

2020 Convention - Arkansas Speech-Language-Hearing Association

Patty Prelock, Ph.D.

Disclosure:

Financial Relationships:

- Yes, ArkSHA speaking fee and Theory of Mind Inventory, LLC royalty

Non-financial Relationships:

- None

Patricia Prelock, Ph.D., is Provost and Senior Vice-President, University of Vermont. Formerly, she was the Dean of the College of Nursing and Health Sciences at the University of Vermont for 10 years. She is also a Professor of Communication Sciences & Disorders, and Professor of Pediatrics in the College of Medicine at the University of Vermont. Dr. Prelock has been awarded more than \$11.4 million dollars in university, state and federal funding as a PI or Co-PI to develop innovations in interdisciplinary training supporting children and youth with neurodevelopmental disabilities and their families, to facilitate training in speech-language pathology, and to support her intervention work in ASD. She has over 190 publications and 535 peer-reviewed and invited presentations/keynotes in the areas of autism and other neurodevelopmental disabilities, collaboration, IPE, leadership, and language learning disabilities. In 2019, she was named Associate Editor for the Journal of Autism and Developmental Disorders. Dr. Prelock received the University of Vermont's Kroepsch-Maurice Excellence in Teaching Award in 2000, was named an ASHA Fellow in 2000 and a University of Vermont Scholar in 2003. In 2011, she was named the Cecil & Ida Green Honors Professor Visiting Scholar at Texas Christian University and in 2015 Dr. Prelock was named a Distinguished Alumna of the University of Pittsburgh. In 2016, she received the ASHA Honors of the Association and in 2017 she was named a Distinguished Alumna of Cardinal Mooney High School. Dr. Prelock also received the 2018 Jackie M. Gribbons Leadership Award from Vermont Women in Higher Education. Dr. Prelock is a Board-Certified Specialist in Child Language and was named a Fellow in the National Academies of Practice (NAP) in speech-language pathology in 2018. She was the 2013 President for the American Speech-Language Hearing Association.

Innovations in Theory of Mind Assessment and Intervention Planning: Implications for Practice (3 hours)

Theory of Mind (ToM) is understood as the ability to think about the thoughts, feelings, and intentions of oneself and others. Individuals with autism repeatedly fall behind on measures designed to test attribution of false beliefs, inference of others' perspectives, beliefs, emotions, and motivations in varied social contexts, compared to their typically developing (TD) peers. This presentation will highlight innovations in ToM assessment focusing on both child performance and parent report measures. The discussion will then emphasize strategies to guide clinical decision-making from assessment results to intervention planning. Case examples and videos will be used to demonstrate the value of theory of mind assessment in individuals with ASD.

- 15' Define ToM in Children and Youth with ASD
- 15' Explain the ToM deficits in Children and Youth with ASD
- 30' Review available ToM Assessment Tools
- 60' Describe the ToMTask Battery and the ToMI-2
- 30' Apply Assessment Results to Clinical Decision Making
- 15' Assess Parental Understanding of ToM
- 15' Answer Questions related to ToM Assessment & Clinical Decision Making

Participants will be able to:

- Define the theory of mind deficits typically observed in children with ASD.
- Describe at least two ToM outcome measures that can be used to assess change over time.
- Explain how to apply assessment results to intervention planning.

Social Cognitive Interventions to Facilitate Theory of Mind: Social Stories and Comic Strip Conversations (2 hours)

This presentation will describe social cognitive strategies to support the development and enhancement of theory of mind in children with ASD. Specifically, a refreshed look at using social stories, comic strip conversations, and

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narrative book reading targeting specific aspects of theory of mind will be presented. Strategies for developing effective social stories will be highlighted through a case study. Videos of comic strip conversations and narrative book reading, as social cognitive interventions to support theory of mind will also be provided. Participants will learn to apply what they know about theory of mind to designing interventions that make a difference for children with ASD.

45' Describe the development of Social Stories to Build Social Cognition in Children with ASD

15' Apply Social Story Development to a Case Study

30' Explain Comic Strip Conversations as a Support to Social Understanding & ToM

30' Describe the Use of a Narrative Book Reading Strategy to Support ToM

Participants will be able to:

- Explain at least two social cognitive strategies to support ToM in children with ASD.
- Describe the steps needed to create an effective social story.
- Apply narrative book reading as a strategy to support perspective taking and emotion recognition in children with ASD.

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Tim Boyd

Disclosure:

Financial Relationships:

- Yes, ASHA salary

Non-financial Relationships:

- Yes, employed by ASHA and family member is a member of ASHA

Tim Boyd

Ethics & Telepractice (2 hours)

Stretch Your Knowledge of Telepractice. A review of current policy issues and trends in the use of telepractice by audiologists and speech-language pathologists, including an overview of changes to state telepractice law implemented during the COVID-19 pandemic.

Participants will be able to:

- Identify the fundamental requirements to begin delivering services via telepractice.
- Identify nationwide policy trends in the regulation of telepractice
- Identify the specific rules and requirements for conducting telepractice in Arkansas
- Identify changes to telepractice regulation that occur during a state of emergency, including during the COVID-19 pandemic.

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Rosslyn Delmonico, M.A., RSLP, CCC-SLP

Disclosure:

Financial Relationships:

- Yes, Northern Speech Services speaking fee and royalty

Non-financial Relationships:

- None

Rosslyn Delmonico, M.A., RSLP, CCC-SLP, has been a Speech-Language Pathologist for over 40 years both within the private and public school systems. Author of the curriculum friendly social language-based program, *Color My Conversation*, Rosslyn seeks to inspire and equip parents and educators with the necessary knowledge and tools to help children develop social-emotional skills; which will allow them to successfully navigate through their world!

Social Language Instruction for Individuals, Small Groups and Classrooms: Steps and Strategies (2 hours)

This seminar presents evidence-based teaching methods and 'hands-on' learning activities that can effectively support social language skills within a variety of treatment settings (individual, small group, classroom). It highlights how social language instruction can impact a child's social-emotional wellness and specifically addresses activities for improving empathy and perspective taking.

10 Minutes - Introductions and Disclosures

30 Minutes - Conversation Cottage Model

75 Minutes - Hands-On Instruction

5 Minutes - Question/Answer

Participants will be able to:

- As a result of this presentation, the participant will be able to identify social language strengths and weaknesses using the framework of a conversation model called the Conversation Cottage.
- As a result of this presentation, the participant will be able to identify and perform social language-based learning activities that incorporate four teaching methods (i.e. multi-sensory teaching, errorless learning, curiosity, social-emotional awareness); which can be implemented within a variety of treatment settings (i.e. individual, small group, classroom).
- As a result of this presentation, the participant will be able to identify and list ways in which developing social communication and teacher-student relationships can foster social-emotional wellness and academic success.

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Melissa Passe, M.A., CCC-SLP

Disclosure:

Financial Relationships:

- Yes, ArkSHA honoraria and travel expenses

Non-financial Relationships:

- None

Melissa Passe, M.A., CCC-SLP, has served as the Director of Clinical Education at Truman State University for the past 27 years. In that capacity she has supervised hundreds of students and has placed them in a wide variety of diverse internship locations. While visiting students off site each semester, she has kept her finger on the pulse of issues in clinical certification, supervision and accreditation. A former member of the ASHA Board of Ethics, she frequently presents on supervision and ethics. Additionally, she has served as chair of the CFCC at ASHA, and is serving as topic chair in the area of supervision/precepting for the 2020 ASHA convention. She also sits on the National Advisory Council for the SLP Praxis exam at ETS.

Surviving Supervision: Let's Talk! (2 hours)

Clinicians of all experience levels often find themselves being asked to supervise a student or a peer or mentor a CF without having any formal training in how to complete this important task effectively and competently. This session will allow participants to acquire important supervisory skills including successfully communicating with supervisees across a variety of topics, presenting appropriate clinical feedback across experience levels and evaluating supervisees subjectively and objectively.

15 min Presentation Overview

15 min Generational Differences

15 min Defining Expectations

15 min Tracking Skills

15 min Providing Feedback

15 min Evaluating Others

15 min Having Difficult Conversations

15 min Questions

The participants will be able to:

- Define generational differences between themselves and their supervisees.
- Define the expectations they need to have to effectively supervise.
- Discuss various tracking methods for supervision.
- Analyze their strategies for providing feedback.
- Recognize various ways to evaluate others.
- Identify red flags in difficult conversations.

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Nancy Geruntino, MA, SLP

Disclosure:

Financial Relationships:

- Yes, Northern Speech Services speaking fee and royalty

Non-financial Relationships:

- None

Nancy Geruntino has worked as a SLP for 40 years in Public and Private School Settings including Head Start, Preschool, Elementary, Middle/Jr High, and High School. She has experience in teaching Lip Reading and Sign Language, and is the creator of the "R Made Simple - Innovative Methodology for 'R' Articulation with Application to Literacy and Language Development" program in addition to a Speech Improvement Program for Kindergarteners in the South-Western City School District, Grove City, OH. Nancy has been presenting "R Made Simple" since 2015 to state SLP conventions across the country; including California, Louisiana, Wisconsin, Colorado, Texas, Indiana, South Carolina, North Carolina, Minnesota, & New Jersey. She has also presented to school districts & private seminars.

R Made Simple (2 hours)

Learn an entirely different approach to R remediation. One that will give your students the ability and the confidence to produce any R sound in any context. One that can be applied to any word with the R sound, including all dialects, plus has application to language and literacy skills.

0:00-0:05	Introduction
0:05-0:25	Methodology Pg 1-24
0:25-0:55	Up/Down/Slide Pg 25-69
	0:25-0:40 Pg 25-46
	0:40-0:55 Pg 47-69
0:55-1:05	Hunter Video
1:05-1:20	Figure It Out/ Paint Sticks Pg 71-127
	Figure It Out pg. 71 to 82 - must have them participate
	Paint Sticks - 83 to 127 finish the rest of the time
1:20	Intro Poem and Story – five to seven minutes
1:25-2:00	Jacob/Cameron Video

Participants will be able to:

- As a result of this presentation, the participant will be able to identify correct tongue placement for each category and exercises to build muscle strength for the mastery of the R sound. As a result of this presentation, the participant will be able to state the Up, Down, & Slide alphabet.
- As a result of this presentation, the participant will be able to categorize which letters and sounds belong in each category of the Up, Down, & Slide protocol; and the participant will be able to analyze letters, words, picture cards, poems and stories using the Up, Down, & Slide method.
- As a result of this presentation, the participant will be able to apply the Up, Down, & Slide methods to increase vocabulary skills, language skills, and strengthen literacy skills.

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Kristina Blaiser, Ph.D., CCC-SLP

Disclosure:

Financial Relationships:

- Consultant

Non-financial Relationships:

- None

Dr. Kristina Blaiser has over twenty years of experience developing and directing early childhood education programs and evaluating their effectiveness through integrated, innovative models. Dr. Blaiser has over ten (10) years of experience in higher education, directing or co-directing projects with over \$4.6 million of funding. These projects have focused on program development and evaluation, linking childhood outcomes to provider preparedness and family support. Dr. Blaiser's work has focused on ensuring equitable access for families who live in rural/remote areas through telepractice and online/virtual assessment. This work has expanded considerably in the last six months with COVID -19 and the associated impacts on families, children, and educational systems. Dr. Blaiser has developed online telepractice training modules (TI101.org) for parents, providers and administrators, provided systemic telepractice trainings for Part C systems in Utah, Colorado and Idaho. Dr. Blaiser currently directs a project utilizing online assessment for remote evaluation, integrating data visualization for transparent communication of results to families and providers. Dr. Blaiser has a national and international speaking and publication record. Dr. Blaiser is also the Associate Coordinator for the American Speech-Language Hearing Association's Special Interest Group for Childhood Hearing and Hearing Disorders and is the Program Director for Idaho State University's Speech-Language Pathology Program.

Telepractice for Assessment and Intervention with Children who are DHH (2 hours)

In recent years, telepractice has become a more commonly used as a service delivery option for families who live in rural or remote areas. With recent changes due to COVID-19, telepractice has become a necessity, rather than an option, for families and providers. However, with teleconferencing technology, these services can continue, retaining the highest level of support and family-focused services. In fact, recent research has shown that telepractice can yield as good as (if not better outcomes) in terms of child language and family support (Blaiser, Behl, Callow-Heusser & White, 2013; Behl et al., 2017). While telepractice can be effective, many providers are scrambling to learn how to put this into effect functionally as fast as possible.

This presentation will provide attendees with an overview of current research and provide concrete ways providers can transform in-person sessions to those that are effective online. We will review practical ways for assessment of young children who are DHH, intervention, and family support via telepractice as well as tips for optimizing how to use technology to meet service delivery needs.

Introduction: 10 minutes

Research/outcomes: 15 minutes

Telepractice: Assessment: 15 minutes

Telepractice: Intervention: 20 minutes

Practical applications/examples: 15 minutes

COVID-based considerations: 20 minutes

Summary: 15 minutes

Questions and answers: 10 minutes

Participants will be able to:

- learn how to translate aspects of an in-person visit to a telepractice session
- develop a plan for supporting families via telepractice
- list ways assessment can be accomplished via telepractice

Supporting School Age Children who are DHH: Using Assessment to Support Intervention Planning (2 hours)

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Assessment is an important way educational teams can determine eligibility, monitor progress, and set goals for children who are Deaf/Hard-of-Hearing (DHH). While many children who are DHH use spoken language, effective assessment of their communication goes beyond administration of standardized assessments. This presentation will outline how to interpret standardized assessment results as well as how to provide supplemental assessments to look at the specific needs of children who are DHH across communication domains. In addition, this presentation will look at interprofessional collaboration as an integral part of assessment administration and interpretation.

Introduction: 10 minutes

Interpreting standardized assessments: 25 minutes

Language samples to supplement: : 25 minutes

Interprofessional collaboration: 20 minutes

Universal Design for Learning 20 minutes

Conclusion: 10 minutes

Questions and Answers: 10 minutes

Participants will be able to:

- Learners will list assessments that can be used for each communication domain for children who are DHH
- Learners will identify strengths and needs from language sample examples
- Learners will develop an interprofessional communication plan related to the results of language assessment of children who are DHH

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Hillary Cooper, M.A., CCC-SLP

Disclosure:

Financial Relationships:

- Yes, North Louisiana Swallowing Solutions salary and ownership interest; SLPstuff.com salary and ownership interest; Med SLP Collective consulting fee and speaking fee; ArkSHA speaking fee

Non-financial Relationships:

- Yes, The Dysphagia Outreach Project President, CEO, & Founder

Hillary Cooper, M.A., CCC-SLP, is a proud graduate of the University of Houston and has spent her career working in a variety of settings, including private practice, long term care facilities, acute care, and home health. In 2016, Hillary decided that she wanted to set out to change the status quo of dysphagia treatment in North Louisiana, so she created North Louisiana Swallow Solutions which is the premier mobile FEES provider in the region. A chronic overachiever, Hillary has earned three ASHA Ace awards for going above and beyond the standard requirements for continuing education. Always passionate about advocacy, Hillary also started SLPstuff.com, a SLP themed online gift store where she donates a portion of every sale to SLP related charities. She's also the President & Founder of The Dysphagia Outreach Project, a nonprofit organization which aims to provide tangible support to individuals across the lifespan affected by dysphagia.

Dysphagia Across the Clinical Spectrum – Part 1: Clinical Assessment Considerations (2 hours)

Despite the continued belief by many clinicians that the clinical swallow evaluation can be a stand-alone measure of swallowing function, current evidence states otherwise. In this lecture, Hillary will discuss the evidence relating to the accuracy of the clinical swallowing evaluation (CSE), the components we should be including in our CSE, the current evidence regarding utilization of compensatory strategies assessed with a CSE, and the risks and benefits of various types of thickening agents.

0-10 Minutes: Introduction

10-45 Minutes: A Dysphagia Reality Check

45-60 Minutes: Evidence For/Against the CSE

60-80 Minutes: Components of a CSE

80-100 Minutes: To Thicken or Not to Thicken

100-120 Minutes: Interactive Q&A

Participants will be able to:

- The participant will identify three components of a clinical swallowing evaluation (CSE).
- The participant will demonstrate understanding of the evidence surrounding use of compensatory strategies, including thickening liquids after a clinical swallow evaluation (CSE).
- The participant will identify three types of thickeners and their indications for use.

Dysphagia Across the Clinical Spectrum – Part 2: Instrumentation & Documentation (2 hours)

In the past decade, significant research has been completed which has helped to define “normal” swallowing in the pediatric, adult, and geriatric populations. In this lecture, we will discuss the implications of this new body of knowledge on instrumental dysphagia assessment via VFSS and FEES, with an emphasis on the geriatric population. We will also discuss the evidence, components, and indications for FEES and MBSS, the importance of protocols in instrumental assessments, and the need for physiology-first documentation in our instrumental assessment reports.

0-10 Minutes: Introduction

10-45 Minutes: EBP of FEES & MBSS

45-60 Minutes: Importance of Protocols in Instrumental Assessments

60-80 Minutes: Utilization of Physiology-First Documentation

80-100 Minutes: Identifying Normal vs Abnormal Swallowing

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100-120 Minutes: Interactive Q&A

Participants will be able to:

- The participant will identify two reasons why use of protocols are important in instrumental dysphagia assessments.
- The participant will understand the rationale behind the use of physiology-first documentation in instrumental dysphagia assessments.
- The participant will be able to identify characteristics of normal swallowing that commonly occur in the geriatric population.

Dysphagia Across the Clinical Spectrum – Part 3: Let’s Get Ethical! (2 hours)

In the practice of dysphagia management, medical speech-language pathologists are often faced with the challenge of balancing patients’ wants and needs with both the patients’ safety during oral intake and with concerns regarding legal liability for adverse events that may occur as a result of a patient rejecting diet modification recommendations. Despite the Patient Self Determination Act of 1990 being law for nearly 30 years, when a patient or their power of attorney chooses a diet different than the one recommended, the use of “diet waivers”, coerced entry into hospice care, and coerced use of feeding tubes remains pervasive. The purpose of this lecture is to discuss the implications of The Patient Self Determination Act of 1990 in the context of how to ethically balance patients’ advance directives, their personal goals, and their wishes regarding quality of life with current dysphagia best practices.

0-10 Minutes: Introduction

10-45 Minutes: Informed Consent in Dysphagia

45-60 Minutes: Covering Your Assets

60-80 Minutes: Advocating for Person-Centered Care

80-100 Minutes: Good, Bad, & Ugly about PEGS

100-120 Minutes: Interactive Q&A

- The participant will identify five components of the Informed Consent Process.
- The participant will understand the difference between positive and negative defensive practices in medical practice.
The participant will identify three ways to advocate for patient-centered care within specific types of facilities.

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Brie Norton, M.S., CCC-SLP; Lynsey Lobdell, M.S., CCC-SLP

Disclosure:

Financial Relationships:

- Norton: Yes, Bentonville Schools salary; Center for AAC & Autism honoraria; PRC-Salttillo speaking fee
- Lobdell: Yes, Children's Therapy TEAM salary; Center for AAC & Autism honoraria

Non-financial Relationships:

- Norton: Yes, member of ASHA; member of ArkSHA; pursuing LAMP certification; ongoing relationship with PECS Level 3 Implementor
- Lobdell: Yes, member of ASHA; LAMP certification

Brie Norton, M.S., CCC-SLP, is a Speech-Language Pathologist in Northwest Arkansas who specializes in supporting individuals with complex communication needs using augmentative and alternative communication (AAC). A 2007 graduate of Vassar College, Brie's degrees in Early Childhood Education and Psychology led her to pursue her Master of Science in Communication Disorders at Mercy College. For the past 9 years, Brie has worked in the Bentonville School District with students, staff, and caregivers to ensure students have a comprehensive communication system. She also provides training to staff, family, and private service providers to increase knowledge and carryover of best practices in the field of augmentative and alternative communication.

Lynsey Lobdell, M.S., CCC-SLP, specializes in augmentative/alternative communication, Autism Spectrum Disorders, and bilingual populations. She has worked in a variety of settings including public schools, early intervention, home health, and private practice. She currently works for Children's Therapy T.E.A.M., where she developed a comprehensive Augmentative/Alternative Communication Program in 2013. The AAC Program focuses on family support, collaboration, and improved community awareness for improved communication outcomes.

AAC 101: Getting Started (2 hours)

5 minutes—Introductions and Disclosures
20 minutes— AAC Overview: Myths and Realities
30 minutes— Selecting the Right System
10 minutes - AAC Trials & Evaluations
20 minutes - Vocabulary selection
20 minutes Communication partner strategies
5 minutes— Monitoring Progress & Data Collection
10 minutes—Conclusion and Questions

Participants will be able to:

- Participants will describe various types of augmentative/alternative communication systems and discuss myths/realities.
- Participants will describe the theory behind the use of core and fringe vocabulary and the pros/cons of the use of each.
- Participants will understand the importance of teaching vocabulary that can be used to express a variety of communicative functions.
- Participants will describe evidence-based communication partner strategies.
- Participants will describe 2 ways you can monitor student progress.

Effectively Teaching AAC: The Therapy Session and Beyond (2 hours)

The teaching of an AAC device goes beyond what a speech pathologist can achieve in a therapy session. Even the most skilled therapist will struggle to achieve authentic communication if certain foundational components are not in place outside the therapy room. This presentation not only looks at ways to improve therapy, but it describes the foundational components necessary to effectively teach AAC and overcome barriers. Specific implementation strategies will be shared.

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5 minutes- Introductions and Disclosures

10 minutes- Background and Overview of Project

60 minutes- Dissection of the 4 Foundational Components: Implementation Strategies and Tools

30 minutes- Improving AAC Therapy: Making it Meaningful

5 minutes- Review Student Outcomes

10 minutes- Conclusion and Questions

Participants will be able to:

- Participant will be able to describe the 4 foundational components necessary for successful AAC implementation.
- Participant will be able to discuss 4 barriers to successful AAC implementation and describe ways to overcome these barriers.
- Participant will identify five or more resources to support AAC users in achieving authentic communication.
- Participants will state at least 3 strategies that can be implemented to improve student engagement and success during therapy.

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Speaker(s):	Elizabeth Cleveland, ABD, CCC-SLP
Disclosures	<u>Financial Relationships:</u> <ul style="list-style-type: none"> • None <u>Non-financial Relationships:</u> <ul style="list-style-type: none"> • None
Bio(s):	<p>Elizabeth Cleveland, ABD, CCC-SLP, teaches at the University of Central Arkansas. She is the Co-Director of the Specialty Diagnostic Resource Center, Arkansas's resource for prevention, diagnosis, and treatment of fetal alcohol spectrum disorders. She is also a Co-Director of Training of the Leadership Education in Neurodevelopmental Disabilities (LEND) program. Elizabeth received her master's degree from the University of Alabama and is currently pursuing her PhD at the University of Arkansas for Medical Sciences. In her free time, she and her husband like to play with their children and go on cruises.</p>
Abstract & Timed Outline:	<p>Specialty Diagnostic Resource Center: Arkansas's Fetal Alcohol Spectrum Disorder Specialists (2 hours)</p> <p>The Specialty Diagnostic Resource Center (SDRC) is Arkansas's first Fetal Alcohol Spectrum Disorders (FASD) specialty clinic. This presentation will explore the development of SDRC, which is housed at the University of Central Arkansas. SDRC also utilizes telehealth to reach Arkansans from all corners of the state. This lecture will demonstrate the importance of interprofessional collaboration and will educate participants on FASD prevention, diagnosis, and treatment, including demonstrating an FASD-specific cognitive intervention program for children.</p> <p>Welcoming Comments (5 min) Introduction to FASD (20 min) Diagnosis of FASD (20 min) SDRC Information (20 min) Interprofessional Collaboration Telehealth Clinic Treatment of FASD (20 min) Development of an FASD-Specific Cognitive Intervention Program (20 min) Prevention of FASD (10 min) Closing Remarks and Questions (5 min)</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • Participants will differentiate between various fetal alcohol spectrum disorders diagnoses. • Participants will demonstrate understanding of the beginning components of developing a specialty clinic. • Participants will recite three techniques for preventing FASDs. • Participants will explore the development of a unique treatment approach.

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Casey Lewis MS, CCC-SLP, CNT, NTMTC

Disclosures:

Financial Relationships:

- Yes, HCA salary and TexScope salary/ownership interest

Non-financial Relationships:

- Yes, NANT member; DRS member; ASHA member; Dysphagia Outreach Project board member

Casey Lewis MS, CCC-SLP, CNT, NTMTC is the owner of TexScope, LLC, a mobile FEES company, that services the Dallas/Fort-Worth metroplex. Casey is a graduate of The University of Texas at Austin where she received her BA in Government and BS in Communication Sciences and Disorders. She later received her MS degree in Speech-Language Pathology from The University of North Texas. Casey is a Certified Neonatal Therapist, is certified in Neonatal Touch and Massage, has been designated as a Neonatal Developmental Care Specialist through the National Association of Neonatal Nurses, is certified in LSVT as well various treatment modalities for dysphagia. When Casey isn't completing mobile FEES, she works in a NICU and also floats to ICU, acute care and inpatient rehabilitation. Casey is a three-time ASHA ACE award recipient and is active within The Medical SLP Collective. She has been a featured speaker on The Swallow Your Pride podcast and was recently featured in Preemie World's newsletter as a "Preemie Pro" of the month.

Intentional Caregiving in the NICU: How the Speech-Language Pathologist Can Support Infant Development (2 hours)

Is the NICU a dream job for you? This presentation will describe the role of the speech-language pathologist within the Neonatal Intensive Care Unit (NICU). Various types of interventions will be explained and explored.

0-15 minutes: Introduction

15-45 minutes: Neonatal therapy defined: Life in the NICU

45-75 minutes: The neonatal integrative developmental care model and supportive neonatal therapeutic interventions

75-105 minutes: The Speech-Language Pathologist's role in protecting oral experiences

105-120 minutes: Wrap-up and questions

Participants will be able to:

- Identify neurosensory vulnerabilities of the preterm infant.
- Identify methods to adapt care that positively supports development of the brain and sensory system.
- Define the speech-language pathologist's (SLPs) and neonatal therapist's roles in the Neonatal Intensive Care Unit (NICU) as related to infant swallowing.

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Natalie Benafield, Au.D., CCC-A; Charia Hall, Au.D., CCC-A; Candice Robinson, MS, CCC-SLP

Disclosures:

Financial Relationships:

- Benafield: none; Hall: none; Robinson: none

Non-financial Relationships:

- Benafield: Yes, ASHA member; Hall: Yes, ASHA member; Robinson: Yes, ASHA member

Natalie Benafield, Au.D., CCC-A, is in her 8th year as a faculty member in the Department of Communication Sciences and Disorders at the University of Central Arkansas. Before working in academia, she spent 20 years in pediatric and educational audiology settings, where she gained extensive experience in pediatric auditory processing assessment. She has presented widely on the topic of central auditory disorder (CAPD) in children and has recently collaborated on a research team that has resulted in two publications regarding auditory processing in children. Her areas of interest include central auditory processing disorders and hearing health for musicians.

Charia Hall, Au.D., CCC-A, is a faculty member in the Department of Audiology and Speech Pathology at the University of Arkansas for Medical Sciences. Before UAMS, she worked for 5 years in a pediatric and educational audiology setting, where she gained experience in improving educational outcomes of children with hearing loss and assistive technology. Her areas of interest include assistive technology and central auditory processing disorders.

Candice Robinson, MS, CCC-SLP, is a Clinical Instructor II for Communication Sciences and Disorders at the University of Central Arkansas. She has 17 years of experience across multiple settings including pediatric outpatient, acute-care, home health, and skilled nursing facilities. She has presented on the topic of language treatment to promote the building of cognitive reserve in adults. She currently assesses and treats school aged language disorders including dyslexia and central auditory processing disorder. Her interest lies in the metacognitive abilities of those diagnosed with CAPD and dyslexia.

CAPD Update: Does it Still Exist? (2 hours)

The “gold standard” for screening, assessment, and treatment of (Central) Auditory Processing Disorder in children remains elusive, leading some to question the existence of CAPD as a diagnostic entity. Clinicians continue to see children who present with listening difficulties that affect reading skills, attention, and academic performance. This presentation will highlight recent research into screening tools, co-morbid conditions, and differential diagnosis. Therapeutic techniques recently used in a university clinic will be highlighted.

5 minutes	Introductions and Background of Presenters
30 minutes	Physiological Basis for Central Auditory Process Disorder: <ul style="list-style-type: none">• Acquired APD versus “developmental” APD• Symptoms/Manifestations of Central Auditory Processing Disorder
30 minutes	Screening and Assessment Tools: Differential Diagnosis versus Comorbid Conditions
45 minutes	Intervention Considerations: <ul style="list-style-type: none">• Service-Delivery in Schools vs. Private Practice• Therapeutic Considerations• The Role of Listening Technology
10 minutes	Questions

Participants will be able to:

- Describe the current practice guidelines from ASHA and AAA in regard to screening, assessment, and treatment of CAPD in children.
- Identify appropriate screening and assessment tools for children suspected of having CAPD.
- Examine how symptoms of co-morbid conditions can affect performance on tests of central auditory function.
- Design intervention techniques to improve higher-level auditory skills in school-aged children.

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Sarah Vacha, MA, CCC-SLP

Disclosures:

Financial Relationships:

- Yes, SuperiorView Swallowing Diagnostics Salary

Non-financial Relationships:

- Yes, NEO MedSLP Co-founder and President, Dysphagia Bites founder and President, Dysphagia Outreach Project volunteer

Sarah Vacha, MA, CCC-SLP is a speech language pathologist and endoscopist for SuperiorView Swallowing Diagnostic, specializing in FEES and dysphagia management. A two-time ASHA ACE award recipient, Sarah is a state convention presenter, guest lecturer at graduate level dysphagia courses, and clinical supervision provider. She is the co-founder of the Northeast Ohio Medical SLP (NEO MedSLP) Journal Club and created the Dyphagia Bites blog in which she publishes dysphagia related content. Sarah is a project volunteer for the Dysphagia Outreach Project and serves as a content peer-reviewer for online dysphagia continuing education courses.

Predicting Aspiration Pneumonia: It's Not All About Dysphagia (2 hours)

A fundamental understanding of the predictors of aspiration pneumonia as well as the importance of oral care can help guide medical SLPs in providing best care to medically fragile patients. This course explores the complex concept that presence of aspiration and dysphagia alone does not necessarily result in aspiration pneumonia. Through this course, participants will garner a deeper understanding of the multifactorial complexities which increase risk for developing aspiration pneumonia.

5 Minutes: Introduction and disclosures

5 Minutes: Overview of how pneumonia develops

30 Minutes: Literature review and development of three pillars of pneumonia

30 Minutes: Description of three pillars of pneumonia and their application to dysphagia management

20 Minutes: Case Studies

20 Minutes: Incorporation of risk factors into an evidence-based practice

10 Minutes: Questions and Answers

Participants will be able to:

- The participant will be able to identify risk factors/predictors for development of aspiration pneumonia.
- The participant will be able to identify medical conditions that place patients at an increased risk for the development of aspiration pneumonia.
- The participant will be able to identify the process for oral hygiene and understand the important role oral care plays in reducing aspiration risk within our medically fragile population

2020 Convention - Arkansas Speech-Language-Hearing Association

Samuel R. Atcherson, PhD, CCC-A

Disclosures:

Financial Relationships:

- None

Non-financial Relationships:

- None

Samuel R. Atcherson, PhD, CCC-A is Professor in the Department of Audiology and Speech Pathology and Department of Otolaryngology-Head & Neck Surgery at UAMS. His professional interests include hearing loss, electrophysiology, rehabilitation, and health literacy. He is author of over 100 publications, including more than 50 peer-reviewed articles and 3 books (with 2 more in progress). He has over 200 presentations on various topics at local, regional, national, and international levels. Dr. Atcherson has served on the ArkSHA board in several capacities, and is a past recipient of the ArkSHA research, audiology, and adult ambassador awards.

Evolution of Communication Barriers and Solutions during COVID-19 Pandemic (1 hour)

COVID-19 has brought to light the negative communication impact that face coverings and other protective barriers have for many across the lifespan with and without communication disorders. In this panel discussion, we will discuss the impact of face coverings and other protective barriers in a variety of clinical and education settings, while also discussing creative solutions to mitigate as many of these communication barriers as possible. Attendees are invited to participate in the discussion as time permits.

0-5 minutes Introduction of the panelist, purpose, and ground rules

6-60 minutes Lead panelist and facilitator (Atcherson) will pose pre-assigned questions to the panelists, and attendees will be invited to participate in the discussions as well.

Participants will be able to:

- Discuss barriers related to the universal mandate to wear masks and/or shields in the clinical and educational environments
- Identify possible solutions to overcome communication barriers.

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Jessica Lynn Danley, MS, CCC-SLP

Disclosure:

Financial Relationships:

- Yes, Encompass Health Rehabilitation salary

Non-financial Relationships:

- Yes, ASHA Sig-13 member; MedSLP Collective member; Encompass Health Rehab serve on IDDSI and Parkinson Committee

Jessica Lynn Danley, MS, CCC-SLP, received her Bachelor of Science in Speech-Language Pathology from the University of North Texas and a Master of Science in Speech and Hearing Science from Tennessee State University. Jessica serves as a Senior Speech-Language Pathologist to adults with cognitive-communication, voice and swallowing disorders within an inpatient rehabilitation setting. Jessica participates on a Joint Commission Certified Parkinson's Disease interdisciplinary team and serves as both Program Champion and a Clinical Specialist in dysphagia and FEES for her hospital.

A New Clinician's Guide to Dysphagia in Parkinson's Disease (1 hour)

New clinicians in rehabilitative settings may feel unprepared to evaluate and manage swallowing disorders specific to adult neurogenic populations. This session will provide practical knowledge regarding the assessment and treatment of dysphagia in individuals with Parkinson's Disease. Participants will gain an understanding of the pathophysiology of this progressive condition, learn characteristic signs and symptoms of dysphagia and will learn best practice treatment techniques to improve swallowing outcomes for their patients with Parkinson's Disease.

5 Minutes: Disclosures and Introduction

10 Minutes: What is Parkinson's Disease?

20 Minutes: Characteristic Symptoms of Dysphagia in Parkinson's Disease

20 Minutes: Treatment Considerations, Patient Education and Resources

5 Minutes: Questions and Discussion

Participants will be able to:

- Participants will state the cardinal symptoms of Parkinson's Disease.
- Participants will describe signs and symptoms of dysphagia characteristic of Parkinson's Disease.
- Participants will describe best practice rehabilitative and compensatory treatment approaches related to the management of dysphagia in Parkinson's Disease.

2020 Convention - Arkansas Speech-Language-Hearing Association

Sunjung Kim Thao, PhD, CCC-SLP; My-Duyen Mikeal; Amber Gleghorn

Disclosure:

Financial Relationships:

- None for All

Non-financial Relationships:

- None for All

Sunjung Thao PhD, CCC-SLP (formerly Kim) is an assistant professor at the University of Central Arkansas. She received her PhD from the University of Florida. Her areas of research specialization include language, reading, and cognition in dyslexia and other reading disabilities. She researches the use of technology in assessment and intervention for those with language-learning disabilities. She is involved in literacy assessment/diagnostics and intervention at UCA clinic and leads the eyeRead lab for research on reading and learning.

My-Duyen Mikeal and **Amber Gleghorn** are Master's students working in Dr. Thao's lab at the University of Central Arkansas.

How do Students with Reading Difficulties Learn in Multimedia Contexts? (1 hour)

Multimedia refers to multiple forms of media (e.g., text, images, & audio). Multimedia learning environments are commonplace in schools and colleges. However, it is currently unknown how students with reading deficits compare with their peers in these multimedia instructional environments. In this presentation, we reviewed our findings from three studies investigating how multimedia formats affects learning of students with reading deficits and conclude with recommendations for improving students' learning in the multimedia environments.

5 minutes—Introductions and Disclosures

12 minutes—Overview and Background

10 minutes- Importance of problems and research question

10 minutes—Methods and materials

10 minutes—results and discussion

8 minutes- Q and A

5 minutes—Conclusion and Wrap-Up

Participants will be able to:

- Audience will be able to describe different types of multimedia learning conditions that are most effective for students with reading difficulties.
- Audience will be able to explain research-based approach to help students with reading difficulties learn effectively and efficiently through multimedia
- Audience will be able to list and describe learning strategies and techniques that are proved to improve students' comprehension.

2020 Convention - Arkansas Speech-Language-Hearing Association

Missy Schraeder, Ph.D., CCC-SLP, CALT-QI, C-SLDS; Alison Webster, M.S., CCC-SLP, CALT, C-SLDS

Disclosure:

Financial Relationships:

- Yes, Both: DuBard School for Language Disorders salary; Schraeder:Language Learning Aptitudes Royalty

Non-financial Relationships:

- None

Missy Schraeder is the Director at the DuBard School for Language Disorders at The University of Southern Mississippi. She is a nationally certified speech-language pathologist, a Certified Academic Language Therapist-Qualified Instructor, and a Structured Literacy Dyslexia Specialist. She has served as an adjunct instructor at The University of Southern Mississippi. She holds Mississippi licensure in Speech-Language Pathology and Education (speech-language, K-8). She is a member of the American Speech-Language-Hearing Association, the Mississippi Speech-Language-Hearing Association, the Academic Language Therapy Association, and the Mississippi Chapter of the Academic Language Therapy Association.

Alison Webster is the professional development coordinator at the DuBard School for Language Disorders at The University of Southern Mississippi. She is a nationally certified speech-language pathologist, certified academic language therapist, and a Center for Effective Reading Instruction structured literacy dyslexia specialist. She holds Mississippi licensure in Speech-Language Pathology (K-12) and an endorsement in Mild to Moderate Disabilities in Special Education (K-12). She is a member of the American Speech-Language-Hearing Association, the Academic Language Therapy Association and the Mississippi Speech-Language-Hearing Association.

Oral Language, Speech and Reading: Orthography is Key (1 hour)

Students with speech and language disorders are at much greater risk for reading, spelling, and written expression difficulties than their peers with typical speech and language development. The use of phonetic, multisensory structured language therapy that has strong orthographic support and specific techniques for increasing memory skills during speech-language therapy facilitates the development of skills in speech, language, and literacy.

5 minutes—Introductions and Disclosures

10 minutes— Relationship between oral language and written language

15 minutes—Rationale for use of orthographic support for speech-language therapy

10 minutes—Overview of methodology

10 minutes—Student outcomes

10 minutes—Conclusion and questions

Participants will be able to:

- Upon completion, participant will be able to identify two skills needed for efficient reading.
- Upon completion, participant will be able to list two ways the SLP can incorporate reading instruction into language therapy.
- Upon completion, participant will be able to discuss two strategies to improve memory.

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Rosemarie Griffin, MA, CCC/SLP BCBA

Disclosure:

Financial Relationships:

- None

Non-financial Relationships:

- Yes, ABA Speech Founder

Rosemarie Griffin, MA, CCC/SLP BCBA, is an ASHA certified Speech-Language Pathologist and a Board-Certified Behavior Analyst. She is the founder of ABA SPEECH, a company that provides speech therapists with professional development regarding best practice for working with students with autism.

It Can be Fun and Games: Social Skills and Modified Leisure for Preschool and Elementary Aged Students (1 hour)

In this course, participants will learn the importance of social skill instruction and leisure skill building for students with autism and other complex communication disorders. Videos will be used to illustrate these concepts.

0-10 Introduction, Importance of direct leisure skill instruction

10-20 Assessment tools for leisure skill instruction

20-30 General framework for leisure skill instruction

30-40 Data collection

40- 60 Modified leisure activity strategies

Participants will be able to:

- Participants will be able to list 2 assessments that can be used to evaluate current leisure skills.
- Participants will be able to define the skill of video modeling.
- Participants will be able to list 5 leisure skill activities that can be modified for students with autism and other complex communication disorders

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Betholyn Gentry, Ph.D. CC-SLP; Kiana Manning, M.S., CFY-SLP

Disclosure:

Financial Relationships:

- None (both presenters)

Non-financial Relationships:

- None (both presenters)

Betholyn Gentry, Ph.D., CCC-SLP has over forty years of experience in a university setting and has conducted research and made numerous presentations at state, regional and national organizations. She is an ASHA Fellow, recipient of ArkSHA Honors of the Association, and a licensed speech language pathologist holding ASHA certification. Her major areas of research are autism spectrum disorder, sickle cell disease, child language disorders and multicultural issues. Dr. Gentry is a professor in the Audiology and Speech Pathology department at the University of Arkansas for Medical Sciences and the University of Arkansas at Little Rock.

Kiana Manning, M.S., CFY-SLP is a practicing speech-language pathologist. She is a recent graduate of the Communication Sciences and Disorders Master of Science program at the University of Arkansas for Medical Sciences. Her area of research is parenting stress in mothers of children with sickle cell disease.

Parenting Stress in Mothers of Children with Sickle Cell Disease (1 hour)

The current study utilized an online survey to examine stress levels in parents as indicated on a researcher developed questionnaire. Answers from mothers of children with sickle cell disease and mothers of typically developing children were compared. Survey results were analyzed to address seven potential areas of stress for mothers including: relationship issues, welfare of child, social life, employment, parenting issues, health care concerns, and emotional well-being. Results for each area will be discussed.

0-10 mins: Introduction/Sickle Cell Disease

10-30 mins: Parenting Stress/Survey Procedures

30-50 mins: Survey Results

50-55 mins: Clinical Implications

55-60 mins: Questions

Participants will be able to:

- Discuss how parenting a child with sickle cell disease can contribute to stress in mothers.
- Describe the areas of stress affected most in mothers parenting typical children versus mothers parenting children with sickle cell disease.
- Explain the differences in stress reported by mothers of typical children and mothers of children with sickle cell disease.

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Rachel Sievers, Au.D., CCC-A

Disclosure:

Financial Relationships:

- Yes, Arkansas Children's Hospital Salary

Non-financial Relationships:

- Yes, AR Hands and Voices Board Member

Rachel Sievers, Au.D., CCC-A, is an audiologist at Arkansas Children's Hospital. She received her Bachelor of Science in Speech-Language Pathology from the University of Central Arkansas and her Doctorate in Audiology from the University of Tennessee - Knoxville. Her areas of expertise include diagnostics, hearing aids, cochlear implants, and educational audiology. Dr. Sievers serves on the board of Arkansas Hands and Voices. Being both an audiologist and a mother of a child who is hard of hearing, she is passionate about family to family support. She is a frequent presenter on cochlear implantation, delivering difficult news, and family support and counseling.

Sharpen Your Knowledge: An Update on Cochlear Implants (1 hour)

Cochlear implant technology and candidacy are ever-changing topics that can sometimes feel overwhelming to keep up with. This session will focus on current cochlear implant candidacy requirements for adults and pediatrics as currently approved by the FDA, as well as current clinical trends. The latest internal and external cochlear implant technology will be covered. Case studies will be reviewed in which participants can identify which patients could benefit from referral for cochlear implant evaluations.

5 minutes - Introduction / Review of learner outcomes

5 minutes - Cochlear implant basics

10 minutes - FDA guidelines

10 minutes - Clinical trends in candidacy

10 minutes - Technology updates

10 minutes - Case Studies

10 minutes – Questions

Participants will be able to:

- Describe current FDA guidelines and clinical trends for cochlear implant candidacy in adults and pediatrics.
- Recognize current technology available across cochlear implant manufacturers.
- Identify patients that could benefit from cochlear implant evaluations.

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Liz Gilmore

Disclosure:

Financial Relationships:

- Yes Arkansas Regional Therapy Services - I am an independent contractor

Non-financial Relationships:

- None

Liz Gilmore is a Clinical Fellow and work at Arkansas Regional Therapy Services in Fayetteville. She is passionate about using visual supports and technology in treatment. Liz relies on her previous teaching experience to find resources that are versatile and affordable.

Pic Collage App and Graphic Novels in Therapy (1 hour)

As I started my clinical fellowship, I discovered two visual supports: the Pic Collage app and graphic novels to use in treatment. These two resources can be used in a myriad of ways to support learning. I propose to share ideas of how to use the Pic Collage app and graphic novels in therapy.

10 minutes: Evidence based practice on visual support and visual processing.

5 minutes: Features of Pic Collage App.

10 minutes: Ideas and examples of how to use Pic Collage app in therapy.

5 minutes: What is a graphic novel?

15 minutes: The graphic novel "Smile" by Raina Telgemeier and treatment ideas.

10 minutes: Other resources.

5: Summary and questions.

Participants will be able to:

- Learn about the features of the application Pic Collage app.
- Understand different ways to use the Pic Collage app in therapy.
- Gain ideas of how to use graphic novels in treatment

2020 Convention - Arkansas Speech-Language-Hearing Association

Casey Lewis MS, CCC-SLP, CNT, NTMTC

Disclosure:

Financial Relationships:

- Yes, HCA salary and TexScope salary/ownership interest

Non-financial Relationships:

- Yes, NANT member; DRS member; ASHA member; Dysphagia Outreach Project board member

Casey Lewis MS, CCC-SLP, CNT, NTMTC is the owner of TexScope, LLC, a mobile FEES company, that services the Dallas/Fort-Worth metroplex. Casey is a graduate of The University of Texas at Austin where she received her BA in Government and BS in Communication Sciences and Disorders. She later received her MS degree in Speech-Language Pathology from The University of North Texas. Casey is a Certified Neonatal Therapist, is certified in Neonatal Touch and Massage, has been designated as a Neonatal Developmental Care Specialist through the National Association of Neonatal Nurses, is certified in LSVT as well various treatment modalities for dysphagia. When Casey isn't completing mobile FEES, she works in a NICU and also floats to ICU, acute care and inpatient rehabilitation. Casey is a three-time ASHA ACE award recipient and is active within The Medical SLP Collective. She has been a featured speaker on The Swallow Your Pride podcast and was recently featured in Premie World's newsletter as a "Premie Pro" of the month.

Complications of Feeding on CPAP and HFNC in the NICU (1 hour)

Oral feeding is the first developmental milestone for all infants. The ability to consume all intake by mouth is also a discharge criteria from the NICU. This means that infants that require higher levels of respiratory support are often pressured to consume oral intake, despite their respiratory needs. This presentation will explore the complications of feeding fragile infants on CPAP and HFNC in the NICU environment.

0-5 minutes: Introductions

5-30 minutes: Dynamics of the infant swallow

30-50 minutes: Complications of feeding on high levels of respiratory support

50-60 minutes: Questions and Wrap-Up

Participants will be able to:

- The attendee will leave this presentation with a greater understanding of the infant swallow.
- The attendee will leave this presentation with a greater understanding of complications of feeding on high levels of respiratory support.
- The attendee will leave this presentation with greater understanding of various positive oral experiences to offer the infant when bottle or breastfeeding is not possible.

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Kamela Rowland, MS, CCC-SLP

Disclosure:

Financial Relationships:

- None

Non-financial Relationships:

- None

Kamela Rowland has been a speech-language pathologist in the Little Rock School District at Hall High School for 22 years. She's carried out research in the areas of reading, vocabulary, writing, and ASD, and presented locally and nationally. Kamela's currently writing a program for students with disabilities, primarily ASD-Level 1, to help them face challenges as they transition from high school to college and beyond. She's also designed and implemented a Peer Buddy Program at Hall to connect her students with ASD with their typically developing peers. Finally, she's the coordinator for her school's Chick-fil-A Leader Academy and Special Olympics.

Addressing Challenges in Transitioning from High School to College and Beyond for Students with Autism (1 hour)

Students with autism spectrum disorder (ASD) face challenges in comparison to their neurotypical peers during the transition process of high school to college. This presentation will describe their similarities and differences while also discussing the role of speech-language pathologists in reducing barriers and promoting pivotal skills for adult life. The presentation will provide clinicians recommendations for goals and activities that focus on social communication, anxiety, and executive functioning skills in high school settings.

Review of Literature 10 minutes

Similarities and Differences between students with ASD and their typically developing peers 10 minutes

SLPs role in reducing barriers and promoting pivotal skills for adult life 15 minutes Recommendations for goals and activities that focus on social communication, anxiety, and executive functioning 15 minutes

Questions and Answers 10 minutes

Participants will be able to:

- Describe at least 3 common challenges experienced by students with ASD in high school and college settings.
- Describe at least 3 ways in which SLPs can address anxiety and sensory issues up front so social and executive functioning skills can be successfully taught to students with ASD in high school.
- Discuss at least 3 factors that need to be considered in planning intervention for students with ASD in high school and college.

Utilizing an Intensive Vocabulary Model to Increase Standardized Measures for Reading and Vocabulary in Adolescents (1 hour)

Many educators today assume that if a student is proficient in the area of vocabulary then they can be proficient in reading and writing as well. This presentation examines of the effectiveness of an intensive vocabulary program with 30 high school students. Pre and post treatment data are presented for high school students attending either an inclusion, or resource English class. Results revealed significant increases in reading and vocabulary following one year of treatment.

Review of Literature 15 minutes

Review of Intensive Vocabulary Program and its effectiveness 20 minutes

Review of pre and post treatment data and significant results 15 minutes

Questions and Answers 10 minutes

Participants will be able to:

- Identify strategies set forth in the Wordly Wise 3000 Vocabulary Program which prepares students to unlock the meaning of words they encounter in content area texts, literature, and standardized tests

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- Discuss improvements in grade level reading and vocabulary skills as demonstrated by standardized measurements following implementation of the intensive Wordly Wise 3000 Vocabulary Program
- Identify specific groups of students that will benefit from utilizing an intensive vocabulary program such as the Wordly Wise 3000