are constantly searching for ways to maximize the amount of time, money, and real-world functionality of evaluations and treatment of adult language disorders. Evaluation and treatment differs for every setting as well as every patient. This session will address the challenges related to delivering quality, evidence-based services to our adult patients in the current health care climate of limited resources and greater accountability. During this session, discussions will include, “How does an SLP meet the needs of all consumers involved in the evaluation process of adults with language disorders? Who determines what evaluations are used? What evaluations are most useful? Where do you find evaluations? How do you make evaluations and treatment functional? How do you balance evaluation and treatment with the limitations of budget and materials?” Come prepared for a real-world look at adult language evaluation and treatment.
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Describe the differences in assessment and treatment of adult language disorders across a variety of settings.</li> <li>• Identify assessment and treatment options for adult language disorders appropriate for various types of clinical settings in order to maximize their limited time with patients.</li> <li>• Develop strategies for maximizing functional activities with multi-modality treatment applications for adults with language disorders.</li> </ul>
<b>Bio(s):</b>	<b>Richelle Weese, M.S., CCC-SLP</b> , has been a speech pathologist for over 20 years. While pursuing her Master’s degree in speech pathology at UCA, she was the recipient of a traineeship for traumatic brain injury. Upon graduation, Mrs. Weese worked in a nonprofit head injury facility in Fort Worth, Texas. When she returned to Arkansas, she worked for Therapy and Rehab Solutions, where she evaluated and treated adults with a variety of disorders. Mrs. Weese has worked in a variety of adult settings, including acute care, inpatient rehab, outpatient, and long term care, as well as serving in administration roles for department and an outpatient multidisciplinary clinic. In 2009 she became LSVT certified. In September 2015 she returned to UCA as a clinical instructor, where she supervises graduate students in the on-campus clinic, serves as a Coordinator for the UCA Concussion Management Project, and Voice Clinic. She is also a member of the ASHA Special Interest Division in Voice.

# 2016 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	Friday, October 14, 2016 – 8:00am to 10:00am
<b>Length:</b>	2 Hours
<b>Title:</b>	<b>The Importance of Soft Skills in Clinical Success</b>
<b>Speaker(s):</b>	<b>Amy Shollenbarger, Ph.D., CCC-SLP, Shanon Brantley, M.S., CCC-SLP, Arianne Pait, M.S., CCC-SLP</b>
<b>Content Area:</b>	
<b>Abstract:</b>	Young professionals of today are some of the most resourceful the world has ever seen. However, many struggle in the job market because of their inadequate soft skills. Soft skills are highly valued in the workplace, and they are important to clinical success in the field of speech-language pathology.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Define soft skills.</li> <li>• Identify soft skills that employers seek.</li> <li>• Describe ways soft skills are integral to clinical success in speech-language pathology.</li> </ul>
<b>Bio(s):</b>	<p><b>Amy Shollenbarger</b> is a speech-language pathologist and an assistant professor in the Department of Communication Disorders at Arkansas State University.</p> <p><b>Shanon Brantley</b> is a speech-language pathologist and an assistant professor in the Department of Communication Disorders at Arkansas State University.</p> <p><b>Arianne Pait</b> is a speech-language pathologist and Director of Clinical Services in the Department of Communication Disorders at Arkansas State University.</p>

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<b>Date and Time:</b>	<b>Friday, October 14, 2016 – 8:00am to 10:00am</b>
<b>Length:</b>	<b>2 Hours</b>
<b>Title:</b>	<b>Current Trends in Adult Swallowing Evaluation and Management</b>
<b>Speaker(s):</b>	<b>Towino Paramby, CScD, CCC-SLP, BCS</b>
<b>Content Area:</b>	
<b>Abstract:</b>	Current trends in the evaluation and management of adult patients with swallowing disorders will be discussed during this presentation. This session is intended to facilitate critical thinking skills and to discuss new evidence in evaluation and management of swallowing disorders. During this presentation, pertinent information about lab values, chest X-ray, diet modification, alternative-nutrition & hydration (SLP's role) and penetration-aspiration scale in swallowing evaluation and management will be discussed.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Participant will be able to explain the current trends and evidence in diet modification</li> <li>• Participants will be able to explain SLP's scope of practice in relation to enteral and parenteral nutrition and hydration</li> <li>• Participants will be able to gather knowledge of terminologies used by radiologists when interpreting chest imaging</li> </ul>
<b>Bio(s):</b>	<b>Towino Paramby</b> is an Assistant Professor at the University of Central Arkansas (UCA) and working as medical speech-language pathologist at the University of Arkansas Medical Science (UAMS) hospital. He is a Board Certified Specialist in Swallowing and Swallowing Disorders. His research interest includes normal/abnormal swallowing and voice disorders. His clinical interests included normal/abnormal swallowing in adults, aging population and complex end of life decision-making.

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<b>Date and Time:</b>	Friday, October 14, 2016 – 8:00am to 10:00am
<b>Length:</b>	2 Hours
<b>Title:</b>	Stuttering Therapy Workshop
<b>Speaker(s):</b>	Ashlen Thomason, M.S., CCC-SLP
<b>Content Area:</b>	
<b>Abstract:</b>	Has it been a while since your last stuttering client? Even longer since you took a fluency course? Do you dread seeing a patient who stutters on your caseload? Come boost your confidence with a video-and- demonstration-heavy discussion of dynamic assessment, goal writing, data collection, affective components, fluency-shaping, and stuttering modification. This session will cover the basics and provide an update on some of the latest research that informs our practices in fluency disorders.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Describe the research basis regarding the influence of anxiety and fear on the frequency of stuttering events and how that information can guide client-lead hierarchies of speaking tasks targeted in treatment</li> <li>• Discuss the benefits of goals written to target mastery of skills rather than fluency during speaking tasks</li> <li>• Describe how to employ slowed rate, easy onset and continuous phonation for fluency shaping therapy in as well as cancellations, slides, and preparatory set for stuttering modification</li> </ul>
<b>Bio(s):</b>	Ashlen Thomason is a fourth-year doctoral student with the Arkansas Consortium for the Ph.D. in Communication Sciences and Disorders. Her major area of study is early childhood stuttering and her minor is cleft palate/craniofacial anomalies. After graduating with her Master of Science in Speech-Language Pathology from the University of Central Arkansas, she joined the outpatient speech-language department at Arkansas Children’s Hospital. Ashlen recently completed a stint as a visiting instructor in the University of Arkansas for Medical Sciences/University of Arkansas at Little Rock Department of Audiology and Speech Pathology graduate program teaching Fluency Disorders and supervising student clinicians.

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<b>Date and Time:</b>	<b>Friday, October 14, 2016 – 8:00am to 10:00am</b>
<b>Length:</b>	<b>2 Hours</b>
<b>Title:</b>	<b>Social Intelligence Across the Lifespan</b>
<b>Speaker(s):</b>	<b>Kimberly Frazier, Ph.D., CCC-SLP &amp; Rachel Glade, M.S., CCC-SLP</b>
<b>Content Area:</b>	
<b>Abstract:</b>	Research has shown that social intelligence is a better predictor of job success and personal happiness than any other indicator. This presentation will delve into incorporating social intelligence activities into therapy sessions regardless of disorder or age of client. From learning about facilitating intersubjectivity with newborns to helping adults recovering from head trauma, this presentation will focus on helping our clients be the most effective communicators they can be.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Participants will list the importance of social intelligence and its roll in facilitating mutually beneficial social relationships.</li> <li>• Participants will describe the roll of social intelligence throughout the lifespan.</li> <li>• Participants will develop treatment goals and objectives to incorporate social intelligence in therapy.</li> </ul>
<b>Bio(s):</b>	<p><b>Kimberly Frazier, Ph.D., CCC-SLP</b>, an associate professor at the University of Arkansas and licensed and certified speech-language pathologist, has 26 years of experience working with children who have communication difficulties. Dr. Frazier enjoys presenting locally, nationally, and internationally on her research interests which include speech-sound disorders in children and social pragmatic language disorders. Dr. Frazier resides in Fayetteville, Arkansas, with her two pups Samantha and Kayle.</p> <p><b>Rachel Glade, M.S., CCC-SLP</b>, is a certified speech-language pathologist and a certified auditory-verbal therapist, a distinguished certification earned by those who have completed extensive training and education in working with children and adults who have hearing loss. Rachel enjoys teaching courses, presenting locally and nationally, and providing clinical supervision for graduate students at the University of Arkansas Speech &amp; Hearing Clinic. She is a member of ASHA; ArkSHA; the Alexander Graham Bell Association for the Deaf and Hard of Hearing; and is a board member of Arkansas Hands and Voices. Rachel resides in Farmington with her two sons and husband Andrew.</p>

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<b>Date and Time:</b>	<b>Friday, October 14, 2016 – 8:00am to 10:00am</b>
<b>Length:</b>	<b>2 Hours</b>
<b>Title:</b>	<b>Finding a Recipe for Successful Service Delivery in the Schools</b>
<b>Speaker(s):</b>	<b>Carol B. Fleming, M.S., CCC-SLP</b>
<b>Content Area:</b>	
<b>Abstract:</b>	In these changing times, it is imperative to understand the multiple roles clinicians take on throughout the school year and in various situations. As a result, issues that arise are addressed depending on the hat worn: therapist, counselor, team leader, educator, confidante, friend, supporter, or advocate. Decisions are made based on information provided. Courageous conversations are part of the “job”. Documentation represents what is done on a daily basis. Paperwork and billing requirements are steadily increasing and having an impact on service providers. This presentation will focus on best practices when providing services to students in the schools. Participants will learn how to incorporate those skills into their work setting.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Participants will learn strategies and techniques to avoid/address stressful and contentious situations during conferences and meetings</li> <li>• Participants will learn counseling strategies and techniques that are relative to communication disorders.</li> <li>• Participants will identify components to include in documentation of service delivery and distinguish/describe differences between adequate/inadequate documentation.</li> <li>• Participants will be able to apply strategies taught in documentation of services in their work setting.</li> </ul>
<b>Bio(s):</b>	<b>Carol B. Fleming, MS, CCC-SLP</b> , ASHA Fellow, works at Pulaski Heights Middle School within the Little Rock School District. A past president of ArkSHA and CSAP, Carol currently serves as ASHA SEAL for Arkansas; is a member of ASHA Government Relations and Public Policy Board; is Chair of ASHA Political Action Committee Board of Directors; and is a coordinating committee member of ASHA Special Interest Group 16 – Schools Division. Carol is passionate about advocacy, leadership, and professional issues impacting speech, language, and hearing intervention and prevention. Her goal is to get others to become involved and speak out/be heard.

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<b>Date and Time:</b>	<b>Friday, October 14, 2016 – 10:15am to 11:15am</b>
<b>Length:</b>	<b>1 Hour</b>
<b>Title:</b>	<b>The Terrible Teens! Learning to Speak Their Language</b>
<b>Speaker(s):</b>	<b>Nathalie Davis, Au.D., CCC-A</b>
<b>Content Area:</b>	
<b>Abstract:</b>	Anyone who has either worked with or lived with teens knows that they can be a particularly challenging bunch. The teenage years are full of changes and awkwardness. Compounding that with a hearing loss can prove to be even more perplexing. This presentation focuses on strategies, tactics and resources designed to make working with this unique group successful.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Identify three challenging factors commonly faced with when working with teenagers.</li> <li>• The four components of Erber's Auditory Skills Developmental Checklist.</li> <li>• One assessment tool specifically targeting teenagers.</li> </ul>
<b>Bio(s):</b>	With an undergraduate degree in Speech and Hearing Sciences from Indiana University, a Master's degree in Audiology from University of Memphis, and an Au.D. degree from A.T. Still University, Nathalie Davis is honored to hold a dual role at MED-EL as Consumer Outreach Manager and Clinical Account Manager. She assists in educational opportunities as well as offers programming assistance to audiologists within her region. Past accomplishments include 20 years of service at the Memphis Oral School for the Deaf, where she founded and ran the Sound Beginnings program, and had the privilege of publishing a children's book entitled <i>Rivers' Walk</i> .

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<b>Date and Time:</b>	Friday, October 14, 2016 – 10:15am to 11:15am
<b>Length:</b>	1 Hour
<b>Title:</b>	<b>Reducing Self-stimulating Behaviors in Individuals with ASD: A Non-pharmaceutical Method</b>
<b>Speaker(s):</b>	<b>Betholyn Gentry, Ph.D., CCC-SLP; Samuel Atcherson, Ph.D., CCC-A; Chenell Loudermill, Ph.D., CCC-SLP</b>
<b>Content Area:</b>	
<b>Abstract:</b>	Individuals with ASD often present with self-stimulating, or stereotypic behaviors. We are interested in applying a new non-pharmaceutical intervention procedure based on principles of acupressure and traditional oriental medicine (TOM) to reduce these behaviors. Background information, methods and procedures, along with preliminary results from our pilot study will be presented.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Describe the neurology of ASD.</li> <li>• Identify self-stimulating behaviors found in individuals with ASD.</li> <li>• Discuss a pilot study to reduce self-stimulating behaviors in individuals with ASD.</li> </ul>
<b>Bio(s):</b>	<p><b>Betholyn Gentry, Ph.D., CCC-SLP</b> has over thirty-nine years of experience in a university setting and has conducted research and made presentations on social skills therapy to state, regional and national organizations. She directs the UALR Pragmatics Groups and provides social skills therapy to children diagnosed with autism spectrum disorders. She is the coauthor of four books that outline a structured social skills intervention program for individuals with ASD across the lifespan. Dr. Gentry is a professor in the Audiology and Speech Pathology department at UALR/UAMS, is a recipient of the ArkSHA Honors of the Association and is an ASHA fellow.</p> <p><b>Samuel R. Atcherson, Ph.D., CCC-A</b> is associate professor in the department of Audiology and Speech Pathology at UALR/UAMS. He has had bilateral hearing loss since the age of three, which has influenced his clinical and research interests in hearing loss, electrophysiology, rehabilitation, and health literacy. He is author of over 100 publications, including 42 peer-reviewed articles and 3 textbooks. He has over 170 presentations on various topics at local, regional, national, and international levels. Dr. Atcherson has served on the ArkSHA board in several capacities, and he is a past recipient of the ArkSHA research, audiology and adult ambassadors awards.</p> <p><b>Chenell Loudermill, Ph.D., CCC-SLP</b> is the Clinic Coordinator for Speech-Language Pathology in the Department of Audiology and Speech Pathology in the Communication Sciences and Disorders Program at UALR/UAMS. She teaches graduate and undergraduate courses in speech pathology. Her primary interest is child language with an emphasis in literacy and Autism. Dr. Loudermill previously worked for Little Rock School District as a school-based speech-language pathologist for 12 years. She has given several presentations at the state and national level, and served on various committees. Dr. Loudermill serves as Vice President for Speech Pathology for ArkSHA and on the board of A-Camp.</p>

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<b>Date and Time:</b>	<b>Friday, October 14, 2016 – 10:15am to 11:15am</b>
<b>Length:</b>	<b>1 Hour</b>
<b>Title:</b>	<b>Using Literature-Based Language Intervention to Facilitate Academic Success</b>
<b>Speaker(s):</b>	<b>Joy Good, Ph.D., CCC-SLP</b>
<b>Content Area:</b>	
<b>Abstract:</b>	Literature-based language intervention aims to teach students the language required for success in the classroom (Ukrainetz, 2007). It facilitates the integration of both oral and written language skills in a way that promotes generalization of the target skills. This presentation will outline the various components of this intervention model. Case study examples will be provided to illustrate these intervention principles.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To identify the key components of literature-based language intervention.</li> <li>• To formulate treatment goals/ objectives based on this treatment approach.</li> <li>• To develop treatment activities based on this treatment approach.</li> </ul>
<b>Bio(s):</b>	<b>Joy Good, Ph.D., CCC-SLP</b> is an assistant professor at Arkansas State University. She is a speech-language pathologist with more than 19 years of clinical experience working with children with a variety of communication disorders. She has taught courses in language learning disabilities, diagnostic methods in communication disorders as well as intervention and physiology of speech and hearing. She currently researches issues associated with school-aged children diagnosed with language learning disabilities.

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<b>Date and Time:</b>	<b>Friday, October 14, 2016 – 10:15am to 11:15am</b>
<b>Length:</b>	<b>1 Hour</b>
<b>Title:</b>	<b>Why Hearing and Hearing Screenings are Important in Communication Sciences &amp; Disorders</b>
<b>Speaker(s):</b>	<b>Donna Smiley, Ph.D., CCC-A, and Cynthia M. Richburg, Ph.D., CCC-A</b>
<b>Content Area:</b>	
<b>Abstract:</b>	This presentation will address the importance of hearing and hearing screenings to the speech-language evaluation and treatment process. Anecdotal data suggest that the hearing status of patients/clients/students is overlooked in these processes and needs to be considered more closely. Audience input and discussion will follow the presentation.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Attendees will be able to describe the importance of hearing in speech and language development.</li> <li>• Attendees will be able to describe the importance of correctly performing hearing screenings.</li> <li>• Attendees will be able to discuss why knowing the hearing status of a person who is being evaluated and/or treated for speech-language disorders is important.</li> </ul>
<b>Bio(s):</b>	<p><b>Donna Fisher Smiley, Ph.D., CCC-A</b>, is an educational audiologist and the coordinator for the Educational Audiology/Speech Pathology Resources for Schools (EARS) program at Arkansas Children’s Hospital. Dr. Smiley has practiced audiology in the areas of pediatrics and school based audiology for over 25 years. Additionally, Dr. Smiley co-authored a textbook (Title: School-Based Audiology) that is available from Plural Publishing. She served as the Vice-President for Audiology Practice on the Board of Directors for the American Speech-Language-Hearing Association from 2013-2015.</p> <p><b>Cynthia M. Richburg, Ph.D., CCC-A</b>, is an audiologist and professor at Indiana University of Pennsylvania. She teaches undergraduate and graduate courses on audiology, aural rehabilitation and auditory processing as well as supervises graduate clinicians in the clinic. Dr. Richburg has co-authored two textbooks (School Based Audiology &amp; Children with Audiological Needs: From Identification to Aural Rehabilitation) and numerous journal articles. She served as the editor for the Journal of Educational Audiology from 2009-2011.</p>

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<b>Date and Time:</b>	Friday, October 14, 2016 – 11:30am to 12:30pm
<b>Length:</b>	1 Hour
<b>Title:</b>	<b>The MED-EL Cochlear Implant: Above and Beyond</b>
<b>Speaker(s):</b>	<b>Nathalie Davis, Au.D., CCC-A</b>
<b>Content Area:</b>	
<b>Abstract:</b>	MED-EL continues breaking new ground in hearing implant technology by combining the latest scientific and engineering advances. Attendees will learn about the SYNCHRONY Cochlear Implant System which delivers exceptional hearing performance, outstanding reliability, and unmatched MRI scanning capability with a self-aligning magnet that doesn't need to be surgically removed for a high-resolution 3.0 Tesla MRI scan. They will learn about MED-EL's BRIDGE resources designed for cochlear implant users, their families and professionals.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Learn about the characteristics of a diametric magnet.</li> <li>• Name 3 key features of the SONNET audio processor.</li> <li>• Name and identify 3 educational components that can be found either through our BRIDGE resources or on the website.</li> </ul>
<b>Bio(s):</b>	With an undergraduate degree in Speech and Hearing Sciences from Indiana University, a Master's degree in Audiology from University of Memphis, and an Au.D. degree from A.T. Still University, Nathalie Davis is honored to hold a dual role at MED-EL as Consumer Outreach Manager and Clinical Account Manager. She assists in educational opportunities as well as offers programming assistance to audiologists within her region. Past accomplishments include 20 years of service at the Memphis Oral School for the Deaf, where she founded and ran the Sound Beginnings program, and had the privilege of publishing a children's book entitled <i>Rivers' Walk</i> .

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<b>Date and Time:</b>	Friday, October 14, 2016 – 11:30am to 12:30pm
<b>Length:</b>	1 Hour
<b>Title:</b>	<b>Taking a Deep Breath: Serving Clients with Challenging Behavior</b>
<b>Speaker(s):</b>	<b>Julie K. Beard, Ph.D., CCC-SLP</b>
<b>Content Area:</b>	
<b>Abstract:</b>	Children with language impairment often exhibit comorbid behavior disorders, resulting in challenging, defiant, or destructive behaviors. Some SLPs may feel apprehensive about serving clients who display disruptive behaviors, however, knowing specific interaction strategies that can avoid or resolve behavior outbursts allows SLPs to approach potentially difficult sessions with confidence. So take a deep breath, relax, and attend this session to learn several approaches that are effective with disruptive clients.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Identify behavior disorders that commonly occur with child language impairment</li> <li>• Identify signs of an impending behavior outburst</li> <li>• Identify three (3) strategies to avoid behavior outbursts</li> <li>• Identify two (2) strategies to resolve disruptive behavior situations</li> </ul>
<b>Bio(s):</b>	<b>Dr. Julie Beard</b> worked for many years providing direct therapy to children, many of whom experienced psychological and/or behavioral disorders. Subsequently, she worked at the University of Arkansas at Little Rock as a clinical supervisor and classroom instructor. When a Ph.D. program opened in central Arkansas, she returned to school as a student and earned her doctorate in December 2015. Dr. Beard's specialty area is child language disorders, particularly language disorders in children with disruptive behaviors. She is currently an assistant professor at Northeastern State University in Tahlequah, Oklahoma.

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<b>Date and Time:</b>	<b>Friday, October 14, 2016 – 11:30am to 12:30pm</b>
<b>Length:</b>	<b>1 Hour</b>
<b>Title:</b>	<b>SLP's Thriving in Healthcare Reform</b>
<b>Speaker(s):</b>	<b>Michelle DuBre, M.S., CCC-SLP</b>
<b>Content Area:</b>	
<b>Abstract:</b>	Value-based care delivery is focused on insuring that all care is delivered based on an analysis of its overall contribution to an outcome that is meaningful to the patient and family and will result in optimal wellness, functional performance, chronic disease management, and risk management. VBC delivery serves to meet the objectives of the Triple Aim. We will discuss how SLP's can navigate through and thrive in this evolving healthcare environment.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Identify the key components of health care reform and the impact on speech pathology practice.</li> <li>• Understand the different payment models and where speech services fit into each model.</li> <li>• Learn the 3 components of the Triple Aim and how top of license practice allows the speech pathologist to be successful in this approach to care.</li> </ul>
<b>Bio(s):</b>	<b>Michelle DuBre, M.S., CCC-SLP</b> graduated with her Master's Degree in Speech Pathology from the University of Arkansas for Medical Sciences. Michelle has worked for Genesis Rehab Services, one of the largest rehab providers in the US, for 8 years. Michelle is a Regional Clinical Director with the company and Student Affiliations Director. Michelle is trained in the Genesis Program: Compass, which implements an activities based program within facilities requiring staging using the Global Deterioration Scale. Michelle is a Master Clinician of Dementia, Co-Chair of Dysphagia SIG and an invited member of the Presidential Circle within GRS.

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<b>Date and Time:</b>	<b>Friday, October 14, 2016 – 10:15am</b>
<b>Length:</b>	<b>15 minutes</b>
<b>Title:</b>	<b>Video Modeling as an Intervention Technique for Broca's Aphasia</b>
<b>Speaker(s):</b>	<b>Elizabeth Dryer</b>
<b>Content Area:</b>	<b>CA 1</b>
<b>Abstract:</b>	This study compared the efficacy of video-modeling to clinician-modeling in the clinical setting for individuals with non-fluent Broca's aphasia and apraxia of speech. The preliminary results of this study indicate that video-modeling is an effective method of practice for individuals with Broca's aphasia and apraxia of speech.
<b>Bio(s):</b>	<b>Elizabeth Dryer</b> is a second year graduate student in the communication disorders program at Arkansas State University. She obtained her B.S. in communication disorders from Arkansas State University in May of 2015. Her areas of interest include aphasia, feeding/swallowing, voice disorders, and fluency.

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<b>Date and Time:</b>	Friday, October 14, 2016 – 10:15am
<b>Length:</b>	15 minutes
<b>Title:</b>	VHI Scores for Patients with Muscle Tension Dysphonia
<b>Speaker(s):</b>	Zach Davis, B.A.; Emily Baird, B.S.
<b>Content Area:</b>	CA 1
<b>Abstract:</b>	Muscle Tension Dysphonia (MTD) is the most common voice disorder. It is characterized by misuse of the vocal folds as a result of excessive tension in the laryngeal musculature. This research addresses the functionality of flow phonation exercises to reduce muscle neck tension measured subjectively using the VHI.
<b>Bio(s):</b>	

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<b>Date and Time:</b>	<b>Friday, October 14, 2016 – 10:15am</b>
<b>Length:</b>	<b>30 minutes</b>
<b>Title:</b>	<b>Stuttering and Meditation</b>
<b>Speaker(s):</b>	<b>Amber L. Lindley, B.S.</b>
<b>Content Area:</b>	<b>CA 1</b>
<b>Abstract:</b>	A mindfulness practice may give individuals who stutter a way to alter negative thought patterns allowing them to react to situations differently (Robins et al., 2012), which may help them reduce struggle and avoidance behaviors. This study investigated the effects of meditation on disfluencies, anxiety, and self-perceptions in adults.
<b>Bio(s):</b>	<b>Amber Lindley</b> is a second year graduate student in the communication disorders program at Arkansas State University, where she is the president of NSSLHA. She will graduate in December of 2016. She obtained her B.S. from Arkansas State University in 2015. Her areas of interest include fluency disorders, early intervention, and neurogenic disorders, as well as feeding and swallowing disorders

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<b>Date and Time:</b>	<b>Friday, October 14, 2016 – 11:30am</b>
<b>Length:</b>	<b>15 minutes</b>
<b>Title:</b>	<b>A Comparison of Homeschool and Formal Education Families' Technological Beliefs</b>
<b>Speaker(s):</b>	<b>Eli Skelton, B.S.E., UAMS</b>
<b>Content Area:</b>	<b>CA 2</b>
<b>Abstract:</b>	This session reports on a project designed to gain information about how technology is used to assist learning. An online questionnaire was completed by parents of children who were either homeschooled or enrolled in formal education. Results indicated technology was used across educational settings but valued more by homeschool parents.
<b>Bio(s):</b>	<b>Eli Skelton</b> is a first year graduate student at UAMS working toward a Master's Degree in Speech-Language Pathology.

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<b>Date and Time:</b>	Friday, October 14, 2016 – 11:30am
<b>Length:</b>	15 minutes
<b>Title:</b>	<b>SLP Graduate Students' Perceptions of Cultural Competency Experiences</b>
<b>Speaker(s):</b>	Ragen Bray
<b>Content Area:</b>	CA 2
<b>Abstract:</b>	This study utilized a 19-item survey to investigate whether graduate SLP students understand the spectrum of skills necessary to become “culturally competent,” and to assess the types of formal and informal activities used to achieve cultural competency instruction in the speech-language pathology curriculum.
<b>Bio(s):</b>	

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<b>Date and Time:</b>	Friday, October 14, 2016 – 11:30am
<b>Length:</b>	15 minutes
<b>Title:</b>	<b>Influences of After-School Literacy Intervention on High-Stakes Test Scores</b>
<b>Speaker(s):</b>	<b>Sarah Gearhart, April Morgan and Twana Watkins</b>
<b>Content Area:</b>	<b>CA 2</b>
<b>Abstract:</b>	This research examined the efficacy of the Barton Reading & Spelling System® used with students in an after-school literacy program who were identified as having reading difficulties. These students were compared to peers who demonstrated similar reading difficulties, but did not participate in the after-school program. Results will be discussed.
<b>Bio(s):</b>	<p><b>Sarah Gearhart</b> is a second-year graduate student in communication disorders at Arkansas State University. She will graduate in December 2016. In the spring of 2016, she became certified in Lee Silverman Voice Treatment. She received a Bachelor of Arts degree in Journalism from the University of Arkansas and worked in marketing before returning to school. Her areas of interest include literacy development, neurogenic disorders, and voice disorders, as well as feeding and swallowing disorders.</p> <p><b>April Morgan</b> is a graduate student at Arkansas State University pursuing a degree in Communication Disorders. She will graduate in December of 2016. She became certified in Lee Silverman Voice Treatment in the spring of 2016. In May of 2013, she graduated from Williams Baptist College with a Bachelor of Arts in Liberal Arts, emphasizing Psychology and Communication. She chose this career path because of a desire to use knowledge and skills to positively impact others' lives while also being part of a growing field in health care.</p> <p><b>Twana Watkins</b> is a second-year graduate student at Arkansas State University majoring in communication disorders.</p>

## 2016 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	Friday, October 14, 2016 – 11:30am
<b>Length:</b>	15 minutes
<b>Title:</b>	<b>Clinical Findings In School-Age Children Assessed For Auditory Processing Disorder</b>
<b>Speaker(s):</b>	<b>Miranda Gendreau, B.S. &amp; Madeline Beall, B.S.</b> <b>Faculty Mentors: Beula Magimairaj, Ph.D, &amp; Natalie Benafield, Au.D.</b>
<b>Content Area:</b>	<b>CA 1</b>
<b>Abstract:</b>	The diagnosis and management of Auditory Processing Disorder (APD) in children has been controversial. Children suspected to have APD may have co-existing deficits in attention, language, and memory which frequently go unrecognized because a multidisciplinary evaluation is often not implemented. We summarize diagnostic findings in 13 school-age children who were evaluated for APD at the University of Central Arkansas Speech, Language, and Hearing Center. Most common deficits are highlighted and future research directions are discussed.
<b>Bio(s):</b>	<b>Miranda Gendreau</b> holds a Bachelor's degree in English from Arkansas Tech University and is currently working on her Master's degree in Communication Sciences and Disorders. She is a first year graduate student at the University of Central Arkansas.  <b>Madeline Beall</b> is a first year graduate student at the University of Central Arkansas studying Communication Sciences and Disorders. She received her Bachelor of Arts in Communication in 2016. After receiving her Master's degree, Madeline plans to work as a speech language pathologist.



# Arkansas Speech-Language-Hearing Association

P.O. Box 24103 Little Rock, Arkansas 72221

ph: 501.244.0621 fax: 501.224-0988

## 2016 Convention Speaker Disclosures

Wednesday, October 12: 5:30 pm-8:30 pm

**DR. JEFFREY C. ADAMS AND AMY GODDARD, OTR/L, CKTP**

Breakthrough to Excellence: Using the iPad as an Assistive Technology Tool

**Disclosure (Dr. Jeffrey C. Adams):**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

**Disclosure (Amy Goddard):**

*Financial – Easter Seals Arkansas, salary for employment*

*Nonfinancial – No nonfinancial disclosure*

Thursday, October 13: 8:30 am-9:30 am

**SANDRA GILLAM, PH.D., CCC-SLP**

Working together to make a difference: It's the only way!

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

Thursday, October 13: 10:00 am-1:00 pm

**FEATURED PRESENTATIONS - 3 credit hours**

**SANDRA GILLAM, PH.D., CCC-SLP AND RON GILLAM, PH.D.**

Assessment of Narrative

**Disclosure (Sandi Gillam):**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

**Disclosure (Ron Gillam):**

*Financial – Utah State University, royalty for authoring the SKILL manual; Pro-Ed Inc., royalty for authorship of Test of Narrative Language*

*Nonfinancial – U.S. Department of Education, Institute for Educational Sciences, institutional – Co-PI on a grant that funded the development of SKILL*

**JEANANE M. FERRE, PH.D., CCC-A**

Yes, you CANS! Assessing children's central auditory processing skills

**Disclosure:**

*Financial – Pro-Ed, Inc., royalty for independent contractor; ArkSHA, speaking fee for teaching and speaking*

*Nonfinancial – No nonfinancial disclosure*

**RENEE ATTAWAY**

Social Thinking Across the Home and School Day: The ILAUGH Model of Social Cognition

**Disclosure:**

*Financial – Social Thinking, speaking fee for teaching and speaking*

*Nonfinancial – No nonfinancial disclosure*

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**DEBBIE WARE, M.A., CCC-SLP AND NANCY DUNN, M.S., CCC-SLP**

No Need to Stumble – You CAN Handle the Truth: Exploring the History of Autism – Diagnosis, Increasing Population, Evidence-Based Practices, and Service Providers

**Disclosure (Debbie Ware):**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

**Disclosure (Nancy Dunn):**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

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**JILL FITZPATRICK, M.A., CCC-SLP, AND ADRIAN WILLIAMSON, III, M.D.**

Irritable Larynx Syndrome

**Disclosure (Jill Fitzpatrick):**

*Financial – Restech, consulting fee for independent contractor*

*Nonfinancial – No nonfinancial disclosure*

**Disclosure (Adrian Williamson):**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

Thursday, October 13 2:00 pm-5:30 pm

FEATURED PRESENTATIONS - 3 credit hours

**SANDRA GILLAM, PH.D., CCC-SLP AND RON GILLAM, PH.D.**

Narrative Language Intervention

**Disclosure (Sandra Gillam):**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

**Disclosure (Ron Gillam):**

*Financial – Utah State University, royalty for authoring the SKILL manual; Pro-Ed Inc., royalty for authorship of Test of Narrative Language*

*Nonfinancial – U.S. Department of Education, Institute for Educational Sciences, institutional – Co-PI on a grant that funded the development of SKILL*

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**JEANANE M. FERRE, PH.D., CCC-A**

Yes, you CANS! Assessing children's central auditory processing skills

**Disclosure:**

*Financial – Pro-Ed, Inc., royalty for independent contractor; ArkSHA, speaking fee for teaching and speaking*

*Nonfinancial – No nonfinancial disclosure*

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**RENEE ATTAWAY**

DAY E: Implementing Social Thinking Concepts and Vocabulary into the School and Home Day: A Day to Develop Team Creativity

**Disclosure:**

*Financial – Social Thinking, speaking fee for teaching and speaking*

*Nonfinancial – No nonfinancial disclosure*

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**DEBBIE WARE, M.A., CCC-SLP AND NANCY DUNN, M.S., CCC-SLP**

Make Stepping Stones Out of Stumbling Blocks: Utilizing Evidence-Based Practices to Address the Complex Communication Needs and Challenging Behaviors of Children with Autism Spectrum Disorder

**Disclosure (Debbie Ware):**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

**Disclosure (Nancy Dunn):**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

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**RICHELLE WEESE, M.S., CCC-SLP**

Beyond the Test Battery and Treatment Workbooks: Balancing the Who, What, Where, and How of Adult Language Evaluation and Treatment

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*