

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Wednesday, October 10, 2018 – 5:30pm to 8:30pm
Length:	3 Hours
Title:	Four-Ring Circus – A Systemic View of Service Delivery, Funding, Data Collection, and Advocacy for Audiologists and Speech-Language Pathologists
Speaker(s):	Jeff Adams, EdD, CCC-SLP, Melodee Owens, MS, CCC-SLP, Cheri Stevenson, MS, CCC, SLP, Aletha Cook, MS, CCC-SLP
Abstract:	In this session, participants will learn about the practice considerations, reimbursement issues, ethical dilemmas and professional advocacy associated with the provision of audiology and speech-language pathology services. The benefits of cross-discipline collaborative leadership will be highlighted.
Learning Objectives:	<ul style="list-style-type: none"> • Learners will be able to analyze the pros and cons of cross-discipline collaborative leadership, implemented at multiple organizational levels during periods of uncertainty to therapy reimbursement systems. • Learners will compare and contrast examples of skilled vs. unskilled service delivery in audiology and speech-language pathology. • Learners will examine systematic data collection methods to better advocate for the services provided by audiologists and speech-language pathologists. • Learners will explore options for professional growth in the areas of public policy development and political advocacy to advance audiology and speech-language pathology initiatives at the state and national levels. • Learners will identify ethical challenges for providers of Medicaid and Medicare therapy services.
Bio(s):	<p>Dr. Jeffrey C. Adams 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>Melodee Owens, M.S., CCC-SLP received her Bachelor's of Science in Communication Disorders (2003) and Master's of Science in Speech-Language Pathology (2005) from the University of Arkansas. She began working as a private contractor in 2005 and has experience working in Early Intervention, Early Childhood, K-12 public schools, Rehabilitation, and Skilled Nursing facilities. She has enjoyed serving ArkSHA (Arkansas Speech-Language Hearing Association) as a member on the Convention Committee, Salary Supplement Committee, and Honors and Awards Committee. Melodee has had the honor of serving as Vice President for Speech-Language Pathology and President of ArkSHA. She is currently Secretary for the Council of State Association Presidents.</p> <p>Cheri Stevenson, M.S., CCC-SLP is the Director of Therapy Services for Access Schools, Inc. in Little Rock. Cheri's work with Arkansas Medicaid spans two decades and she is the current ASHA State Advocate for Reimbursement for Arkansas. In addition, Cheri is a member of the Arkansas Therapy Advisory Council, an interprofessional committee that provides policy guidance to the Department of Human Services, Arkansas Medicaid and other state agencies.</p>

2018 Convention - Arkansas Speech-Language-Hearing Association

	<p>Aletha Cook, MS, CCC-SLP is the Director of Clinical Services in the program of Communication Disorders at University of Arkansas – Fayetteville. She teaches graduate and undergraduate courses in speech pathology and oversees practicum placements on- and off-campus. Cook's areas of interest include management of written language disorders using multisensory structured language education, assessment and management of alternative and augmentative communication needs, and analysis of the impact of foreign language phonology on English language learning. She has practiced in a variety of clinical settings including rehabilitation and long-term care, public schools, and private practice.</p>
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2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Thursday, October 11, 2018 – 8:30am to 9:30am
Length:	1 Hour
Title:	Decision-Making: What Science tells us about approaching Ethical Dilemmas
Speaker(s):	Lissa Power-deFur, PhD, CCC-SLP
Abstract:	When approaching an ethical dilemma, our decision-making may be rational or emotional, we may deliberate or follow our instincts. This session will explore the science of decision-making. Key concepts such as biases, willful blindness, and “group think” will be reviewed, with practical examples. Strategies for minimizing these effects on ethical decision-making will be presented.
Learning Objectives:	<ul style="list-style-type: none"> • Explain the science of decision-making • Identify the influence of biases, willful blindness, and group think on responding to ethical dilemmas • Identify strategies for mitigating the negative influences on decision-making when approaching ethical dilemmas
Bio(s):	Lissa Power-deFur, PhD, CCC-SLP is Professor of Communication Sciences and Disorders at Longwood University in Virginia, where she has taught the course “Ethics and Professional Issues” since the program’s inception in 2006. She has served as a member of the ASHA Board of Ethics and on the ASHA Board of Directors as Vice President of Standards and Ethics in Speech-Language Pathology (2014-16). She has been an active volunteer for the Speech-Language-Hearing Association of Virginia as well as for ASHA. She has presented on ethical decision-making nationally and through on-line professional development. She is an ASHA-Fellow.

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Thursday, October 11, 2018 – 10:00am to 1:00pm
Length:	3 Hours
Title:	Stuttering Information and Technology: Assessment and Treatment of Children who Stutter
Speaker(s):	Craig Coleman & Mary Widener
Abstract/Agenda:	60 Minutes: Review of Stuttering Information and Terminology 60 Minutes: Assessment of Children who Stutter 60 Minutes: Treatment of Preschool Children who Stutter
Learning Objectives:	<ul style="list-style-type: none"> • Describe assessment principles related to community-centered care. • Discuss indirect, direct, and operant approaches for preschool children who stutter. • Discuss definitions of stuttering and underlying causes and risk factors.
Bio(s):	<p>Craig Coleman, MA, CCC-SLP, BCS-F, is an assistant professor at Marshall University and Chair of Graduate Admissions in the Department of Communication Disorders. Craig is a Board-Certified Specialist in Fluency Disorders. He teaches graduate courses in Stuttering and Professional Issues in Speech-Language Pathology, the undergraduate capstone course (Professional Literacies in Speech-Language Pathology), and an undergraduate course in Stuttering. Prior to joining the Marshall faculty, Craig spent over twelve years serving as Clinical Coordinator and Co-Director of the Stuttering Center at Children’s Hospital of Pittsburgh. Craig is currently serving as Coordinator of ASHA Special Interest Group-4 (Fluency and Fluency Disorders). Craig is a former two-term President of the Pennsylvania Speech-Language-Hearing Association. In 2011, Craig was awarded the Clinical Achievement Award of the Pennsylvania Speech-Language-Hearing Association (PSHA), and was awarded Honors of PSHA in 2015. Craig is a co-founder of MC Speech Books, where he has co-authored three children’s books on stuttering. Craig collaborated on the child versions of the Overall Assessment of the Child’s Experience of Stuttering (OASES), which assesses the affective and cognitive components of stuttering. Craig received his bachelor’s and master’s degrees at the University of Pittsburgh.</p> <p>Mary Weidner, PhD, CCC-SLP is an assistant professor in the Department of Communication Disorders. She received her Bachelor’s and Master’s degrees from Indiana University of Pennsylvania and her doctoral degree from West Virginia University. Dr. Weidner’s area of research focuses on measuring and changing children’s attitudes toward peers with communication disorders. She developed the Attitude Change and Tolerance program (InterACT), an educational program that teaches children about awareness and acceptance of human differences. She teaches courses in speech, language, research, and counseling at the undergraduate and graduate levels. Dr. Weidner co-directs Stuttering U., a summer camp for children who stutter and their families. Prior to coming to Marshall, she worked clinically at Children’s Hospital of Pittsburgh.</p>

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Thursday, October 11, 2018 – 10:00am to 1:00pm
Length:	3 Hours
Title:	Ethics in Practice: What Can We Learn From the End of Life? Part 1
Speaker(s):	Paula Leslie, PhD, MA (Bioethics), FRCSLT, CCC-SLP
Abstract:	<p>When we first graduated life was straightforward: our schooling suggested that cases had pathways and there were recipes for intervention. But patients and families hadn't attended the same school or read the cookbook. In end of life care we can't afford mistakes. This implies a right course of action and a wrong one. Is it more about the process than the particulars? Ethics, evidence-based practice, and decision making: providing better care for our patients and families.</p> <p>This session will focus on the speech-language pathologist's role in the interdisciplinary care team with direct relevance to palliative and supportive care. The concepts also apply to any field that SLPs find themselves working in. The issue of "compliance" will be addressed. Discussion will include the SLPs critical role in assisting the patient, their decision maker, and the clinical team in the decision-making processes relative to end of life.</p> <p>10:00am -11:30am Ethics and decisions 11:30am -1:00pm End of life: what's really important</p>
Learning Objectives:	<ul style="list-style-type: none"> • • Explain the differences between values, morals and ethics • • Identify issues affecting informed consent • • Integrate frameworks that support robust and ethically sound decision-making
Bio(s):	<p>Dr. Paula Leslie supports clinicians from the local to international level in complex clinical decision-making, ethics and end of life decisions in vulnerable populations. Dr. Leslie is a professor at the University of Pittsburgh and director of the Clinical Doctorate in Medical Speech-Language Pathology and is interested in nontraditional routes to advanced clinical training. Dr. Leslie is a member of ASHA SIG 15 (Gerontology) Coordinating Committee, on the editorial board of ASHA SIG 13 (Swallowing and Swallowing Disorders), and a member of the British SIG in Palliative and Supportive Care. She is a full member of the Dysphagia Research Society (USA) and a founding member and current Scientific Chairperson of the UK Swallow Research Group. In 2011, Dr. Leslie was appointed a fellow of the Royal College of Speech and Language Therapists in Britain, where she is also a specialist professional adviser in swallowing.</p>

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Date and Time:	Thursday, October 11, 2018 – 10:00am to 1:00pm
Length:	3 Hours
Title:	Necessary Components of Successful AAC Consideration & Implementation
Speaker(s):	Chris Bugaj, MA, CCC-SLP
Abstract:	<p>If a student is not successfully using verbal speech as her or his primary form of expression by the age of 3, the educators working with that student should be considering augmentative/alternative communication. But what are those considerations? What principles should everyone involved be using when making decisions about what technology to select for implementation? Considerations discussed during this session will include the Least Dangerous Assumption, vocabulary selection, vocabulary organization, aided language input, and designed engaging and empowering language opportunities. Teaching students how to use language using an augmentative/alternative communication device can be a difficult task. It takes a consistent, collaborative effort to successfully implement a functional language system. This session explores strategies for teaching even the youngest students language by engineering environments so all communicators have opportunities for rich, meaningful practice of language in the context of everyday routines. Participants will take an in-depth look at coaching communication partners and how coaching empowers parents and educators to take ownership of promoting the use of AAC systems in every lesson and activity all day long in all environments.</p>
Learning Objectives:	<ul style="list-style-type: none"> • To create a plan of action for how to plan lessons and embed opportunities to teach language across every environment. • To discuss the importance of practiced coaching skills to use with communication partners. • Participants will be able to develop an implementation plan that focuses on sustained training of communication partners. • To describe at least three strategies for teaching language to students. • To describe the importance of adopting a mindset for which considers options which focuses on selecting what is least restrictive using the principles of the Least Dangerous Assumption and working toward an end result of spontaneous generation of novel utterances. • To discuss the importance of motor access, planning, and memory in the consideration of functional augmentative and alternative language systems. • To discuss the importance of aided language input in the consideration of functional augmentative and alternative language systems. • To describe which words should be implemented and taught when considering augmentative and alternative language systems.
Bio(s):	<p>Christopher R. Bugaj, MA CCC-SLP is a founding member the Assistive Technology Team for Loudoun County Public Schools. Chris hosts The A.T.TIPSCAST (http://attipscast.com); a multi-award winning podcast featuring strategies to design educational experiences and co-hosts the Talking With Tech (http://www.talkingwithtech.net/) podcast featuring interviews and conversations about augmentative and alternative communication. Chris is the co-author of The Practical (and Fun) Guide to Assistive Technology in Public Schools (http://bit.ly/chewatamazon) published by the International Society on Technology in Education (ISTE) and has designed and instructed online courses for ISTE on the topics of Assistive Technology and Universal Design for Learning. Chris is also the author of ATEval2Go (http://bit.ly/ateval2go), an app for iPad that helps professionals in education perform technology assessments for students. Chris co-authored two chapters for a book published by Brookes Publishing titled Technology Tools for Students with Autism. Chris co-produces and co-authors the popular Night Light Stories podcast</p>

2018 Convention - Arkansas Speech-Language-Hearing Association

	<p>(http://nightlightstories.net) which features original stories for children of all ages. Chris has presented over 250 live or digital sessions at local, regional, state, national and international events, including TEDx, all of which are listed at http://bit.ly/bugajpresentations. His latest book <i>The New Assistive Tech: Making Learning Awesome For All</i> (http://bit.ly/thenewat4all), also published by ISTE, is available for order now!</p>
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2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Thursday, October 11, 2018 – 10:00am to 1:00pm
Length:	3 Hours
Title:	Listening 2 Learn: Creating Successful Early Language Learners
Speaker(s):	Nanette Thompson MS, CCC-SLP, LSLC-Cert. AVT
Abstract:	This workshop is designed to equip the participant with tools to assess and increase the quality of the early intervention services we provide to children with hearing loss and their families. Attendees will receive resources that will enhance the quality of their sessions and make planning more effective and efficient. We will look at key strategies to maximize auditory skill development using daily routines, books, music, and play.
Learning Objectives:	<ul style="list-style-type: none"> • Participants will list 5 effective strategies to deliver family -entered early intervention to the families of children with hearing loss. • Participants will list 3 listening and language objectives that can be highlighted during mealtime, dressing and bedtime routines. • Participants will identify 3 areas to target in order to increase their own skills in providing high quality early intervention to families. • Participants will be able to describe five areas that should be included in all early intervention sessions with a child with hearing loss
Bio(s):	<p>Nanette Thompson is an SLP specializing in working with deaf/hard of hearing children for over 25 years. She provides diagnostic services and weekly speech, language, and listening therapy to families, children, and adults. She provides mentoring to professionals and school districts across the United States working to improve listening and spoken language outcomes for children with hearing loss.</p> <p>Nanette provides workshops and trainings on a variety of topics including auditory skill development, teaming and collaboration, and the fidelity of early intervention with children who have hearing loss. She recently founded Listening 2 Learn and works closely with University of Colorado Hospital and the Rocky Mountain Ear Center.</p>

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Thursday, October 11, 2018 – 10:00am to 1:00pm
Length:	3 Hours
Title:	Voice Disorders: Evaluation Techniques
Speaker(s):	Jill Fitzpatrick, MA, CCC-SLP & Adrian Williamson, III, MD
Abstract/Agenda:	<p>A review of vocal anatomy/physiology, the ENT/SLP relationship, high tech vs. low tech voice evaluations and common voice disorders will be addressed during this morning session as well as open discussion case studies.</p> <p>10:30-11:15 Practical physiology/anatomy review- Dr. A. Williamson</p> <p>11:15-12:00 Voice Evaluation – ENT/SLP collaboration in voice evaluation, low tech/high tech voice evaluations, identifying Functional Voice Disorders - Dr. A. Williamson, Jill Fitzpatrick-SLP</p> <p>12:00-12:30 Case Studies – Dr. A. Williamson, Jill Fitzpatrick-SLP</p>
Learning Objectives:	<ul style="list-style-type: none"> • Discuss voice physiology and anatomy with patients and family members • Discuss ENT/SLP relationship in evaluating and treating voice disorders • Identify methods and tools used to perform voice evaluations
Bio(s):	<p>Jill Fitzpatrick, M.A., CCC-SLP, is a speech language pathologist, who specializes in voice, swallowing, head and neck cancer, 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. Jill is an adjunct clinical instructor at the University of Central Arkansas and teaches the voice disorders class. She has been a clinical supervisor to students from universities all across Arkansas since 1994.</p> <p>Adrian Williamson, III, M.D., 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. Dr. Williamson runs a specialty voice, swallowing and airway clinic every Thursday in conjunction with Jill Fitzpatrick</p>

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Thursday, October 11, 2018 – 2:00pm to 5:30pm <i>(will include a 30-minute break)</i>
Length:	3 Hours
Title:	Treatment of School-Age Children who Stutter and Counseling Principles
Speaker(s):	Craig Coleman & Mary Widener
Abstract/Agenda:	90 Minutes: Treatment of School-Age and Adolescent Children who Stutter 60 Minutes: Counseling Principles and Stuttering 30 Minutes: Case Examples and Q & A
Learning Objectives:	<ul style="list-style-type: none"> • Describe treatment principles related to community-centered care. • Describe counseling principles related to stuttering treatment. • Identify appropriate written goals and objectives for children who stutter.
Bio(s):	<p>Craig Coleman, MA, CCC-SLP, BCS-F, is an assistant professor at Marshall University and Chair of Graduate Admissions in the Department of Communication Disorders. Craig is a Board-Certified Specialist in Fluency Disorders. He teaches graduate courses in Stuttering and Professional Issues in Speech-Language Pathology, the undergraduate capstone course (Professional Literacies in Speech-Language Pathology), and an undergraduate course in Stuttering. Prior to joining the Marshall faculty, Craig spent over twelve years serving as Clinical Coordinator and Co-Director of the Stuttering Center at Children’s Hospital of Pittsburgh. Craig is currently serving as Coordinator of ASHA Special Interest Group-4 (Fluency and Fluency Disorders). Craig is a former two-term President of the Pennsylvania Speech-Language-Hearing Association. In 2011, Craig was awarded the Clinical Achievement Award of the Pennsylvania Speech-Language-Hearing Association (PSHA), and was awarded Honors of PSHA in 2015. Craig is a co-founder of MC Speech Books, where he has co-authored three children’s books on stuttering. Craig collaborated on the child versions of the Overall Assessment of the Child’s Experience of Stuttering (OASES), which assesses the affective and cognitive components of stuttering. Craig received his bachelor’s and master’s degrees at the University of Pittsburgh.</p> <p>Mary Weidner, PhD, CCC-SLP is an assistant professor in the Department of Communication Disorders. She received her Bachelor’s and Master’s degrees from Indiana University of Pennsylvania and her doctoral degree from West Virginia University. Dr. Weidner’s area of research focuses on measuring and changing children’s attitudes toward peers with communication disorders. She developed the Attitude Change and Tolerance program (InterACT), an educational program that teaches children about awareness and acceptance of human differences. She teaches courses in speech, language, research, and counseling at the undergraduate and graduate levels. Dr. Weidner co-directs Stuttering U., a summer camp for children who stutter and their families. Prior to coming to Marshall, she worked clinically at Children’s Hospital of Pittsburgh.</p>

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Date and Time:	Thursday, October 11, 2018 – 2:00pm to 5:30pm <i>(will include a 30-minute break)</i>						
Length:	3 Hours						
Title:	Ethics In Practice: What Can We Learn From the End of Life? Part 2						
Speaker(s):	Paula Leslie, PhD, MA (Bioethics), FRCSLT, CCC-SLP						
Abstract:	<p>When we first graduated life was straightforward: our schooling suggested that cases had pathways and there were recipes for intervention. But patients and families hadn't attended the same school or read the cookbook. In end of life care we can't afford mistakes. This implies a right course of action and a wrong one. Is it more about the process than the particulars? Ethics, evidence-based practice, and decision making: providing better care for our patients and families.</p> <p>This session will focus on the speech-language pathologist's role in the interdisciplinary care team with direct relevance to palliative and supportive care. The concepts also apply to any field that SLPs find themselves working in. The issue of "compliance" will be addressed. Discussion will include the SLPs critical role in assisting the patient, their decision maker, and the clinical team in the decision-making processes relative to end of life.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">2-3pm</td> <td>How to get to the root of things</td> </tr> <tr> <td>3-3:30pm</td> <td>Break</td> </tr> <tr> <td>3:30-5:30pm</td> <td>Case work application</td> </tr> </table>	2-3pm	How to get to the root of things	3-3:30pm	Break	3:30-5:30pm	Case work application
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Learning Objectives:	<ul style="list-style-type: none"> • • Explain the differences between values, morals and ethics • • Identify issues affecting informed consent • • Integrate frameworks that support robust and ethically sound decision-making 						
Bio(s):	<p>Dr. Paula Leslie supports clinicians from the local to international level in complex clinical decision-making, ethics and end of life decisions in vulnerable populations. Dr. Leslie is a professor at the University of Pittsburgh and director of the Clinical Doctorate in Medical Speech-Language Pathology and is interested in nontraditional routes to advanced clinical training. Dr. Leslie is a member of ASHA SIG 15 (Gerontology) Coordinating Committee, on the editorial board of ASHA SIG 13 (Swallowing and Swallowing Disorders), and a member of the British SIG in Palliative and Supportive Care. She is a full member of the Dysphagia Research Society (USA) and a founding member and current Scientific Chairperson of the UK Swallow Research Group. In 2011, Dr. Leslie was appointed a fellow of the Royal College of Speech and Language Therapists in Britain, where she is also a specialist professional adviser in swallowing.</p>						

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Thursday, October 11, 2018 – 2:00pm to 5:30pm <i>(will include a 30-minute break)</i>
Length:	3 Hours
Title:	30 Strategies to Design Inclusive and Awesome Educational Experiences
Speaker(s):	Chris Bugaj, MA, CCC-SLP
Abstract:	Learning need not be a chore for anyone, including those with disabilities. Discover how to design experiences for students that tap into one's innate sense of curiosity and wonder while still integrating curricular standards. Together explore 30 (or more) different low-cost, digital technology functions to engage and empower students to take charge of their own personalized learning.
Learning Objectives:	<ul style="list-style-type: none"> • Participants will describe the function and be able to implement at least five free or low-cost resources to help educators provide more options for how to represent content in a way that honors learner variability. • Participants will describe the function and be able to implement at least five free or low-cost resources to help educators provide students with options for demonstrating they understand what they have learned. • Participants will describe the function and be able to implement at least five free or low-cost tools and resources to help educators provide more options to increase student engagement and empowerment to personalize learning.
Bio(s):	Christopher R. Bugaj, MA CCC-SLP is a founding member the Assistive Technology Team for Loudoun County Public Schools. Chris hosts The A.T.TIPSCAST (http://attipscast.com); a multi-award winning podcast featuring strategies to design educational experiences and co-hosts the Talking With Tech (http://www.talkingwithtech.net/) podcast featuring interviews and conversations about augmentative and alternative communication. Chris is the co-author of The Practical (and Fun) Guide to Assistive Technology in Public Schools (http://bit.ly/chewatamazon) published by the International Society on Technology in Education (ISTE) and has designed and instructed online courses for ISTE on the topics of Assistive Technology and Universal Design for Learning. Chris is also the author of ATEval2Go (http://bit.ly/ateval2go), an app for iPad that helps professionals in education perform technology assessments for students. Chris co-authored two chapters for a book published by Brookes Publishing titled Technology Tools for Students with Autism. Chris co-produces and co-authors the popular Night Light Stories podcast (http://nightlightstories.net) which features original stories for children of all ages. Chris has presented over 250 live or digital sessions at local, regional, state, national and international events, including TEDx, all of which are listed at http://bit.ly/bugajpresentations . His latest book The New Assistive Tech: Making Learning Awesome For All (http://bit.ly/thenewat4all), also published by ISTE, is available for order now!

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Thursday, October 11, 2018 – 2:00pm to 5:30pm <i>(will include a 30-minute break)</i>
Length:	3 Hours
Title:	Improving Language and Listening Outcomes for Children with Hearing Loss in the Classroom
Speaker(s):	Nanette Thompson MS, CCC-SLP, LSLS-Cert. AVT
Abstract:	<p>Learn to empower a child's educational team to maximize listening and language opportunities throughout the daily classroom schedule. We will outline and explore key components and responsibilities necessary to increase classroom learning and participation for school-age children.</p> <p>In 2018, technology provides deaf/hard of hearing children with amazing access to sound. It is our responsibility to create language rich opportunities throughout each day to increase auditory and language learning in the classroom.</p>
Learning Objectives:	<ul style="list-style-type: none"> • Participants will be able to embed a child's individual learning objectives in to their classroom schedule. • Participants will identify 7 responsibilities of providers in a classroom serving children with hearing loss. • Participants will be able to write effective auditory objectives for children with hearing loss utilizing 1 of several tools.
Bio(s):	<p>Nanette Thompson is an SLP specializing in working with deaf/hard of hearing children for over 25 years. She provides diagnostic services and weekly speech, language, and listening therapy to families, children, and adults. She provides mentoring to professionals and school districts across the United States working to improve listening and spoken language outcomes for children with hearing loss.</p> <p>Nanette provides workshops and trainings on a variety of topics including auditory skill development, teaming and collaboration, and the fidelity of early intervention with children who have hearing loss. She recently founded Listening 2 Learn and works closely with University of Colorado Hospital and the Rocky Mountain Ear Center.</p>

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Thursday, October 11, 2018 – 2:00pm to 5:30pm <i>(will include a 30-minute break)</i>
Length:	3 Hours
Title:	Voice Disorders: Treatment Techniques
Speaker(s):	Jill Fitzpatrick, MA, CCC-SLP & Adrian Williamson, III, MD
Abstract/Agenda:	<p>This session will provide review and demonstration of current voice therapy techniques for multiple disorders to include ear training and case studies.</p> <p>1:30-2:00 Case Studies</p> <p>2:00-4:30 Voice Therapy- Brief history of voice therapy, Breathing-it's always about breathing, Semi-occluded Vocal Tract exercises, Conversational Training Therapy, Vocal Function exercises, Old school but ever relevant Voice Facilitating Techniques, Cough Breathing Technique, PVCN technique, Straw Breathing, Pre and Post op counseling – Jill Fitzpatrick-SLP</p> <p>4:30-5:00 Case Studies</p> <p>5:00-5:30 Q & A</p>
Learning Objectives:	<ul style="list-style-type: none"> • Determine treatment plan criteria • Summarize current vocal therapy techniques
Bio(s):	<p>Jill Fitzpatrick, M.A., CCC-SLP, is a speech language pathologist, who specializes in voice, swallowing, head and neck cancer, 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. Jill is an adjunct clinical instructor at the University of Central Arkansas and teaches the voice disorders class. She has been a clinical supervisor to students from universities all across Arkansas since 1994.</p> <p>Adrian Williamson, III, M.D., 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. Dr. Williamson runs a specialty voice, swallowing and airway clinic every Thursday in conjunction with Jill Fitzpatrick</p>

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Date and Time:	Friday, October 12, 2018 – 8:00am to 10:00am
Length:	2 Hours
Title:	Feeding, Swallowing and IDEA: Where does the SLP fit in?
Speaker(s):	Vanessa Boomer, Ed.S., CCC-SLP
Abstract:	Feeding and swallowing issues are traditionally dubbed medical and not educationally appropriate for school-based therapy. FAPE and IDEA guarantee the right to a free and appropriate education. School SLP's are caught in the middle of addressing safe feeding for the student versus educationally appropriate goals on the IEP. This course will give the information needed to build your team and change the course of addressing assistive technology and goals related to feeding in the schools.
Learning Objectives	<ul style="list-style-type: none"> • Identify how feeding and swallowing interventions relate to FAPE, IDEA and Arkansas Standards for special education. • Identify vital team members and their roles for appropriately addressing feeding and swallowing needs on an IEP. • Demonstrate understanding of SLP's role in writing and implementing goals within the school setting. • Understand best practice in documenting assistive technology related to feeding and swallowing compliance within team and school setting.
Bio(s):	Vanessa Boomer, Ed.S., CCC-SLP , is a leader focused on the trends and issues impacting special education. She brings more than 14 years of experience to her role as lead speech pathologist for Arkansas' Bentonville Schools. Vanessa is focused on the coordination of district resources to support proper assessments, development and implementation of behavior intervention and speech impairment treatment plans. A graduate of the University of Arkansas and Arkansas State University, Vanessa holds an Ed.S. for Director of Special Education, a Master of Science in Speech Language Pathology, a Bachelor of Science in Communication Disorders and an endorsement for English as a Second Language.

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Friday, October 12, 2018 – 8:00am to 10:00am
Length:	2 Hours
Title:	Evaluation Strategies for Bilingual Children
Speaker(s):	Maria Romero, MS, CCC-SLP & Amy Faith, MS, CCC-SLP
Abstract:	As the number of Spanish-speaking students in our schools continues to increase, the number in our caseloads is doing the same. How can speech-language pathologists best prepare, follow the regulations and thoroughly assess bilingual Spanish English language learners? These are some of the key questions many speech-language pathologists would like to answer. This fast-paced presentation will review language difference versus language disorder, describe evidence-based evaluation procedures for bilingual Spanish and English language learners, working with interpreters, and tips for interacting effectively with parents/caregivers.
Learning Objectives	<ul style="list-style-type: none"> • Describe differences between language difference and language disorder • Describe what the referral process may look like for bilingual Spanish and English students • Describe evidence-based evaluations with bilingual children • Describe how to work effectively with interpreters and parents/caregivers
Bio(s):	<p>Maria Romero is a bilingual speech-language pathologist who works for the Rogers Public Schools. She currently serves a caseload of students and provides bilingual evaluation services throughout the district. Maria has worked for the public schools for over seven years. In addition, Maria has practiced speech therapy in a variety of settings to include: public schools, homes, and private clinics. She has worked extensively with toddlers, preschoolers, and school-aged children. Maria has a Master’s in speech-language pathology and in education and has an ESL endorsement.</p> <p>Amy Faith serves as a special education consultant and the lead SLP for Rogers Public Schools. In her current role, she leads a department of 21 full-time SLPs and 3 speech assistants. In addition to her work within the SLP department, Amy serves as special education consultant for 5 elementary schools within the Rogers district. As a special education consultant, Amy facilitates special education procedures and supports special educators of all types. Previously, Amy worked for 10 years as a school-based bilingual SLP, serving a caseload of students while providing bilingual assessment services throughout the district. Recently, Amy completed an Educational Specialist degree in Special Education Administration.</p>

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Friday, October 12, 2018 – 8:00am to 10:00am
Length:	2 Hours
Title:	Spectrum Shield: ASD Safety with Law Enforcement
Speaker(s):	Pamela Wiley, PhD, and Lt. Stan Campbell
Abstract:	<p>Today we are experiencing the first wave of children with ASD who after years of services such as speech, behavior and occupational therapy are graduating high school and now entering into adulthood. Many are attending college, driving, and looking forward to their independence. Given the unique social and linguistic needs of individuals with ASD, this interprofessional session will present a law enforcement training program designed to ensure their safety with law enforcement in our communities.</p> <p>5 Minutes: Moderator 30 minutes: Spectrum Shield Program- Pamela Wiley, Ph.D. 5 minutes: Video 40 Minutes: Safety with Law Enforcement Training- Retired Lt. Stan Campbell 20 Minutes: The Take Aways: Law Enforcement, Participants, Parents, Professionals 10 Minutes: Video: A Word from our Participants 10 Minutes: Questions and Answers</p>
Learning Objectives	<ul style="list-style-type: none"> • Become familiar with the behaviors of individuals with ASD that may compromise their safety in police encounters. • Describe current police training procedures for encounters with the general population. • Become familiar with the components of Spectrum Shield to replicate this program in their respective communities. • Identify safety goals for transition planning or community integration.
Bio(s):	<p>Pamela Wiley, Ph.D. is the President of the Los Angeles Speech and Language Therapy Center, Inc. established in 1979. Dr. Wiley and her culturally and linguistically diverse staff of speech-language pathologists and early interventionists provide innovative programs and treatment to families. As a result, Dr. Wiley has established long term relationships with her children and families, many of whom started as young as two and are now young adults in college, driving and looking forward to their independence. In 2017, she focused her attention on her young adults with autism and safety with law enforcement. She recently partnered with Lt. Stan Campbell, a retired Oklahoma City law enforcement officer to offer weekend long trainings for males 18 yrs. and older. Her overall objective is to promote trust, greater awareness and positive dialogue to ensure the safety of all individuals with autism.</p> <p>Stan Campbell is the COO of CCW Safe, a national legal defense membership organization for licensed concealed weapon carriers. Stan is known for his teaching experience as a law enforcement instructor and has personally trained over 4,000 uniformed officers and criminal justice professionals across the nation in the proper use of force, defensive tactics and how to deescalate potentially violent encounters. Led by his passion, fueled by his purpose and prepared by his experience, Stan is uniquely positioned to expand the dialogue between officers and citizens. He recently introduced D.O.P.E. (Deescalating Office Patrol Encounters) a comprehensive training and awareness program sharing industry tips and personal training advice to citizens and police officers simultaneously. Devoted to eradicating the myths, miscommunication and misconceptions that take lives instead of saving them, Stan Campbell is a voice for justice, for fairness and for the protection of lives—everywhere.</p>

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Friday, October 12, 2018 – 8:00am to 10:00am
Length:	2 Hour
Title:	Resolving Ethical Dilemmas: Striving for “win-win”
Speaker(s):	Lissa Power-deFur, PhD, CCC-SLP
Abstract:	This session will present an ethical decision-making model that involves gathering data, accessing resources (especially the ASHA Code of Ethics), and brainstorming to find the most positive solution. Various ethical dilemmas in education and health care settings will be presented for group discussion.
Learning Objectives:	<ul style="list-style-type: none"> • Describe the multi-step ethical decision-making model. • Describe the 4 principles (and corresponding rules) of the ASHA Code of Ethics • Apply an ethical decision-making model to various ethical dilemmas to construct a win-win solution.
Bio(s):	Lissa Power-deFur, PhD, CCC-SLP is Professor of Communication Sciences and Disorders at Longwood University in Virginia, where she has taught the course “Ethics and Professional Issues” since the program’s inception in 2006. She has served as a member of the ASHA Board of Ethics and on the ASHA Board of Directors as Vice President of Standards and Ethics in Speech-Language Pathology (2014-16). She has been an active volunteer for the Speech-Language-Hearing Association of Virginia as well as for ASHA. She has presented on ethical decision-making nationally and through on-line professional development. She is an ASHA-Fellow.

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Friday, October 12, 2018 – 8:00am to 10:00am
Length:	2 Hours
Title:	Mild Cognitive Impairment: What do we know?
Speaker(s):	Valarie Fleming, PhD, CCC-SLP
Abstract:	The rapidly aging population presents a growing group of individuals at risk for cognitive changes. This presentation provides descriptions of the neurological, cognitive, and cognitive-communicative changes associated with healthy cognitive aging and mild cognitive impairment (MCI) and provides information about implications of at risk populations.
Learning Objectives	<ul style="list-style-type: none"> • summarize the differences between normal cognitive aging and mild cognitive impairment in terms of neurological, cognitive, and cognitive-communicative changes • describe the implications of mild cognitive impairment (MCI) for culturally and linguistically diverse populations. • summarize how discourse performance may help identify individuals with MCI.
Bio(s):	Dr. Valarie B. Fleming is Chair and Associate Professor in the Department of Communication Disorders at Texas State University. She is the Director and Principal Investigator of the Cognitive-Communication Laboratory and she teaches courses in adult neurogenics and swallowing disorders. Dr. Fleming completed her doctoral training in neurogenic communication disorders at The University of Texas at Austin. She received her Master's and Baccalaureate degrees in speech-language pathology from The University of Memphis and the University of Central Arkansas, respectively. As a certified speech-language pathologist, she has rehabilitative experience with adolescents and adults in acute care, skilled nursing facilities, and outpatient settings. Her research focuses on cognitive and linguistic aging, mild cognitive impairment/Alzheimer's disease, and variables influencing access and utilization of health services in culturally and linguistically diverse populations. Her research has been funded by the Alzheimer's Association and the American Speech-Language and Hearing Association. She is will serve as the 2017-2018 Presidential Fellow at Texas State University.

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Friday, October 12, 2018 – 8:00am to 10:00am
Length:	2 Hours
Title:	Fostering Critical Thinking and Feedback Reception to Develop Excellent Future Clinicians
Speaker(s):	Chenell Loudermill, PhD, CCC-SLP, Jan Traughber, MS, CCC-SLP, Jennifer Fisher, MS, CCC-SLP, Aletha Cook, MS, CCC-SLP, Arianne Pait, MA, CCC-SLP,
Abstract:	<p>8:00-8:10: Welcome, biographies & disclaimers, agenda, and an overview of learning outcomes</p> <p>8:10-8:30: Learners will identify the pros/cons of requesting feedback and will differentiate between three types of feedback</p> <p>8:30-9:00: Learners will be able to reframe feedback and differentiate between clear and unclear clinical expectations</p> <p>9:00-9:20: Learners will identify techniques to fade clinical instructional supports</p> <p>9:20-9:45: Group Learning Activity</p> <p>9:45-10:00: Review and Question/Answer</p>
Learning Objectives	<ul style="list-style-type: none"> • Learners will differentiate between three types of feedback (i.e., appreciation, coaching, and evaluation) • Learners will examine the pros and cons of requesting feedback from student clinicians for professional growth purposes • Learners will be able to rephrase both verbal and written feedback to optimize student learning by improving feedback reception • Learners will differentiate between clear and unclear clinical education expectations • Learners will identify techniques for fading clinical education supports to develop independent student clinicians
Bio(s):	<p>Chenell Loudermill, PhD, CCC-SLP is the Clinic Director 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 currently serves as VP for Speech Pathology for ArkSHA and on the board of A-Camp.</p> <p>Jan Traughber, MS, CCC-SLP is the Clinic Director for Speech-Language Pathology in the Department of Communication Sciences and Disorders Program at Harding University. She teaches graduate and undergraduate courses in diagnostics and procedures, pediatric feeding, and clinical education. Jan has completed her doctoral coursework and is currently working on her dissertation.</p> <p>Jennifer Fisher, MS, CCC-SLP is the Externship Clinic Director for Speech-Language Pathology in the Department of Communication Sciences and Disorders Program at Harding University. She teaches graduate and undergraduate courses in speech pathology. Her primary interest is articulation and phonological disorders. Mrs. Fisher has served on various committees both locally and nationally. Most recently she served on the Continuing Education Board for the American Speech Language and Hearing Association.</p>

2018 Convention - Arkansas Speech-Language-Hearing Association

Arienne F. Pait, MA, CCC-SLP is the Director of Clinical Services and an Assistant Professor at Arkansas State University (ASU). She teaches graduate and undergraduate courses with emphasis in clinical education and clinical interactions. Her interests include dyslexia, stuttering, and voice. Mrs. Pait has been the Clinic Director and Externship Coordinator for 15 years at ASU.

Aletha Cook, MS, CCC-SLP is the Director of Clinical Services in the program of Communication Disorders at University of Arkansas – Fayetteville. She teaches graduate and undergraduate courses in speech pathology and oversees practicum placements on- and off-campus. Cook's areas of interest include management of written language disorders using multisensory structured language education, assessment and management of alternative and augmentative communication needs, and analysis of the impact of foreign language phonology on English language learning. She has practiced in a variety of clinical settings including rehabilitation and long-term care, public schools, and private practice.

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Friday, October 12, 2018 – 10:15am- 11:15am
Length:	1 Hour
Title:	Transgender Voice and Communication Therapy
Speaker(s):	Gregory C. Robinson, PhD, CCC-SLP
Abstract:	This presentation will describe the Transgender Language and Communication (TLC) Group at the University of Arkansas at Little Rock (UALR) and University of Arkansas for Medical Sciences (UAMS) Speech and Hearing Clinic. The TLC was developed to help solve three problems: (a) a lack of speech-language services for transgender clients, (b) a lack of clinical instruction in transgender communication therapy, and (c) a new requirement for students to receive interprofessional educational opportunities.
Learning Objectives	<p>Participants will be able to:</p> <ul style="list-style-type: none"> • Compare and Contrast different terms related to sexual orientation and gender identity important for interacting with clients from diverse groups. • Discuss the health disparities faced by people who are transgender. • Outline frequently used assessments, intervention techniques, and goals for transgender clients seeking voice therapy. • Articulate the need for increasing transgender voice therapy options in the State of Arkansas.
Bio(s):	Gregory C. Robinson, PhD, CCC-SLP , is an Associate Professor at UALR and UAMS. His area of expertise is multicultural issues. He is also the director of the Transgender Language and Communication Clinic in Little Rock and past director of the Preschool Language Enrichment Program at the UALR/UAMS Speech and Hearing Clinic.

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Friday, October 12, 2018 – 10:15am-11:15am
Length:	1 Hour
Title:	Aphasia Book Club: Exploring the Impact of Group Participation
Speaker(s):	Dana Moser, PhD, CCC-SLP
Abstract:	Although limited evidence exists to support the efficacy of conversation groups for persons with aphasia (PWA), no published research has explored the impact of other types of groups. In order to investigate how reading group participation impacts language skills, life participation/socialization, and/or quality of life in PWA, we recruited PWA to participate in a therapist-facilitated book club. The pre-/post-testing findings will be examined and discussed in the context of the life participation approach to aphasia.
Learning Objectives	<ul style="list-style-type: none"> • Describe the benefits of reading group participation for persons with aphasia • Discuss the assessment of quality of life in persons with aphasia • Apply of the life participation approach to aphasia
Bio(s):	Dana Moser, PhD, CCC-SLP , is an assistant professor at the University of Arkansas for Medical Sciences/University of Arkansas at Little Rock. She is an ASHA certified speech-language pathologist who specializes in aphasia. Her research interests include adult neurogenic communication disorders and translational neuroscience with a specific focus in aphasia treatment and language recovery.

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Friday, October 12, 2018 – 10:15am to 11:15am
Length:	2 Hours
Title:	Assessment and Clinical Management of Mild Cognitive Impairment (Part 1)
Speaker(s):	Valarie Fleming, PhD, CCC-SLP
Abstract:	The rapidly aging population presents a growing group of individuals at risk for cognitive changes. This presentation provides strategies for the assessment and clinical management of individuals with mild cognitive impairment (MCI).
Learning Objectives	<ul style="list-style-type: none"> • list clinical recommendations for the assessment of cognitive-communication abilities related to mild cognitive impairment • list clinical recommendations for the management of cognitive-communication abilities related to mild cognitive impairment • describe the role of speech-language pathologists have in early detection of MCI
Bio(s):	Dr. Valarie B. Fleming is Chair and Associate Professor in the Department of Communication Disorders at Texas State University. She is the Director and Principal Investigator of the Cognitive-Communication Laboratory and she teaches courses in adult neurogenics and swallowing disorders. Dr. Fleming completed her doctoral training in neurogenic communication disorders at The University of Texas at Austin. She received her Master's and Baccalaureate degrees in speech-language pathology from The University of Memphis and the University of Central Arkansas, respectively. As a certified speech-language pathologist, she has rehabilitative experience with adolescents and adults in acute care, skilled nursing facilities, and outpatient settings. Her research focuses on cognitive and linguistic aging, mild cognitive impairment/Alzheimer's disease, and variables influencing access and utilization of health services in culturally and linguistically diverse populations. Her research has been funded by the Alzheimer's Association and the American Speech-Language and Hearing Association. She is will serve as the 2017-2018 Presidential Fellow at Texas State University.

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Friday, October 12, 2018 – 10:15am to 11:15am
Length:	1 Hour
Title:	ASD Safety with Law Enforcement
Speaker(s):	Pamela Wiley, PhD, Lt. Stan Campbell
Abstract/Agenda:	<p>5 Minutes: Moderator 15 minutes: Spectrum Shield Program- Pamela Wiley, Ph.D. 5 minutes: Video 25 Minutes: Law Enforcement Training- Retired Lt. Stan Campbell 5 Minutes: Transition Planning- Pamela Wiley, Ph.D. 5 Minutes: Questions & Answers</p>
Learning Objectives	<ul style="list-style-type: none"> • Describe current police training procedures for encounters with people with behavioral differences. • Identify safety goals for transition planning or community integration. • Become familiar with the components of Spectrum Shield to replicate this program in their respective communities.
Bio(s):	<p>Pamela Wiley, Ph.D. is the President of the Los Angeles Speech and Language Therapy Center, Inc. established in 1979. Dr. Wiley and her culturally and linguistically diverse staff of speech-language pathologists and early interventionists provide innovative programs and treatment to families. As a result, Dr. Wiley has established long term relationships with her children and families, many of whom started as young as two and are now young adults in college, driving and looking forward to their independence. In 2017, she focused her attention on her young adults with autism and safety with law enforcement. She recently partnered with Lt. Stan Campbell, a retired Oklahoma City law enforcement officer to offer weekend long trainings for males 18 yrs. and older. Her overall objective is to promote trust, greater awareness and positive dialogue to ensure the safety of all individuals with autism.</p> <p>Use-of-Force Expert, Social Activist, and Speaker Stan Campbell is the COO of CCW Safe, a national legal defense membership organization for licensed concealed weapon carriers. Stan is known for his teaching experience as a law enforcement instructor and has personally trained over 4,000 uniformed officers and criminal justice professionals across the nation in the proper use of force, defensive tactics and how to deescalate potentially violent encounters. Led by his passion, fueled by his purpose and prepared by his experience, Stan is uniquely positioned to expand the dialogue between officers and citizens. He recently introduced D.O.P.E. (Deescalating Office Patrol Encounters) a comprehensive training and awareness program sharing industry tips and personal training advice to citizens and police officers simultaneously. Devoted to eradicating the myths, miscommunication and misconceptions that take lives instead of saving them, Stan Campbell is a voice for justice, for fairness and for the protection of lives—everywhere.</p>

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Friday, October 12, 2018 – 10:15am to 11:15am
Length:	1 Hour
Title:	Ethics and Special Education Requirements: Conflict and Resolution
Speaker(s):	Lissa Power-deFur, PhD, CCC-SLP
Abstract:	This session will address typical challenges encountered by school-based personnel when special education policies and procedures appear to conflict with the ASHA Code of Ethics. The session will review principles of the Code, special education policies and procedures, and engage the audience in discussion of strategies for resolution.
Learning Objectives:	<ul style="list-style-type: none"> • Identify ASHA Principles and Rules of Ethics relevant to school-based services • Identify sources of special education policies and procedures (federal, state, local, or building-level) and delineate areas of flexibility • Identify strategies for resolution of conflicts between ethics and special education policies and procedures.
Bio(s):	Lissa Power-deFur, PhD, CCC-SLP is Professor of Communication Sciences and Disorders at Longwood University in Virginia, where she has taught the course “Ethics and Professional Issues” since the program’s inception in 2006. She has served as a member of the ASHA Board of Ethics and on the ASHA Board of Directors as Vice President of Standards and Ethics in Speech-Language Pathology (2014-16). She has been an active volunteer for the Speech-Language-Hearing Association of Virginia as well as for ASHA. She has presented on ethical decision-making nationally and through on-line professional development. She is an ASHA-Fellow.

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Friday, October 12, 2018 – 11:30am- 12:30pm
Length:	1 Hour
Title:	Writing Measurable Goals and Objectives for Everyday Practice
Speaker(s):	Melissa Spence, Ed.S., CCC-SLP
Abstract:	Writing measurable goals and objectives that can be measured consistently across clinicians is a skill that we should all thrive to have. Ensuring that our objectives are truly measurable will also ensure that our students are receiving consistent services across service providers. We will look at examples of goals and work through this process. We will also look into specific ways and strategies to make our goals stronger and the data more reliable.
Learning Objectives	<ul style="list-style-type: none"> • Understand how your intent behind a goal/objective can be lost if it is not well written • Learn how to write a measurable goal/objective • Know and understand what vocabulary to use and not use within a goal/objective
Bio(s):	Melissa Spence, Ed.S., CCC-SLP is a Speech Language Pathologist that is currently working as a Special Education Lead Facilitator in Bentonville Schools. She has 13 years' experience with K-12 populations across public school and private settings. Her current role allows her to look at special education services from the role of an administrator as well as a clinician. In the past Melissa has served on a variety of committees for ArkSHA as well as the team who wrote the SLP Evaluation for public schools.

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Friday, October 12, 2018 – 11:30am-12:30pm
Length:	1 Hour
Title:	Fetal Alcohol Spectrum Disorders: From a Therapist's Perspective
Speaker(s):	Elizabeth Cleveland, MS, CCC-SLP
Abstract:	Fetal Alcohol Spectrum Disorders (FASD) are more prevalent than ever before. Research indicates that roughly one in twenty children may have the qualifications for an FASD diagnosis. However, these children are often misdiagnosed, or go completely undiagnosed. This presentation will address what diagnoses fall under the umbrella of FASD, specific criteria for Fetal Alcohol Syndrome (FAS), common limitations seen in children with FASD, and specific ways to support these children during your therapy sessions.
Learning Objectives	<ul style="list-style-type: none"> • The attendees will have an understanding of what diagnoses fall under the FASD umbrella. • The attendees will be familiar with the diagnostic criteria for Fetal Alcohol Syndrome (FAS) and will be able to identify the facial features and central nervous system abnormalities commonly associated with the disorder. • The attendees will understand what alcohol exposure during pregnancy can do to a baby's brain and what learning difficulties can occur with damage to specific areas of the brain. • The attendees will learn detailed supports that can assist these clients during therapy sessions.
Bio(s):	Elizabeth Cleveland is a speech-language pathologist at Pediatrics Plus. She graduated Cum Laude with a Bachelor of Arts from Birmingham-Southern College in Birmingham, AL. She then went to the University of Alabama in Tuscaloosa, AL and received a Master of Science in Communicative Sciences and Disorders. Elizabeth is currently a student of the PhD Consortium Program for Communication Sciences and Disorders through the University of Arkansas for Medical Sciences, the University of Arkansas in Little Rock, and the University of Central Arkansas, where her major is in child language development and disorders and her minor is in multicultural issues.

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Friday, October 12, 2018 – 11:30
Length:	1 Hour
Title:	In Favor of Inpatient Rehab: Case Study of Catastrophic Brain Injury
Speaker(s):	Becky Mitchum, MS, CCC-SLP
Abstract:	Too often a child with traumatic brain injury is discharged to home from a hospital even if that child is still incontinent, wheelchair-bound, on a G-tube, hearing and vision impaired, and has severe language deficits. This burdens caregivers already buckling under tremendous financial and emotional strain. A speech-language pathologist will discuss a child who suffered unspeakable trauma at the hands of his mother, and his miraculous gains during post-acute inpatient rehab at NeuroRestorative Timber Ridge.
Learning Objectives	<ul style="list-style-type: none"> • KNOWLEDGE: As a result of this presentation the participant will be able to list ways post-acute inpatient rehab facilitate gains not as easily achieved through outpatient therapy at home. • COMPREHENSION: As a result of this presentation the participant will be able to summarize criteria for what makes clients appropriate for inpatient rehab and what rules them out. • APPLICATION: As a result of this presentation the participant will be able to consider current clients who may be appropriate for post-acute inpatient rehab.
Bio(s):	Becky Mitchum is a certified speech-language pathologist on the interprofessional team at NeuroRestorative Timber Ridge Ranch, a post-acute inpatient traumatic brain injury rehabilitation facility on 315 wooded acres in Benton, Arkansas. She is a member of the American Speech-Language Hearing Association and the American Hippotherapy Association. Ms. Mitchum comes to speech-language pathology from a career as a conservatory-trained professional violinist, performing as well as teaching the Suzuki method to children as young as three. This background gives her passion and curiosity to use music or aspects of music in speech and language rehabilitation whenever it is appropriate to do so.

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Friday, October 12, 2018 – 11:30am to 12:30ap
Length:	2 Hours
Title:	Assessment and Clinical Management of Mild Cognitive Impairment (Part 2)
Speaker(s):	Valarie Fleming, PhD, CCC-SLP
Abstract:	The rapidly aging population presents a growing group of individuals at risk for cognitive changes. This presentation provides strategies for the assessment and clinical management of individuals with mild cognitive impairment (MCI).
Learning Objectives	<ul style="list-style-type: none"> • list clinical recommendations for the assessment of cognitive-communication abilities related to mild cognitive impairment • list clinical recommendations for the management of cognitive-communication abilities related to mild cognitive impairment • describe the role of speech-language pathologists have in early detection of MCI
Bio(s):	Dr. Valarie B. Fleming is Chair and Associate Professor in the Department of Communication Disorders at Texas State University. She is the Director and Principal Investigator of the Cognitive-Communication Laboratory and she teaches courses in adult neurogenics and swallowing disorders. Dr. Fleming completed her doctoral training in neurogenic communication disorders at The University of Texas at Austin. She received her Master's and Baccalaureate degrees in speech-language pathology from The University of Memphis and the University of Central Arkansas, respectively. As a certified speech-language pathologist, she has rehabilitative experience with adolescents and adults in acute care, skilled nursing facilities, and outpatient settings. Her research focuses on cognitive and linguistic aging, mild cognitive impairment/Alzheimer's disease, and variables influencing access and utilization of health services in culturally and linguistically diverse populations. Her research has been funded by the Alzheimer's Association and the American Speech-Language and Hearing Association. She is will serve as the 2017-2018 Presidential Fellow at Texas State University.

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Friday, October 12, 2018 – 10:15am-11:15am
Length:	15 minutes (Student Presentation)
Title:	Professional Perspectives: Parent Coaching Training in Communication Disorders Programs
Speaker(s):	Amy Meek
Abstract:	Parent coaching training is an essential skill for speech-language pathologists especially when working with children undergoing early intervention (Akamoglu & Dinnebeil, 2017). There is a lack of research specific to training provided in graduate programs regarding how to incorporate parents in the therapy process. Since parents are so influential in their child's development they need to be coached on how to facilitate communication skills learned in therapy with their children. Speech-language pathologists often have to create their own training for involving parents in early intervention services by using what they know and the experiences they have encountered (Kaiser & Hancock, 2003). For this study, we will be surveying speech-language pathologists with varying levels of experience. Results of this study will be informative in nature and have potential to impact current training in communication disorders programs.
Bio(s):	Amy Meek is an Honors Communication Disorders student at the U of A. She stays involved on campus and serves as the President for the U of A NSSLHA Chapter. She hopes to be a pediatric SLP in the future in an educational setting.

Date and Time:	Friday, October 12, 2018 – 10:15am-11:15am
Length:	15 minutes (Student Presentation)
Title:	Letter Reversals in L2 Learners and Phonemic Awareness Skills
Speaker(s):	Bayley Politte
Abstract:	Letter reversals can impact reading and writing. The current study examined letter reversals in L2 students and the relationship between phonemic awareness and letter reversals. The participants were Spanish-English speakers ranging from first to sixth grade. Preliminary data suggest that reversal identification is more difficult for L2 students and that phonemic awareness may not impact letter reversals in this population.
Bio(s):	Bayley Politte is graduate student in Communication Disorders at Arkansas State University. She is completing a thesis that examines the prevalence of letter reversals in L2 students. Bayley is also examining if there is a link between phonemic awareness skills and letter reversals using the data.

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Friday, October 12, 2018 – 10:15am-11:15am
Length:	15 minutes (Student Presentation)
Title:	Understanding Roles for Collaboration: Teacher and SLP
Speaker(s):	Brooke Myrick
Abstract:	Teachers and SLPs have positive attitudes toward interprofessional collaboration, but this is rarely put into practice. A study was conducted to determine student teachers' understanding of what SLPs do and the services they provide. A survey was distributed to 117 senior level education students to evaluate their knowledge of school SLPs. Results indicate a lack of knowledge by many students.
Bio(s):	Brooke Myrick is a graduate student at ASU in Jonesboro. She is originally from Cabot, Arkansas. She will graduate in December with an MCD. Brooke has thoroughly enjoyed her pediatric and adult clinical placements and is open to working with either population after graduation. She never expected to enjoy research but found this project very interesting throughout the entire process and is excited to share her results.

Date and Time:	Friday, October 12, 2018 – 10:15am-11:15am
Length:	15 minutes (Student Presentation)
Title:	Perceptions and Experiences of Bullying by Adolescents with Hearing Loss
Speaker(s):	Lauren Burkhalter
Abstract:	This presentation will discuss a study that assessed adolescents who are deaf or hard of hearing regarding their perceptions and experiences with bullying. Adolescents across the central United States from various locations completed a survey with a mixed method design. Results and clinical implications to be discussed.
Bio(s):	Lauren Burkhalter is attending the University of Arkansas with a Communication Disorders major and a Human Development and Family Sciences minor. Lauren is in the College of Education and Health Professions Honors Program and is an Ambassador for the Honors College. She has been on the Chancellor's List for the past three semesters. Lauren is a member of her local NSSLHA chapter, Alpha Lambda Delta Honors Society, and Alpha Chi Omega.

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Friday, October 12, 2018 – 11:30am-12:30pm
Length:	20 minutes (Student Presentation)
Title:	Features in Popular AAC apps and Softwares
Speaker(s):	Mary Gilmore
Abstract:	How is technology used with clients who do not have functional speech for communication? There are augmentative and alternative communication (AAC) applications such as Snap Scene and software systems such as LAMP that are used as alternatives to spoken communication. Within the framework of visual cognitive science, I propose to explore 5 AAC applications and 5 AAC software systems. I would like to explore the applications and the software systems using the 5 components of visual cognitive science theory for increasing engagement, as outlined by Wilkinson and Jagaroo (2004), as well as an additional component offered by Wilkinson and Jagaroo (2008). These 6 components are: (1) organization of stimulus arrays grids versus schematic scene arrays, (2) symbol location, (3) color and contrast, (4) symmetry, (5) axial orientation, and (6) motion perception. The goal of the proposed project is to organize features in popular AAC apps and software relative to their impact on visual cognition and to identify any missing features or future research that could be useful in promoting communication in individuals who use AAC.
Bio(s):	Mary Gilmore is an undergraduate student in the department of Communication Disorders at the University of Arkansas. Previously, she was a French Teacher for 5 years and worked at two schools that relied heavily on the use of iPads. Her interests are in technology and visual cognitive science and how they apply to the field of speech-language pathology.

Date and Time:	Friday, October 12, 2018 – 11:30am-12:30pm
Length:	20 minutes (Student Presentation)
Title:	Acoustic Characteristics that contribute to Ghanaian Ewe-Accented American English
Speaker(s):	Prudence Mortoti
Abstract:	This study investigated the acoustic characteristics that contribute to the perception of foreignaccentedness of English spoken by native Ewe speakers. Accentedness ratings, F1 and F2 values for the Ewe speakers were analyzed and compared to those of native English speakers. The results suggest that the perception of accentedness is not only influenced by acoustic properties but also by listener biases.
Bio(s):	Prudence Mortoti is a first-year graduate student at Arkansas State University. She had her first degree in Biology from the University of Ghana. Her career experiences include working in a hospital laboratory and teaching in a community nursing school.

2018 Convention - Arkansas Speech-Language-Hearing Association

Date and Time:	Friday, October 12, 2018 – 11:30am-12:30pm
Length:	20 minutes (Student Presentation)
Title:	An Examination of the Impact of Dialect on First Graders' Reductions of Final Consonant Clusters in Spelling
Speaker(s):	Travis M. Nodine
Abstract:	The purpose of this study was to examine first grade Mainstream American English (MAE) and African American English (AAE) speakers' spellings of final consonant clusters in Consonant-Vowel-Consonant-Consonant (CVCC) words with three stimulus conditions: real words with the child naming the picture, real words with the examiner naming the picture, and nonwords. It is hypothesized that more of the AAE speakers will reduce one of the consonants in the consonant cluster than the MAE speakers.
Bio(s):	Travis M. Nodine graduated with a BS in Communication Disorders from Arkansas State University in May 2017. He is currently pursuing a Master of Communication Disorders at ASU. After graduation in December 2018, Travis plans on working with either the pediatric or geriatric populations in Arkansas.