

# 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	<b>Wednesday, October 11, 2017 – 5:30pm to 8:30pm</b>
<b>Length:</b>	<b>3 Hours</b>
<b>Title:</b>	<b>The SLP's role in the Arkansas Educational Standards While Providing Educationally Relevant Service Delivery</b>
<b>Speaker(s):</b>	<b>Perry Flynn, CCC-SLP M.Ed</b>
<b>Content Area:</b>	
<b>Abstract:</b>	This interactive presentation will discuss the SLP's role in the Arkansas educational standards and how we can provide educationally relevant intervention. Further the presentation will explore service delivery models that will help SLPs tie their services to curriculum content and materials.
<b>Learning Objectives:</b>	<ul style="list-style-type: none"><li>• Identify the SLPs connection to the educational standards.</li><li>• Plan a curriculum based activity using a case study that plays off of children's literature.</li><li>• Identify a variety of service delivery models and how each can be tied to the educational standards.</li></ul>
<b>Bio(s):</b>	<b>Perry Flynn</b> is the ASHA Vice-President for Planning, Consultant to the North Carolina Department of Public Instruction in the area of Speech-Language Pathology and a Professor in the Department of Communication Sciences and Disorders at UNCG. He is a member of the Board of Directors of Special Olympics North Carolina, a PATH certified therapeutic horseback riding instructor and an Operation Smile volunteer.

# 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	Thursday, October 12, 2017 – 8:30am to 9:30am
<b>Length:</b>	1 Hour
<b>Title:</b>	<b>Packing your Briefcase with Superpowers for a day in Speech Pathology &amp; Audiology</b>
<b>Speaker(s):</b>	<b>Marilee Fini, MA, CCC-SLP</b>
<b>Content Area:</b>	
<b>Abstract:</b>	As Speech Pathologists & Audiologists, we often forget to UNLOCK our Superpowers in our briefcase. When we use our superpowers, we can see situations from a new perspective. Situations in the workplace or with our clients that once felt impossible are now manageable. We see opportunities rather than obstacles. An array of Superpowers such as PATIENCE, PASSION and PERSEVERANCE will be discussed. The speaker will share practical examples of how she used these Superpowers in dealing with her own stuttering as well as in her professional work. Participants will acquire concrete strategies for unlocking their Superpowers when they return to work on Monday!
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• List various Superpowers needed for dealing with today’s challenges in the workplace.</li> <li>• Acquire strategies for how to unlock superpowers in working with clients.</li> </ul>
<b>Bio(s):</b>	<b>Marilee Fini, MA, CCC-SLP</b> , is a practicing Speech Pathologist and has been running her own private practice, MLF Speech Therapy in Cleveland, OH. In her practice, she primarily works with children and adults who stutter. In addition, Marilee serves as an Adjunct Professor at South University and Lakeland College where she teaches public speaking courses. Marilee has been a professional speaker for over 16 years and has traveled across the U.S., presenting to many diverse audiences on stuttering. Marilee sheds a unique light on the subject of stuttering since she has spent most of her life dealing with her own stuttering. Marilee was awarded the “Annie Glenn National Leadership Award - Best Practices in Speech-Language Pathology,” given to her by The Ohio State University Department of Speech and Hearing Services in recognition for excellence in leadership in the field of Speech Pathology and dedication to individuals who stutter.

## 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	<b>Thursday, October 12, 2017 – 10:00am to 1:00pm</b>
<b>Length:</b>	<b>3 Hours</b>
<b>Title:</b>	<b>Breaking the Silence of a Communication Disorder</b>
<b>Speaker(s):</b>	<b>Marilee Fini, MA, CCC-SLP</b>
<b>Content Area:</b>	
<b>Abstract:</b>	Having a communication disorder can lead to silence and isolation for the individual and their families. Talking about the disorder or engaging in certain social situations may be avoided because of the fear, anger and embarrassment it may bring up. Strategies for helping clients and their families BREAK the silence in order to foster authentic communication in real life situations will be shared.
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Describe feelings related to a communication disorder that clients and their families experience.</li> <li>• Demonstrate basic counseling skills for clients and family.</li> <li>• Acquire ways to acknowledge a communication disorder in real life situations.</li> <li>• Implement strategies for breaking the silence of a communication disorder.</li> </ul>
<b>Bio(s):</b>	<b>Marilee Fini, MA, CCC-SLP</b> , is a practicing Speech Pathologist and has been running her own private practice, MLF Speech Therapy in Cleveland, OH. In her practice, she primarily works with children and adults who stutter. In addition, Marilee serves as an Adjunct Professor at South University and Lakeland College where she teaches public speaking courses. Marilee has been a professional speaker for over 16 years and has traveled across the U.S., presenting to many diverse audiences on stuttering. Marilee sheds a unique light on the subject of stuttering since she has spent most of her life dealing with her own stuttering. Marilee was awarded the “Annie Glenn National Leadership Award - Best Practices in Speech-Language Pathology,” given to her by The Ohio State University Department of Speech and Hearing Services in recognition for excellence in leadership in the field of Speech Pathology and dedication to individuals who stutter.

## 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	Thursday, October 12, 2017 – 10:00am to 1:00pm
<b>Length:</b>	3 Hours
<b>Title:</b>	<b>Influence of Auditory Experience on the Outcomes of Children with Hearing Aids: Auditory Access Matters</b>
<b>Speaker(s):</b>	<b>Elizabeth Walker, PhD, CCC-A/SLP</b>
<b>Content Area:</b>	
<b>Abstract:</b>	Although children with mild-severe hearing loss compose the majority of children with hearing loss, most research has focused primarily on children with severe-profound hearing losses. There is a critical need to examine the outcomes of a new generation of early-identified children with access to current amplification systems. The Outcomes of Children with Hearing Loss (OCHL) study was a longitudinal study conducted by investigators representing three primary sites. This talk will describe predictor variables and longitudinal outcomes in a sample of children who are hard of hearing, including children with mild bilateral hearing loss and children with auditory neuropathy spectrum disorder. The results have important implications for determining risk and protective factors for children with mild-to-moderately severe hearing loss.
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Describe the purpose, study design, and demographics of the OCHL sample.</li> <li>• Describe the cumulative auditory-linguistic experience hypothesis and how it relates to outcomes of children who are hard of hearing.</li> <li>• Identify audiological and communication outcomes of children who are hard of hearing.</li> </ul>
<b>Bio(s):</b>	<b>Elizabeth Walker, PhD, CCC-A/SLP</b> is an assistant professor in the Department of Communication Sciences and Disorders at the University of Iowa. Her research focuses on pediatric aural habilitation, specifically examining malleable factors that relate to individual differences in speech perception and language outcomes for children who are deaf or hard of hearing. For the past few years, she has been an investigator on several NIH-funded research grants, including the University of Iowa Cochlear Implant project, Outcomes of Children with Hearing Loss study, and Complex Listening in School Age Children who are Hard of Hearing.

## 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	<b>Thursday, October 12, 2017 – 10:00am to 1:00pm</b>
<b>Length:</b>	<b>3 Hours</b>
<b>Title:</b>	<b>Oral Placement Therapy to Improve Speech Clarity</b>
<b>Speaker(s):</b>	<b>Monica Purdy</b>
<b>Content Area:</b>	
<b>Abstract:</b>	<p>This innovative tactile-sensory approach to speech therapy uses therapy tools to train muscle movements for improved speech clarity. Participants will learn how these highly motivating motor activities can be used to improve phonation, resonance, and increase intelligibility. Muscles of the abdomen, velum, jaw, lips, and tongue will be discussed within the parameters of movements necessary for speech production. Developmentally appropriate motor movements for speech are therapeutically targeted using highly motivating techniques appropriate for children and adults. Each activity can be implemented easily within the school and/or home environment.</p>
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Summarize the need for dissociation and grading for feeding and speech.</li> <li>• Discover the importance of addressing the forgotten articulator “the jaw”.</li> <li>• Demonstrate at least 2 new therapy techniques.</li> <li>• Explain how to use Oral Placement Therapy (OPT) techniques as a tactile cueing system in conjunction with traditional speech therapy techniques to improve speech clarity</li> </ul>
<b>Bio(s):</b>	<p><b>Monica Purdy</b> is a speech and language pathologist graduate of Ball State University with more than 14 years of professional experience. Monica specializes in helping children with special needs to communicate. Located in Indianapolis, Monica is the owner of Kids Abilities Pediatric Therapy- Indianapolis. Kids Abilities provides speech, occupational therapy and physical therapy for children. The majority of Monica's experience is in outpatient therapy, specifically working with children from 0 to 21 years. For the past two years Monica has focused on children from birth to three years. Monica's goal is to find whatever means is necessary to enable children to communicate. Monica is PROMPT and SOS-trained, familiar with sign language, and very well-versed in the use of augmentative devices. She finds augmentative device use in conjunction with Oral Placement Therapy (OPT) techniques to be particularly effective. Monica is truly passionate about Oral Placement Therapy and enjoys presenting as a member of TalkTools' speaker bureau. Monica has been invited to speak at numerous conventions and seminars across the U.S. and internationally. Monica has also lectured on the subject of Oral Placement Therapy in over 13 countries around the world.</p>

## 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	<b>Thursday, October 12, 2017 – 10:00am to 1:00pm</b>
<b>Length:</b>	<b>3 Hours</b>
<b>Title:</b>	<b>Stuttering Assessment Techniques: Beyond Dots &amp; Slashes</b>
<b>Speaker(s):</b>	<b>Ashlen Thomason, PhD, CCC-SLP</b>
<b>Content Area:</b>	
<b>Abstract:</b>	This course will provide a review of a review of how to give standardized tests of fluency and affective components of stuttering, Medicaid guidelines for stuttering assessment in Arkansas, prognostic indicators for stuttering persistence and natural remission in early childhood stuttering, appropriate timing for testing after stuttering onset, and speech sampling strategies.
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Describe the evidenced-based prognostic indicators for stuttering persistence and natural remission in early childhood stuttering</li> <li>• Discuss Medicaid guidelines for fluency assessment and therapy candidacy for Arkansas</li> <li>• Describe nuances of giving the SSI-4, TOCS, OASES, and KiddyCAT</li> <li>• Discuss strategies for obtaining valid speech sampling</li> <li>• Describe appropriate timing for assessing young children after stuttering onset</li> </ul>
<b>Bio(s):</b>	<b>Ashlen Thomason, Ph.D., CCC-SLP</b> , is a member of the outpatient speech pathology team at Arkansas Children's Hospital. She is a graduate of the Arkansas Consortium for the Ph.D. in Communication Sciences and Disorders with a major in stuttering and minor in cleft palate. Ashlen is an adjunct instructor for 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. She is the director of the Arkansas Stuttering Network, a non-profit organization designed to elevate the level of care available to Arkansans who stutter.

## 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	Thursday, October 12, 2017 – 10:00am to 1:00pm
<b>Length:</b>	3 Hours
<b>Title:</b>	Unlocking Medical SLP's Super Power – A Crash Course in Adult Dysphagia Evaluation
<b>Speaker(s):</b>	Towino Paramby, CScD., CCC-SLP; BCS-S
<b>Content Area:</b>	
<b>Abstract:</b>	This three-hour session will provide current clinical evidence in clinical swallow evaluation, and instrumental evaluation. Attendees of this session will be guided through case studies, videofluoroscopic swallow study videos, and FEES study videos. Particular emphasis on biomechanical analysis of videofluoroscopic swallow studies will be given during this presentation.
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Participant will be able to explain the evidence in clinical swallow evaluation.</li> <li>• Participants will be able to explain important oro-pharyngeal biomechanical events during videofluoroscopic swallow study evaluation.</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 interests include normal/abnormal swallowing and voice disorders. His clinical interests included normal/abnormal swallowing in adults, aging population and complex end of life decision-making.

# 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	<b>Thursday, October 12, 2017 – 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>Building Connections with our Clients, Students &amp; Colleagues</b>
<b>Speaker(s):</b>	<b>Marilee Fini, MA, CCC-SLP</b>
<b>Content Area:</b>	
<b>Abstract:</b>	Communication is key to building strong relationships in our profession. In this presentation, participants will learn easy, straightforward techniques for communicating effectively with clients, families, students and colleagues. When individuals feel heard, strong connections are formed, which can have a positive impact on progress in therapy and provide a positive work environment. Special topics such as managing communication breakdowns at meetings, providing education through presentations and strategies for dealing with difficult clients will be addressed.
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Acquire communication techniques for building relationships with clients, families, students and colleagues.</li> <li>• Implement strategies for managing communication breakdowns.</li> <li>• List 3 strategies for communicating with difficult clients.</li> <li>• Design dynamic presentations for client or professional education.</li> </ul>
<b>Bio(s):</b>	<b>Marilee Fini, MA, CCC-SLP</b> , is a practicing Speech Pathologist and has been running her own private practice, MLF Speech Therapy in Cleveland, OH. In her practice, she primarily works with children and adults who stutter. In addition, Marilee serves as an Adjunct Professor at South University and Lakeland College where she teaches public speaking courses. Marilee has been a professional speaker for over 16 years and has traveled across the U.S., presenting to many diverse audiences on stuttering. Marilee sheds a unique light on the subject of stuttering since she has spent most of her life dealing with her own stuttering. Marilee was awarded the “Annie Glenn National Leadership Award - Best Practices in Speech-Language Pathology” given to her by The Ohio State University Department of Speech and Hearing Services in recognition for excellence in leadership in the field of Speech Pathology and dedication to individuals who stutter.



## 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	<b>Thursday, October 12, 2017 – 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>Remote Microphone Systems for Preschool-Age Children who are Hard of Hearing: Access, Utilization and Impact on Language Acquisition</b>
<b>Speaker(s):</b>	<b>Elizabeth Walker, PhD, CCC-A/SLP</b>
<b>Content Area:</b>	
<b>Abstract:</b>	Children who are hard of hearing (CHH) have restricted access to acoustic and linguistic information. In most cases, hearing aids (HAs) are the primary approach to improving auditory access for this population. HAs are not the only option available for increasing auditory access in CHH, however. Personal remote microphone (RM) systems reduce the negative effects of noisy, reverberant room acoustics, or distance between speakers and listeners. It is unclear how many preschool-age CHH have access to this assistive technology, when children are being fit with personal RM, or how often children utilize personal RM on a daily basis. The goals of this presentation are twofold: to report current practices with RM use in preschool-age CHH to provide insight into how this assistive technology is being used and to compare language outcomes of preschool-age CHH with and without access to RM systems.
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Identify the percentage of children with home and school RM systems.</li> <li>• Describe the effect of home RM receipt on language outcomes in children with hearing loss.</li> <li>• Identify factors that predict likelihood of receiving an RM system for home use.</li> </ul>
<b>Bio(s):</b>	<b>Elizabeth Walker, PhD, CCC-A/SLP</b> is an assistant professor in the Department of Communication Sciences and Disorders at the University of Iowa. Her research focuses on pediatric aural habilitation, specifically examining malleable factors that relate to individual differences in speech perception and language outcomes for children who are deaf or hard of hearing. For the past few years, she has been an investigator on several NIH-funded research grants, including the University of Iowa Cochlear Implant project, Outcomes of Children with Hearing Loss study, and Complex Listening in School Age Children who are Hard of Hearing.

# 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	<b>Thursday, October 12, 2017 – 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>Oral Placement Therapy to Improve Feeding Skills</b>
<b>Speaker(s):</b>	<b>Monica Purdy</b>
<b>Content Area:</b>	
<b>Abstract:</b>	<p>This section will focus on tactile-sensory approach to using feeding tools and activities to train the oral muscle movements for improved feeding skills. Participants will learn what seating position will increase feeding skills and the importance of addressing the sensory system. Techniques will be given to work on increasing jaw, lip and tongue dissociation and grading. These highly motivating motor activities can be used to improve spoon feeding, straw drinking and chewing on the molars. Developmentally appropriate motor movements for feeding are therapeutically targeted using highly motivating techniques appropriate for children and adults. Each activity can be implemented easily within the school and/or home environment.</p>
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Understand the need for addressing awareness in the oral mechanism.</li> <li>• Learn the developmental breakdown of dissociation of lips and tongue from the jaw.</li> <li>• List tactile based activities for addressing feeding of puree's, liquids and solids.</li> </ul>
<b>Bio(s):</b>	<p><b>Monica Purdy</b> is a speech and language pathologist graduate of Ball State University with more than 14 years of professional experience. Monica specializes in helping children with special needs to communicate. Located in Indianapolis, Monica is the owner of Kids Abilities Pediatric Therapy- Indianapolis. Kids Abilities provides speech, occupational therapy and physical therapy for children. The majority of Monica's experience is in outpatient therapy, specifically working with children from 0 to 21 years. For the past two years Monica has focused on children from birth to three years. Monica's goal is to find whatever means is necessary to enable children to communicate. Monica is PROMPT and SOS-trained, familiar with sign language, and very well-versed in the use of augmentative devices. She finds augmentative device use in conjunction with Oral Placement Therapy (OPT) techniques to be particularly effective. Monica is truly passionate about Oral Placement Therapy and enjoys presenting as a member of TalkTools' speaker bureau. Monica has been invited to speak at numerous conventions and seminars across the U.S. and internationally. Monica has also lectured on the subject of Oral Placement Therapy in over 13 countries around the world.</p>

## 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	<b>Thursday, October 12, 2017 – 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>Stuttering Therapy Workshop</b>
<b>Speaker(s):</b>	<b>Ashlen Thomason, PhD, CCC-SLP</b>
<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> <li>• Define “false fluency” and how it can skew judgements of therapy progress and dismissal determinations</li> </ul>
<b>Bio(s):</b>	<b>Ashlen Thomason, Ph.D., CCC-SLP</b> , is a member of the outpatient speech pathology team at Arkansas Children’s Hospital. She is a graduate of the Arkansas Consortium for the Ph.D. in Communication Sciences and Disorders with a major in stuttering and minor in cleft palate. Ashlen is an adjunct instructor for 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. She is the director of the Arkansas Stuttering Network, a non-profit organization designed to elevate the level of care available to Arkansans who stutter.

## 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	<b>Thursday, October 12, 2017 – 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>Unlocking Medical SLP's Super Power – A Crash Course in Adult Dysphagia Treatment</b>
<b>Speaker(s):</b>	<b>Towino Paramby, CScD., CCC-SLP; BCS-S</b>
<b>Content Area:</b>	
<b>Abstract:</b>	This three-hour session will provide current clinical evidence in the management of adult dysphagia treatment. Attendees of this session will be guided through case studies and develop critical thinking skills for the management of dysphagia. Sessions will be interactive to discuss current clinical management challenges.
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Participant will be able to explain the evidence in adult dysphagia treatment.</li> <li>• Participants will be able to explain current evidence regarding alternative nutrition and hydration and SLP's role.</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.

## 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	<b>Friday, October 13, 2017 – 8:00am to 10:00am</b>
<b>Length:</b>	<b>2 Hours</b>
<b>Title:</b>	<b>Advocacy, Leadership, and Volunteerism: Strategies for Member Success</b>
<b>Speaker(s):</b>	<b>Perry Flynn, CCC-SLP M.Ed</b>
<b>Content Area:</b>	
<b>Abstract:</b>	This session will focus on skill development in advocacy, leadership, and volunteerism related to the professions of speech-language pathology and audiology. A member of the ASHA Board of Directors will discuss strategies for successful advocacy, opportunities to lead, and ways to get involved. Issues described in ASHA's Public Policy Agenda (PPA) will be highlighted as well as strategies for how speech-language pathologists and audiologists can get involved in advocacy efforts to ensure favorable outcomes for members and consumers in their state while becoming familiar with the wealth of ASHA resources.
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Describe a variety of leadership styles.</li> <li>• Identify and describe a variety of ASHA resources and how to become involved in leadership roles in the profession on many levels.</li> <li>• Describe at least three traits common to great leaders.</li> </ul>
<b>Bio(s):</b>	<b>Perry Flynn</b> is the ASHA Vice-President for Planning, Consultant to the North Carolina Department of Public Instruction in the area of Speech-Language Pathology and a Professor in the Department of Communication Sciences and Disorders at UNCG. He is a member of the Board of Directors of Special Olympics North Carolina, a PATH certified therapeutic horseback riding instructor and an Operation Smile volunteer.

# 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	Friday, October 13, 2017 – 8:00am to 10:00am
<b>Length:</b>	2 Hours
<b>Title:</b>	Implementing An Evidence-Based Oral Pathology Screening in your Oral Mech Exam
<b>Speaker(s):</b>	Pamela Rowe, MA, CCC-SLP
<b>Content Area:</b>	
<b>Abstract:</b>	Oral pathologies and oral cancer are on the rise. Early detection can impact course of treatment and dictate treatment options. As Speech Language Pathologists, we have an opportunity to conduct a thorough oral mechanism and encourage self-examination methods that can contribute to the detection of oral pathologies.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Describe the most common oral pathologies in pediatric and adult populations.</li> <li>• List specific ways to identify risk factors for oral pathologies.</li> <li>• Discuss 3 ways to implement oral pathological screening methods and education during an oral mechanism exam.</li> <li>• Advocate and educate medical professionals regarding the field of Speech Pathology.</li> </ul>
<b>Bio(s):</b>	<b>Pamela Rowe, MA, CCC-SLP</b> is the Clinical Director of an Adult and Pediatric Therapy Practice in North and Central Florida. Pamela earned her Bachelor's degree in Communication Disorders and Master's degree in Speech Pathology from the University of Central Florida. Pamela is co-author of Putting Your Dreams To Work: Keys To Setting Up Your Therapy Practice. She is a presenting speaker with many State ASHA Conventions and is a published author in Independent Clinician, ASHALeader and ASHASphere. Pamela enjoys partnering with various schools as a Business Community Partner and supervising graduate and CFY students in Central Florida.

# 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	<b>Friday, October 13, 2017 – 8:00am to 10:00am</b>
<b>Length:</b>	<b>2 Hours</b>
<b>Title:</b>	<b>Redefining Collaboration: Reaching Students with Language Disorders and Learning Difficulties</b>
<b>Speaker(s):</b>	<b>LeeAnn Griffith, MS, CCC-SLP, &amp; Kelly Long, NBCT</b>
<b>Content Area:</b>	
<b>Abstract:</b>	This session will focus on the collaboration between the speech language pathologist and the special education teacher, offering a systematic approach to addressing the learning difficulties faced by students with underlying language disorders. The scope and sequence of grade level standards will be explored, with an emphasis on developmental underpinnings. Participants will understand the importance of a holistic viewpoint and will be provided with explicit strategies and tools to address the needs of struggling learners.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the importance of collaboration between the SLP and SPED teacher.</li> <li>• Learn the components of a systematic approach to implement with your students who have language disorders and learning difficulties.</li> <li>• Understand the scope and sequence of grade level standards, developmental frameworks, and therapeutic outcomes.</li> </ul>
<b>Bio(s):</b>	<p><b>LeeAnn Griffith, MS, CCC-SLP</b> has over twenty years of experience as a pediatric speech-language pathologist. She currently works at Roberts Elementary, where she assisted in the development of Project Flight, an innovative multidisciplinary service delivery model. She also developed Eagle’s Heart Club, a social language group partnering students with peer mentors. She holds Samonas Level II certification in advanced auditory training and was one of the first SLPs in the area to provide therapeutic listening. She is a passionate advocate for school-based speech pathologists; instrumental in the adoption of a new pay scale for SLPs in the LRSD almost two decades ago, leading the way for many other districts in the state to make similar changes. She has presented both regionally and across the state on issues related to communication disorders. LeeAnn is a recipient of the Paula J. Gober Public School Award, Distinguished Alumni Service Award from UALR/UAMS, and has served on the Board of Directors for the Arkansas Speech-Language-Hearing Association. She holds the Certificate of Clinical Competence from ASHA and is licensed through the Arkansas Board of Examiners in Speech Pathology and Audiology.</p> <p><b>Kelly Long, NBCT</b> is a Nationally Board Certified special education resource teacher, with over twenty years of experience. She currently works at Roberts Elementary, where she assisted in the development of Project Flight, an innovative multidisciplinary service delivery model. She holds Certifications in Special Education PK-12, Elementary Education PK-12; and National Board Certification in Exceptional Needs. She is currently completing her Master’s Degree in Educational Theory and Practice through Arkansas State University. Mrs. Long has extensive training and experience in the areas of autism, behavior, co-teaching, learning disabilities, multi-sensory reading approaches, sensory integration, and gifted and talented instruction. She also holds endorsements in both Effective Literacy Learning in Arkansas (ELA) and in English as a Second Language (ESL). She has presented both at Roberts Elementary and across the Little Rock School District on issues related to the needs of struggling learners.</p>

# 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	<b>Friday, October 13, 2017 – 8:00am to 10:00am</b>
<b>Length:</b>	<b>2 Hours</b>
<b>Title:</b>	<b>To Puberty and Beyond: Self-Awareness, Safety and Social Skills</b>
<b>Speaker(s):</b>	<b>Gretchen Hicks, MS, CCC-SLP &amp; Ruth Eyres, MSE, NBCT</b>
<b>Content Area:</b>	
<b>Abstract:</b>	Addressing the social, safety and sexual health education needs of individuals with disabilities is challenging for speech pathologist, educators and families. It is important that ALL persons learn about their bodies and sexuality. This session will offer developmentally and age respective instructional strategies for guiding and teaching social skills, self-awareness, and safety skills necessary to provide appropriate sexuality education. Easy to use, accessible curriculum, materials and resources will be shared.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Identifying important components for appropriate sexuality education</li> <li>• Understand developmentally appropriate and age respective strategies</li> <li>• Find, access, and understand how to use sexuality education curriculum, materials and resources to meet the individual's needs.</li> </ul>
<b>Bio(s):</b>	<p><b>Gretchen Hicks</b> has been a speech pathologist for 26 years. She currently works for Easterseals AR Outreach Program as a speech pathology consultant. She also serves as the Director of Therapy Services for A-Camp, an awesome summer camp for kids with autism. She graduated from University of Arkansas for Medical Sciences with her Master's degree in Speech-Language Pathology after completing her BS in Applied Science at Centenary College in Shreveport, LA. Mrs. Hicks recently received her certification to be a Special Education Director. Gretchen has served as an officer on various boards including the Arkansas Speech and Hearing Association and other service related boards.</p> <p><b>Ruth Eyres</b> works as a special education consultant with the Easterseals AR Outreach Program. Her teaching experience is with students with multiple disabilities specializing in behavioral challenges and instructional programming. Ruth currently serves as the President of the Arkansas Subdivision on Autism and Developmental Disabilities and the Vice President for the Arkansas Council of Exceptional Children. Ms. Eyres received her BSE from Hendrix College and her M.S.E. in special education from the University of Central Arkansas. She received her National Board Certification as an Exceptional Needs Specialist in 2002. She has served as an adjunct instructor at the University of Central Arkansas is currently working toward her Doctoral Degree from The University of Memphis.</p>



# 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	Friday, October 13, 2017 – 8:00am to 10:00am
<b>Length:</b>	2 Hours
<b>Title:</b>	Improving Auditory Access for All Children
<b>Speaker(s):</b>	Mary Ellen Nevins, EdD, Donna Fisher Smiley, PhD, CCC-A, & Lana Eggleston, MA, CCC-SLP
<b>Content Area:</b>	
<b>Abstract:</b>	Speech, language, and academic development are highly dependent on the sense of hearing. We know that children with hearing loss need excellent auditory listening environments, but do we think about this for ALL children. This presentation will highlight the evidence base for why ALL children need better auditory environments and how we as speech-language-hearing professionals can promote that in our individual work environments.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Summarize simple ways to improve the listening environment for all children</li> <li>• Critique a given listening environment to identify factors that are detrimental to adequate auditory access</li> <li>• Design solutions that improve listening environments for all children</li> </ul>
<b>Bio(s):</b>	<p><b>Mary Ellen Nevins, Ed.D.</b>, is an experienced educator of children who are deaf or hard of hearing. She is a professor at the University of Arkansas for Medical Sciences and is the Director of the Program in Auditory-Based Intervention. Her attention to, and publications regarding professional learning for hearing and speech professionals, complement her longstanding work with children using listening technologies to learn to listen, talk and read.</p> <p><b>Donna Fisher Smiley, Ph.D., CCC-A</b> is 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>Lana F. Eggleston, M.A., CCC-SLP</b> is a speech-language pathologist in the EARS Program at Arkansas Children's Hospital and a clinical instructor at the University of Arkansas for Medical Sciences program for Auditory-Based Intervention. Mrs. Eggleston has expertise in working with children who are deaf/hard of hearing and their families. She has provided technical assistance and professional development to school and preschool staff in Arkansas for the past 8 years.</p>

# 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	Friday, October 13, 2017 – 8:00am to 10:00am
<b>Length:</b>	2 Hours
<b>Title:</b>	<b>It Takes a Village: Why your Clinical Supervision Matters</b>
<b>Speaker(s):</b>	<b>Chenell Loudermill, PhD, CCC-SLP, Jan Traughber, MS, CCC-SLP, Jennifer Fisher, MS, CCC-SLP, Kathy McDaniel, MSE, CCC-SLP, Althea Cook, MS, CCC-SLP, Arianne Pait, MA, CCC-SLP, &amp; Jennifer Franklin, AuD, CCC-SLP</b>
<b>Content Area:</b>	
<b>Abstract:</b>	Clinical education is more than supervision; it is an essential element to ensure that future professionals possess the knowledge and skills to work as an SLP/AUD. Effective clinical training promotes the provision of high quality services and advances the integrity of the profession. This presentation will allow for open discussion regarding effective clinical education and provide resources to aid professionals as they continue to pay it forward in the profession.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• The participants will review the role and responsibilities of clinical educators/supervisors.</li> <li>• The participants will discuss the pros and cons of being a clinical educator/supervisor.</li> <li>• The participants will acquire knowledge about available resources for educators/supervisors.</li> <li>• The participants will gain knowledge about various training programs across the state.</li> </ul>
<b>Bio(s):</b>	<p><b>Chenell Loudermill, PhD, CCC-SLP</b> 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 and 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><b>Jan Traughber, MS, CCC-SLP</b> 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><b>Jennifer Fisher, MS, CCC-SLP</b> 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> <p><b>Arianne F. Pait, MA, CCC-SLP</b> 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.</p>

## 2017 Convention - Arkansas Speech-Language-Hearing Association

**Dr. Jennifer Franklin, AuD, CCC-SLP** has over 19 years of clinical experience in the field of audiology, complemented by teaching and research experience. Dr. Franklin has practiced in a myriad of clinical sites, including university clinics, ENT practices, VA hospital and teaching hospitals, both under the purview of medical schools. She is the Audiology Clinical Director for the University of Arkansas- Little Rock. Dr. Franklin is engaged in many service projects including serving as an audiology preceptor at a multi-disciplinary community outreach clinic designed for both service to individuals in challenging socio-economic circumstances and the inter-professional education of student clinicians.

**Kathy McDaniel, MSE, CCC-SLP**, is the Clinic Director and coordinator for off campus clinical practicum at the University of Central Arkansas in the Department of Communication Sciences and Disorders. She supervises in the UCA clinic and teaches clinical seminars, assessment course, and a professional issues course in the graduate program. She is also a graduate advisor. She has served as a board member and chair of the Arkansas Board of Examiners in Speech Language Pathology and Audiology for six years.

**Aletha Cook, M.S., 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.

# 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	<b>Friday, October 13, 2017 – 10:15am to 11:15am</b>
<b>Length:</b>	<b>1 Hour</b>
<b>Title:</b>	<b>Change Is Good: Transitioning from Adolescence to Adulthood with ASD</b>
<b>Speaker(s):</b>	<b>Betholyn Gentry, PhD, CCC-SLP; Chenell Loudermill, PhD, CCC-SLP</b>
<b>Content Area:</b>	
<b>Abstract:</b>	The transition from adolescence to adulthood for individuals with ASD can pose many challenges depending on the nature and severity of the social skills deficits. Parents take on a new set of worries and young adults are faced with completely different challenges for which they are typically not prepared. These worries and challenges were identified by parents in a brief survey and suggestions to aid in the transition process were developed.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• The participants will discuss parental concern of individuals with ASD regarding the transition process.</li> <li>• The participants describe the challenges faced in the workplace by individuals with ASD.</li> <li>• The participants will describe resources to aid individuals with ASD in the transition process.</li> </ul>
<b>Bio(s):</b>	<p><b>Betholyn Gentry, PhD, 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 co-author 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>Chenell Loudermill, PhD, CCC-SLP</b> 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 and 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>

# 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	Friday, October 13, 2017 – 10:15am to 11:15am
<b>Length:</b>	1 Hour
<b>Title:</b>	<b>Empowering You: Understanding our Roles &amp; Responsibilities in the Schools</b>
<b>Speaker(s):</b>	<b>Kamela Rowland, MS, CCC-SLP</b>
<b>Content Area:</b>	
<b>Abstract:</b>	We ALL want to be successful as school-based SLPs, empower our students, their families, and our colleagues along the way, yet sometimes we hit a brick wall by not being understood as a professional. The purpose of this session is to review areas that are imperative to our success in the schools, identify our strengths and weaknesses in each, and develop a personal plan to implement at least one area that we aren't currently utilizing.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Attendees will show understanding of the eight domains of service delivery under our Scope of Practice by describing at least 3 domains that they implement in their job setting.</li> <li>• Attendees will analyze the five domains of professional practice under our Scope of Practice and explain ways in which they are carrying out at least 1-2 of these in their job setting.</li> <li>• Attendees will examine the school-based SLPs roles, range of responsibilities, and areas of leadership and identify areas under each that are their strengths and weaknesses.</li> <li>• Attendees will design a personal growth plan in which they identify one area under service delivery, professional practice, roles, range of responsibilities, and areas of leadership in which they want to grow in during the 2017-2018 school year. After doing so, attendees will select one area as the main goal, write attainable objectives, and begin working on it with support from fellow SLPs following the convention through the end of the school year.</li> </ul>
<b>Bio(s):</b>	<b>Kamela Rowland</b> is a speech-language pathologist serving in her 20th year at Hall High School. She serves as Past President for ArkSHA and spearheaded Arkansas's first Roles and Responsibilities for SLPs in the Schools document with her committee. She is also President-Elect of CSAP, the Council for State Speech-Language Hearing Association Presidents, and was recently selected to participate in ASHA's Leadership Development Program. Kamela has presented at state and national conferences on her research on Autism and also Written Expression. Finally, she is the 2016 recipient of the ASHFoundation Rolland J. Van Hattum Award for Contribution in the Schools.

## 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	Friday, October 13, 2017 – 10:15am to 11:15am
<b>Length:</b>	1 Hour
<b>Title:</b>	<b>Empowering Persons with Aphasia through Photovoice</b>
<b>Speaker(s):</b>	<b>Dana Moser, Ph.D., CCC-SLP &amp; Eli Skelton, B.S.</b>
<b>Content Area:</b>	
<b>Abstract:</b>	The loss of previously acquired language abilities can have far reaching implications on an individual's life and wellbeing. Unfortunately, persons with aphasia (PWA) may struggle to express the complexities of their lives due to language impairment. By giving PWA the means to express themselves through photographs, this study explored the benefits of using Photovoice methodology in PWA, allowing participant the opportunity to share an intimate look into the impact that aphasia has on their lives.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Describe Photovoice methodology</li> <li>• Discuss the themes identified by persons with aphasia</li> <li>• Discuss the implications for Photovoice in aphasia management</li> </ul>
<b>Bio(s):</b>	<p><b>Dana Moser</b> is an ASHA certified speech-language pathologist who specializes in an acquired impairment in language abilities resulting most commonly from stroke. Her research interests include adult neurogenic communication disorders and translational neuroscience with a specific focus in aphasia treatment and language recovery.</p> <p><b>Eli Skelton</b> is a graduate student at the University of Arkansas for Medical Sciences in Little Rock, Arkansas. He has worked with multiple clients with aphasia, both individually and in groups.</p>

## 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	<b>Friday, October 13, 2017 – 10:15am to 11:15am</b>
<b>Length:</b>	<b>1 Hour</b>
<b>Title:</b>	<b>Telepractice</b>
<b>Speaker(s):</b>	<b>Cheris Frailey, MA, CCC-SLP</b>
<b>Content Area:</b>	
<b>Abstract:</b>	In this session, participants will learn about the practice considerations, and reimbursement issues in providing services using telepractice. The benefits of telepractice service delivery, barriers to practice, licensing considerations, reimbursement and coverage issues including Medicaid will be highlighted. (1 Hour Presentation)
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of Medicaid reimbursement currently with telepractice in at least two states.</li> <li>• Identify two licensure requirements and two barriers to practice.</li> <li>• List two resources available to assist with telepractice implementation, licensure and regulation.</li> </ul>
<b>Bio(s):</b>	<b>Cheris Frailey, MA, CCC-SLP</b> , Director, State Education and Legislative Advocacy Education: MA, Ball State University Affiliation: ASHA Experience: Cheris Frailey is the Director of State Education and Legislative Advocacy for ASHA. She serves as a liaison to the southern states by providing resources, assistance and support regarding legislative regulatory issues and guidance to state association leaders, members and government agencies. She monitors and addresses issues in telepractice and education. Cheris holds a certificate in association management from the American Society of Association Executives and received training in strategic planning facilitation from the American Management Association. Cheris previously worked as a speech-language pathologist with experience in all settings. She has supervised assistants, Clinical Fellows and student interns. She has co-authored several children's games and Apps and assisted with the development of many other products currently on the market as well as worked and consulted for several companies in the expansion and selection of their speech therapy product line.

# 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	Friday, October 13, 2017 – 11:30am to 12:30pm
<b>Length:</b>	1 Hour
<b>Title:</b>	<b>AAC: Putting Aided Language Input into Practice</b>
<b>Speaker(s):</b>	<b>Betsy Clifford MHS, CCC-SLP</b>
<b>Content Area:</b>	
<b>Abstract:</b>	Communication is a two-way process. As such, the successful implementation of an AAC device depends as much on the skills of the person using AAC as it does on those of the communication partners. This session will provide an overview of the characteristics, roles, and responsibilities of communication partners working with people who use AAC, with a focus on aided language input. Aided language input is a strategy, in which the communication partner uses AAC to teach AAC. Shared reading will be discussed as a vehicle for learning to use aided language input to support device implementation and facilitate language learning. Participants will have the opportunity to put it to practice through a hands-on activity.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Participants will be able to define aided language input.</li> <li>• Participants will describe characteristics and roles &amp; responsibilities of communication partners.</li> <li>• Participants will identify how to use AAC in the context of shared reading.</li> </ul>
<b>Bio(s):</b>	<b>Betsy Clifford</b> began working as a consultant for Saltillo Corporation in February of 2015. She completed her undergraduate and graduate coursework at the University of Missouri in Columbia, Missouri, where she earned a Masters of Health Science in Speech-Language Pathology. After graduating in May 2010, Betsy worked as a speech language pathologist in a pediatric outpatient clinic, rehabilitation and long-term care setting, and an Applied Behavioral Analysis (ABA) school. Working in these settings gave her a range of experiences with individuals using augmentative alternative communication (AAC) across the life span. Working for Saltillo Corporation, she provides trainings for SLPs implementing the use of AAC with their students, patients, and/ or clients. Betsy provides consultative support in Arkansas, Kansas, Oklahoma, and Western Missouri.



## 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	Friday, October 13, 2017 – 11:30am to 12:30pm
<b>Length:</b>	1 Hour
<b>Title:</b>	Why Does Audition Matter?
<b>Speaker(s):</b>	Rachel Glade, PhD CCC-SLP, LSLS Cert. AVT; Ellie Cooper, MS, CCC-SLP; Shayne Brown
<b>Content Area:</b>	
<b>Abstract:</b>	Neuroplasticity is the brain's ability to form important neural connections and reorganize itself. For a child with hearing loss, the connections in the brain for hearing that would typically develop do not. This impacts speech and spoken language development. Research has suggested that untreated hearing loss in adults is a catalyst for neurological decline. This presentation will define neuroplasticity, present recent research findings, and explain the importance of hearing screenings across the lifespan.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Definition of neuroplasticity and how this impacts hearing.</li> <li>• There is a strong evidence base for auditory-based intervention.</li> <li>• Untreated hearing loss is linked to increase in neurological decline in adults.</li> </ul>
<b>Bio(s):</b>	<p><b>Rachel Glade, PhD, CCC-SLP, LSLS Cert. AVT</b> is a certified Speech-Language Pathologist and a certified Auditory-Verbal Therapist. She provides clinical training and supervision and teaches both graduate and undergraduate courses in the Communication Disorders program at the University of Arkansas. Dr. Glade is a member of ASHA, ArkSHA, NCRE, the Alexander Graham Bell Association for the Deaf and Hard of Hearing and is a board member of Arkansas Hands &amp; Voices.</p> <p><b>Ellie Cooper, MS, CCC-SLP</b> is a certified Speech-Language Pathologist who serves Deaf and hard of hearing children at Arkansas Children's Hospital in Northwest Arkansas. She is pursuing a certification as a Listening and Spoken Language Specialist. Ellie is a member of ASHA, ArkSHA, and the Alexander Graham Bell Association for the Deaf and Hard of Hearing.</p> <p><b>Shayne Brown</b> is a senior at the University of Arkansas and is currently enrolled in the Communication Disorders program. She is currently working to learn sign language and consistently volunteers locally in NWA with the rEcess respite program for families who have children with special needs provided by the non-profit organization 99 Balloons. She plans to attend graduate school to become a Speech-Language Pathologist in the future.</p>

## 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	Friday, October 13, 2017 – 11:30am to 12:30pm
<b>Length:</b>	1 Hour
<b>Title:</b>	Community Based Autism Liaison Training (CoBALT) in AR: Update
<b>Speaker(s):</b>	Eldon G. Schulz, MD
<b>Content Area:</b>	
<b>Abstract:</b>	The primary goal of the CoBALT Project is to add to the state's second tier developmental evaluation capacity in order to improve efficiency of referrals to Early Intervention services and to boost diagnostic capacity for early-presenting developmental problems such as autism. This is achieved through training community-based mini-teams (consisting of a pediatrician and a speech-language pathologist) to perform Tier II evaluations.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Discuss the origins of CoBALT</li> <li>• Discuss the clinical population targeted by the project</li> <li>• Discuss the project's outcomes</li> </ul>
<b>Bio(s):</b>	<b>Dr. Eldon G. Schulz</b> is board certified in Pediatrics having completed a fellowship in Developmental Behavioral Pediatrics (DBP) at the University of MA Medical Center (Worcester) with 36 years of experience working with children with developmental disabilities. He is a Professor in the College of Medicine (Pediatrics and PM&R) and the College of Public Health at UAMS and is the inaugural recipient of the Rockefeller Chair for Children with Special Needs. For the past 8 years, he has been the AR Regional LEND Director/PI. He has been the PI or Co-PI on 12 Federal, 7 private and numerous State research and education grants. His publication record is in field children with special needs.

# 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	Friday, October 13, 2017 – 11:30am to 12:30pm
<b>Length:</b>	1 Hour
<b>Title:</b>	Medicaid
<b>Speaker(s):</b>	Jeff Adams, EdD, CCC-SLP, Melodee Owens, MS, CCC-SLP & Cheri Stevenson, MS, CCC, SLP
<b>Content Area:</b>	Unlocking the Superpower of Collaboration: Medicaid Reform in Arkansas
<b>Abstract:</b>	Speech-language pathologists and audiologists are on the front lines of service delivery in healthcare and education. Rising costs and a changing political landscape have altered funding sources for the provision of speech-language pathology and audiology services, including Arkansas Medicaid. This session will focus on national and state-level trends in funding for speech-language pathology services through Medicaid, updates on billing for services in the Arkansas Medicaid Program and strategies for speech-language pathologists and audiologists to consider when preparing for future threats to funding.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Describe three effective strategies to highlight the value of services provided by speech-language pathologists and audiologists.</li> <li>• Identify integral state-level resources to stay up-to-date with billing for Arkansas Medicaid Recipients, including the prior authorization/extension of benefits process.</li> <li>• Describe the benefits of collaborative leadership as a strategy for responding to funding threats to speech-language pathology and audiology services.</li> <li>• List national trends that may impact future funding for speech-language pathology and audiology services in Arkansas.</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>Melodee Owens, M.S., CCC-SLP</b> 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><b>Cheri Stevenson, M.S., CCC-SLP</b> 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>

## 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	Friday, October 13, 2017 – 10:15am
<b>Length:</b>	15 minutes
<b>Title:</b>	<b>Examining Concepts of Teamwork and Values in Interprofessional Student Teams</b>
<b>Speaker(s):</b>	<b>Carley Hill &amp; Melanie Lowry, PhD, CCC-SLP</b>
<b>Content Area:</b>	
<b>Abstract:</b>	This session will describe an undergraduate research project which utilized the Interprofessional Socialization and Valuing Scale (ISVS) to examine the way in which health sciences students' beliefs, behaviors and attitudes toward working with others on an interprofessional (IP) team may be changed by a single case-based IP teaching seminar. Additionally, the ISVS was used to determine if these changes in beliefs were stable over time (two years) in a subset of participants.
<b>Bio(s):</b>	<b>Carley Hill</b> is an undergraduate student in Communication Sciences & Disorders at Harding University in Searcy, Arkansas. Carley is completing this project as a requirement for the McNair program. The McNair program prepares undergraduate students for graduate studies through an initiative which pairs the student with a research mentor.

## 2017 Convention - Arkansas Speech-Language-Hearing Association

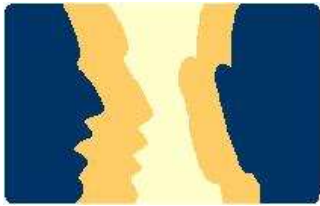
<b>Date and Time:</b>	Friday, October 13, 2017 – 10:15am
<b>Length:</b>	15 minutes
<b>Title:</b>	<b>The Effectiveness of Video Modeling in Word-Finding Therapy for Individuals Diagnosed with Broca's Aphasia</b>
<b>Speaker(s):</b>	Hannah Harris, BS
<b>Content Area:</b>	
<b>Abstract:</b>	The purpose of this study was to determine the efficacy of video modeling as an intervention approach for individuals with Broca's aphasia.
<b>Bio(s):</b>	<b>Hannah Harris</b> is attending Arkansas State University in order to earn a Master's Degree in Speech-Language Pathology.

## 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	Friday, October 13, 2017 – 10:15am
<b>Length:</b>	15 minutes
<b>Title:</b>	<b>The Impact of Language Acquisition of Motor Planning (LAMP) on Speech Development in Children with Developmental Delays (DD)</b>
<b>Speaker(s):</b>	<b>Ella Corrine McDaniel, BS &amp; Christina Akbari, PhD, CCC-SLP</b>
<b>Content Area:</b>	
<b>Abstract:</b>	The purpose of this study was to determine the impact of Language Acquisition through Motor Planning (LAMP) on speech and language development in young, nonverbal or minimally verbal children with developmental delays. Video samples of speech and language use were collected weekly to track growth. In addition, the Realize Language information was downloaded and analyzed from each augmentative and alternative communication device to further assess vocabulary use and growth.
<b>Bio(s):</b>	<p><b>Corrine McDaniel</b> is a native of Southern Illinois. She earned a Bachelor of Science Degree at Murray State University and is currently a graduate student at Arkansas State University. She is always up for taking on a new challenge and embracing learning opportunities every chance she gets. Corinne is passionate about assisting others to reach their fullest potential in communication.</p> <p><b>Dr. Akbari</b> is an Assistant Professor in the Department of Communication Disorders at Arkansas State University.</p>

## 2017 Convention - Arkansas Speech-Language-Hearing Association

<b>Date and Time:</b>	Friday, October 13, 2017 – 11:30am
<b>Length:</b>	30 minutes
<b>Title:</b>	<b>Changes in Pragmatics and Related Vocabulary after Cochlear Implantation</b>
<b>Speaker(s):</b>	<b>Mackenzie Gross</b>
<b>Content Area:</b>	
<b>Abstract:</b>	This study will track the linguistic and pragmatic development of a toddler with cochlear implants. The participant in the study received a left cochlear implant at 15 months and a right cochlear implant at 20 months of age. The participant failed her newborn screening test at birth, thus declared deaf. This study is necessary as there is limited research on what linguistic and pragmatic development takes place over time in toddlers with cochlear implants.
<b>Bio(s):</b>	<b>Mackenzie Gross</b> is a student at the University of Arkansas in Fayetteville.



# Arkansas Speech-Language-Hearing Association

P.O. Box 24103 Little Rock, Arkansas 72221

ph: 501.244.0621 fax: 501.224-0988

## 2017 Convention Speaker Disclosures

Wednesday, October 11: 5:30 pm-8:30 pm

### **PERRY FLYNN, MED, CCC-SLP**

**Disclosure:**

*Financial – Yes, speaking fee for teaching and speaking*

*Nonfinancial – Yes, ASHA Board Member*

Thursday, October 12

### **MARILEE FINI, MA, CCC-SLP**

**Disclosure:**

*Financial – Yes, speaking fee for teaching and speaking / Salary (ownership)*

*Nonfinancial – Yes, Personal-Due to own stuttering / Professional-Attended national conventions*

### **ELIZABETH WALKER, PH.D., CCC-A/SLP**

**Disclosure:**

*Financial – Yes, speaking fee for teaching and speaking*

*Nonfinancial – No nonfinancial disclosure*

### **MONICA PURDY, MA, CCC-SLP**

**Disclosure:**

*Financial – Talk Tools, honoraria for teaching and speaking*

*Nonfinancial – No nonfinancial disclosure*

### **ASHLEN THOMASON, PH.D., CCC-SLP**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – ArkSHA Director*

### **TOWINO PARAMBY, CscD, CCC-SLP, BCS-S**

**Disclosure:**

*Financial – Yes, speaking fee for teaching and speaking*

*Nonfinancial – No nonfinancial disclosure*



**PERRY FLYNN, MED, CCC-SLP**

**Disclosure:**

*Financial – Yes, speaking fee for teaching and speaking*

*Nonfinancial – Yes, ASHA Board Member*

---

**PAMELA ROWE, MA, CCC-SLP**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – Yes, Professional (book written)*

---

**LEEANNE GRIFFITH, MS, CCC-SLP**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

---

**KELLY LONG, NBCT**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

---

**GRETCHEN HICKS, MS, CCC-SLP**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

---

**RUTH EYRES, MSE, NBCT**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

---

**MARY ELLEN NEVINS, EDD**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

---

**DONNA FISHER SMILEY, PHD, CCC-A**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

---

**LANA EGGLESTON, MA, CCC-SLP**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

-----

**BETHOLYN GENTRY, PHD, CCC-SLP**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

-----

**CHENELL LOUDERMILL, PHD, CCC-SLP**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

-----

**KAMELA ROWLAND, MS, CCC-SLP**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

-----

**DANA MOSER, PHD, CCC-SLP**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

-----

**ELI SKELTON, BS**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

-----

**CHERIS FRALEY, MA, CCC-SLP**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

-----

**BETSY CLIFFORD, MHS, CCC-SLP**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

-----

**RACHEL GLAD, PHD, CCC-SLP, LSLC CERT. AVT**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

---

**ELLIE COOPER, MS, CCC\_SLP**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

---

**SHAYNE BROWN**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

---

**ELDON G. SCHULZ, MD**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

---

**JEFF ADAMS, EDD, CCC-SLP**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

---

**MELODEE OWENS, MS, CCC-SLP**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*

---

**CHERI STEVENSON, MS, CCC-SLP**

**Disclosure:**

*Financial – No financial disclosure*

*Nonfinancial – No nonfinancial disclosure*