



FEBRUARY 2024

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Schedule At- A- Glance

Thursday, February 22nd

5:15-8:15 **Travis Threats Ph.D., CCC-SLP**

Ethics, Diversity, Equity and Inclusion

Friday, February 23rd

8:00-8:30 **Welcome and Recognition of Award Recipients**

8:30-9:30 **Tena L. McNamara, ASHA President**

9:30-10:30 **Joni Day M.S., CCC-SLP, Paige Spillman, M.S., CCC-SLP**

Stop, Regulate, and Listen: Executive Function Therapeutic Strategies for Interdisciplinary Treatment

10:30-10:45 **Break**

10:45-12:15 **Jonathan A. Mikhail, MS, AuD, EdD**

The Importance of Teaching Private Practice to AuD Students

12:45-1:00 **Lunch**

1:00-2:30 **Angelyn Franks, SLP.D., CCC-SLP**

Navigating & Preventing Burnout for Healthcare Professionals

2:30-3:30 **Barbara Solomon MA, CCC-SLP, Alice Wilcoxson PHD, PT, ATC**

Assessment and Treatment of Exercise Induced Laryngeal Obstruction in Children & Adults, Part I

3:30-3:45 **Break**

3:45-4:45 **Barbara Solomon MA, CCC-SLP, Alice Wilcoxson PHD, PT, ATC**

Assessment and Treatment of Exercise Induced Laryngeal Obstruction in Children & Adults, Part II

4:45-6:15 **Penelope Roach, MHS, CCC-SLP and M. Carey Roach, M.D., Adult Internal Medicine, and Pediatrics**

Practical treatment strategies for stuttering using Fluency Shaping and Stuttering Modification Therapy

6:15-6:30 **Conclusion**

Saturday, February 24th

8:00-8:30 **Welcome**

8:15-10:15 **Charia Hall, Au.D., CCC-A, Madison Howe, Au.D., CCC-A, Dana Moser, Ph.D., CCC-SLP, Shana Williamson M.S., CCC-SLP**

Precepting Primer: How to be an effective supervisor while maintaining your sanity

10:15-11:15 **Madilyn Metcalf, MS, CCC-SLP**

Assessment of Pediatric Feeding Disorders

11:15-12:15 **Sunjung Kim Thao, PhD, CCC-SLP, Jennie Gardner, MS, CCC-SLP, Seungyeon Lee, PhD, & Audrey Butler, BS**

What is active learning and why is it important?: benefits and challenge of active learning for students with reading difficulties

12:15-12:30 **Break**

12:30-2:00 **Student Presentations**

Rachel Siemens B.S., Keelin Fullen B.S., Zoe Lawless B.S.

2024 ArkSHA Convention Speaker Information (1.6 ASHA CEUs)

Thursday, February 22	
5:15-8:15 (3 hours)	
Speaker Name/s and Credentials	Travis Threats, Ph.D., CCC/SLP
Speaker Bio	Travis T. Threats, Ph.D. is Professor and Chair of the Department of Speech, Language & Hearing Sciences at Saint Louis University. His primary scholarly work has been with the World Health Organization (WHO) on the International Classification of Functioning, Disability and Health (ICF). He has been the American Speech-Language-Hearing Association's (ASHA) representative liaison to the WHO since 1999. He has worked on other projects for WHO including the disability sections of the ICD-11. Dr. Threats has also published and presented internationally on his three other scholarly interests: spirituality/religiosity in rehabilitation, evidence-based practice, and rehabilitation ethics. Dr. Threats is an ASHA Fellow and ASHA 2012 recipient of the Certificate of Recognition for Outstanding Contributions in International Achievement. He is a Distinguished Scholar and Fellow of the National Academies of Practice. In 2022, he was awarded Honors of the Association by the American Speech-Language-Hearing Association (ASHA), the highest honor given by ASHA.
Course Title	Diversity, Equity, and Inclusion and aspirational ethics
Course Description/Abstract (400 characters max)	Diversity, Equity, and Inclusion (DEI) is a concept that sometimes itself does not fully explore the full range of differences and possible similarities among populations, and the wide range of characteristics within these populations. Aspiration ethics seeks to move beyond just a list of actions and behaviors that one should NOT do. This presentation will use the World Health Organization's International Classification of Functioning, Disability, and Health (ICF) framework to discuss DEI issues within the fields of speech-language pathology and audiology, including ableism in the fields. Also discussed will be the fact that even disparities research can have implicit biases

	which influence findings and conclusions. The presentation will demonstrate that vigilance in pursuing DEI goals is a crucial ethical issue for rehabilitation professionals
Instructional Level	Intermediate
Course Length (example: 1 hour)	3 hours
Learning Objective 1	Participants will describe the history of field of speech-language pathology with respect to DEI issues, including ableism
Learning Objective 2	Participants will explain the basic structure of the World Health Organization's International Classification of Functioning, Disability, and Health (ICF) in terms of DEI
Learning Objective 3	Participants will identify that disparities and diversity research can have implicit biases.
Learning Objectives 4	Participants will describe the ICF's more aspiration ethical tenets
Learning Objective 5	Participants will describe the essential ethical nature of supporting DEI efforts
Time Ordered Agenda or Course Outline	<p>2:00 to 2:30 p.m.</p> <ul style="list-style-type: none"> - Honest look at the past and present of the field of communication disorders - Are we always "the good ones"? <p>2:30 to 3:30 p.m.</p> <ul style="list-style-type: none"> - The framework of the International Classification of Functioning, Disability, and Health (ICF) and evidence based practice - Examples of ICF view of diversity - Evidence based practice IS about diversity - <p>3:30 to 4 p.m.</p> <ul style="list-style-type: none"> - Beyond race and socioeconomic status - One example of neglected aspect of diversity - Religious diversity <p>4:00 – 5 p.m.</p> <ul style="list-style-type: none"> - ICF aspiration ethical tenets - How DEI is an ethical issue for the field
Financial relationship Disclosures	Travis Threats has no financial relationships to disclose.
Non-financial relationship Disclosures	Travis Threats has no non-financial relationships to disclose.

Friday, February 23	
9:30-10:30 (1 hour)	
Speaker Name/s and Credentials	Joni Day, M.C.D., CCC-SLP and Paige Spillman, MS, OTR/L
Speaker Bio	Joni Day completed her B.A. in Communication Disorders at Harding University in 1995, and her M.C.D. at Arkansas State University in 1996. She has worked in schools and private practice facilities serving the pediatric to adolescent populations. She began adjunct supervising at Harding University in 2011 and joined the faculty full time in 2012.

Speaker 2 Bio	Paige Spillman graduated from the University of Central Arkansas with a Master of Science with an emphasis in Occupational Therapy in 2009. She has worked in the adult rehabilitation setting but has spent the last 12 years working with children ages six weeks to six years in a preschool devoted to special needs. She has recently taken on the role as Academic Fieldwork Coordinator for Harding University's upcoming Occupational Therapy Program.
Course Title	Stop, Regulate, and Listen: Executive Function Therapeutic Strategies for Interdisciplinary Treatment
Course Description/Abstract (400 characters max)	"Therapeutic strategies for interdisciplinary treatment."
Instructional Level	Intermediate
Course Length (example: 1 hour)	1 hour
Learning Objective 1	Participants will be able to identify common characteristics of EF.
Learning Objective 2	Participants will be able to identify 3 strategies to use in a therapy session.
Learning Objective 3	Participants will be able to successfully communicate to parents the importance of EF skills and how to incorporate them at home.
Time Ordered Agenda or Course Outline	9:30-10:30 No agenda at this time. Majority of the time will be discussions about therapeutic strategies.
Financial relationship Disclosures	Joni Day and Paige Spillman have no financial relationships to disclose.
Non-financial relationship Disclosures	Joni Day and Paige Spillman have no non-financial relationships to disclose.

Friday, February 23	
10:45-12:15 (1.5 hours)	
Speaker Name/s and Credentials	Jonathan A. Mikhail, EdD, AuD, MS, FAAA
Speaker Bio	Dr. Jonathan Mikhail is an audiologist from Joplin, Missouri. In 2015, he graduated from The University of Wisconsin-Stout with his Master's in Technical and Professional Communication; in 2018, he obtained his Doctor of Audiology from Wichita State University; in 2023, he received his Doctor of Education in Health Sciences from A.T. Still University. During his studies, his research has focused on communication for individuals with hearing loss, the number of courses focused on communication offered within current audiology programs in the United States, and the effects of COVID-19 on patients with pre-existing hearing loss.
Course Title	The Importance of Teaching Private Practice to AuD Students
Course Description/Abstract (400 characters max)	The audiology field is changing rapidly. This includes private practice, an area often placed below other audiological courses. By incorporating courses geared toward AuD students, taught by audiologists in private practice, students will have tangible experiences that can prepare them for a future in private practice.

	<p>With most American businesses being categorized as small businesses, there is a need for more private practitioners. If private practices are well-managed, they can boost a community's economy and raise the base pay for audiologists.</p> <p>A Doctorate of Audiology extensively prepares students to diagnose and treat hearing and balance disorders; however, due to the high level of scientific information in graduate programs, private practice is a secondary thought. Many students fear beginning a private practice and need to be more apprehensive about the business side of an audiology clinic. While an audiologist leaves their education equipped for working with multiple patient demographics and the ability to test, manage, and treat auditory diseases, the audiologist might have concerns regarding low pay, student loans, and autonomy outside of hospital systems and ENT clinics.</p> <p>This learning module will help educators discover the benefits of courses focused on private practice and identify ways to prepare students for private practice before graduation. This learning module will also help students understand that private practice is obtainable.</p>
Instructional Level	Intermediate
Course Length (example: 1 hour)	1.5 hours
Learning Objective 1	Participants will be able to identify the need for private practice management courses in AuD programs.
Learning Objective 2	Participants will be able to assess curricular development for a private practice management course.
Learning Objective 3	Participants will be able to justify the need for more private practitioners and the opportunities in private practice audiology clinics
Time Ordered Agenda or Course Outline	<p>Introduction - 5 minutes</p> <p>Current business courses offered in AuD programs - 10 minutes</p> <p>The current state of private practice in the United States - 5 minutes</p> <p>Course objectives - 15 minutes</p> <p>Curriculum development - 15 minutes</p> <p>Student Examples - 30 minutes</p> <p>Questions & Discussions - 10 minutes</p>
Financial relationship Disclosures	Jonathan A. Mikhail is employed at Area Hearing & Speech Clinic and is Adjunct faculty at Wichita State University.
Non-financial relationship Disclosures	Jonathan A. Mikhail is an ASHA Member and an AAA Member.

Friday, February 23	
1:00-2:30 (1.5 hours)	
Speaker Name/s and Credentials	Angelyn Franks, SLP.D., CCC-SLP
Speaker Bio	Angelyn Franks, SLP.D., CCC-SLP, is a speech-language pathologist (SLP), researcher, and certified mindfulness-

	informed professional. Her professional interests span a range of topics, including burnout, mindfulness-based interventions, clinical supervision, and strategies for optimizing work-related stress. In the clinical sphere, she focuses on augmentative-alternative communication, autism, and executive function skills. Currently, Dr. Franks serves as a clinical reviewer for Acentra Health and as a teaching assistant within the SLP.D. program at Rocky Mountain University of Health Professions. Additionally, she holds the position of Vice President for Speech-Language Pathology at ArkSHA and is an active member of the Business and Practice Management Topic Planning Committee for the 2024 ASHA Convention.
Course Title	Navigating & Preventing Burnout for Healthcare Professionals
Course Description/Abstract (400 characters max)	This session covers stress management, burnout prevention, and resilience-building techniques. Learn about burnout's impact, the benefits of a stress-can-be-enhancing mindset, and practical mindfulness methods for well-being. Gain research-backed tools for personal resilience or to support patients, clients, or their families.
Instructional Level	Intermediate
Course Length (example: 1 hour)	1.5 hours
Learning Objective 1	Identify the components of burnout and understand the potential impact on healthcare professionals' well-being and patient care.
Learning Objective 2	Describe the literature to support how mindsets can be changed through intervention to affect individual performance, physiological and psychological well-being, and interpersonal effectiveness.
Learning Objective 3	Compare/contrast state and trait mindfulness and describe how practical mindfulness techniques that be integrated into one's daily routine.
Time Ordered Agenda or Course Outline	5 minutes - Introduction 15 minutes - Understanding Burnout and Stress Response 15 minutes - The Role of Mindset in Stress Management 15 minutes - Mindfulness Techniques for Stress Management 15 minutes - Nervous System Regulation Strategies 10 minutes – Building Stress Resilience for Burnout Recovery 5 minutes - Conclusion and Call to Action 10 minutes - Q&A/Discussion Opportunity
Financial relationship Disclosures	Angelyn Franks has no financial relationships to disclose.
Non-financial relationship Disclosures	Angelyn Franks is a board member of ArkSHA (VP for SLP).

Friday, February 23	
2:30-3:30; 3:45-4:45 (2 hours)	
Speaker Name/s and Credentials	Barbara Solomon, MA, CCC-SLP, ASHA Fellow, Professor Emerita, Purdue University Alice Wilcoxson, PHD, PT, ATC, Clinical Associate Professor, Purdue University

Speaker Bio	Barbara Solomon's clinical experience is in the evaluation/treatment of voice disordered individuals. As a clinical faculty member at Purdue University, she supervised graduate students in management programs for children and adults with voice problems, coordinated the healthcare externship program, and taught Voice Disorders and Medical SLP courses. Since her retirement she has guest lectured at Purdue University and is presently teaching the Virtual Practicum and Voice Disorder courses at Speech@Emerson. She is an ASHA Fellow and received Honors from the Indiana Speech-Language-Hearing Association.
Speaker Bio	Alice Wilcoxson holds professional licensure in Indiana as an Athletic Trainer and as a Physical Therapist. Dr. Wilcoxson's clinical experience is in the areas of prevention, evaluation and treatment of injuries within NCAA Division I athletics and general outpatient orthopedic rehabilitation, as well as the treatment of athletes with vocal cord dysfunction. A member of the clinical faculty, her teaching experience includes Applied Clinical Anatomy, Kinesiology, Athletic Training Modalities, Therapeutic Exercise, and Evaluation and Management of Medical Conditions. Dr. Wilcoxson also assists with instruction of musculoskeletal examination techniques to medical students for the Indiana School of Medicine – West Lafayette Campus.
Course Title	Assessment and Treatment of Exercise Induced Laryngeal Obstruction in Children & Adults
Course Description/Abstract (400 characters max)	This session will discuss the symptoms of Exercise Induced Laryngeal Obstruction (EILO)/ Vocal Cord Dysfunction (VCD) which is a voice-airway problem causing shortness of breath in children and adults during high intensity athletic activities. We will discuss what can trigger EILO (exercise, environmental irritants, refluxing, etc.), how EILO and EIA are diagnosed, and how EILO and EIA are treated. Various diagnostic and treatment options will be utilized to show the significance of the progression from the first day the individual is diagnosed to the return to sport timeline. The importance of using a collaborative approach (SLP, ATC, and ENT) for the diagnosis and treatment will be emphasized. Incorporating breathing exercises within functional activities to prepare the athlete for return to their sport will be discussed. In addition, we will present case studies along with the most recent clinical updates regarding identification and treatment. Practical suggestions and additional resources will be discussed.
Instructional Level	Intermediate
Course Length (example: 1 hour)	2 hours
Learning Objective 1	Participants will be able to: • Identify and assess common symptoms, causes, and triggers of EILO/VCD & EIA
Learning Objective 2	Participants will be able to • Develop an evaluation plan for EILO/VCD

Learning Objective 3	Participants will be able to • Develop a treatment plan to treat EILO/VCD
Learning Objective 4	Participants will be able to • Discuss the advantages and disadvantages of inspiratory muscle strength training devices for EILO/VCD
Time Ordered Agenda or Course Outline	10 minutes Introduction & Quiz 20 minutes Common symptoms, causes, and triggers of EILO and EIA 15 minutes Team Approach 25 minutes Diagnostic/evaluation tools 30 minutes Treatment options 15 minutes Success Stories 5 minutes Summary & Quiz
Financial relationship Disclosures	Barbara Solomon and Alice Wilcoxson have no financial relationships to disclose.
Non-financial relationship Disclosures	Barbara Solomon and Alice Wilcoxson have no non-financial relationships to disclose.

Friday, February 23	
4:45- 6:15 (1.5 hours)	
Speaker Name/s and Credentials	Penelope Roach, MHS, CCC-SLP, and M. Carey Roach, M.D. Adult Internal Medicine and Pediatrics
Speaker Bio	<p>Penelope (Penny) Roach, MHS, CCC-SLP is a speech-language pathologist for Let's Talk Therapy and contracts independently with other clinics. She specializes in stuttering and her caseload mainly consists of children and teenagers who stutter. In November 2023, Penelope completed a 12-hour clinical training in the Lidcombe Program and is certified in the Lidcombe Program, a behavioral treatment targeting the child's stuttered speech. She has presented several workshops on stuttering and has administered several summer camps for children who stutter. Penelope also worked at Arkansas Children's Hospital for a summer to evaluate children who stutter when Ashlen Thomason went on maternity leave.</p> <p>Penelope has worked with adults as well, including adults who stutter and specialized in dysphagia. She worked for two large rehab corporations and served as an Area Vice President and several other executive roles. She also managed a wellness rehab clinic and an SNF rehab clinic in Little Rock, AR, and in several cities in Mississippi, Texas, and Florida in the 1990s. She received her BHS and MHS in Communication Disorders from the University of Missouri, Columbia, MO in 1987 and 1988.</p>
Speaker Bio	M. Carey Roach, M.D., is board-certified in both adult internal medicine and pediatrics. He has worked at the Barg Family Clinic in Little Rock, Arkansas for 19 years and at Jacksonville Medical Clinic for 5 years. Dr. Roach has assisted his wife, Penelope, at several workshops providing medical expertise and information regarding pediatrics and stuttering.

Course Title	Practical Treatment Strategies for Stuttering using Fluency Shaping and Stuttering Modification
Course Description/Abstract (400 characters max)	This session is designed to prepare clinicians for working with children and teens who stutter. This will be an interactive session in which participants will learn what are stuttering types of disfluencies versus other types of disfluencies as well as relevant facts regarding stuttering. Most of the session will be devoted to learning about Fluency Shaping and Stuttering Modification goals and their practical application in treatment sessions. Therapy goals will be discussed in hierarchical form with several examples of activities. Video examples of clients will be provided and discussed. Caregiver participation and treatment goals related to the client's feelings and reactions to stuttering will also be discussed. An overview of assessment tools will be addressed if time permits.
Instructional Level	Intermediate
Course Length (example: 1 hour)	1.5 hours
Learning Objective 1	1. Participants will be able to name and describe the 3 main types of stuttering disfluencies and identify nonstuttering-like disfluencies.
Learning Objective 2	2. Participants will be able to name 3 or more relevant facts regarding stuttering
Learning Objective 3	3. Participants will be familiar with current research regarding the causes of stuttering and able to answer correctly general true and false statements.
Learning Objective 4	4. Participants will be able to name the 3 components of Fluency Shaping and relevant goals and therapy activities.
Learning Objective 5	5. Participants will be able to name the 3 components of Stuttering Modification with relevant goals and therapy activities
Time Ordered Agenda or Course Outline	<ol style="list-style-type: none"> 1. Introduction- 5 min 2. Types of Stuttering- 10 min 3. Relevant Facts- 10 min 4. Fluency Shaping Therapy and Goals- 15 min 5. Stuttering Modification Therapy and Goals- 15 min 6. Video Review of Clients- 20 min 7. Wrap-up and Questions- 5 min
Financial relationship Disclosures	Penelope Roach and M. Carey Roach have no financial relationships to disclose.
Non-financial relationship Disclosures	Penelope Roach and M. Carey Roach have no non-financial relationships to disclose.

Saturday, February 24	
8:15-10:15 (2 hours)	
Speaker Name/s and Credentials	Madison Howe, Au.D., CCC-A, Charia Hall, Au.D., CCC-A, Shana Williamson, M.S., CCC-SLP, Dana Moser, Ph.D., CCC-SLP
Speaker Bio	Madison Howe, Au.D., CCC-A is an Assistant Professor and Clinical Education Director for the UAMS Doctor of Audiology Program.

Speaker Bio	Charia Hall, Au.D., CCC-A, is an Assistant Professor and Director of the Doctor of Audiology Program.
Speaker Bio	Shana Williamson, M.S., CCC-SLP, is an Assistant Professor and Clinical Education Director for the UAMS Speech-Language Pathology Program.
Speaker Bio	Dana Moser, Ph.D., CCC-SLP is an Associate Professor and Director of the UAMS Speech-Language Pathology Program.
Course Title	Precepting Primer: How to be an effective supervisor while maintaining your sanity
Course Description/Abstract (400 characters max)	This course will cover precepting requirements and methods to being an effective preceptor. This will include ways to implement adult learning principles in clinical supervision, methods to delivering constructive feedback, and how to partner with the university to ensure both the preceptor's and student's needs are being met.
Instructional Level	Intermediate
Course Length (example: 1 hour)	2 hours
Learning Objective 1	describe the requirements for being a clinical preceptor.
Learning Objective 2	identify methods to being an effective clinical preceptor and implement adult learning principles.
Learning Objective 3	identify how to deliver constructive feedback to students.
Time Ordered Agenda or Course Outline	Intro- 5 minutes, What is Precepting- 10 minutes, What students look for in a preceptor- 15 minutes, Precepting requirements- 20 minutes, Adult learning in a clinical setting- 25 minutes, Precepting Gen Z- 20 minutes, Providing feedback- 20 minutes, Wrap up- 5 minutes
Financial relationship Disclosures	Madison Howe, Charia Hall, Shana Williamson, and Dana Moser are employees at UAMS and receive a salary.
Non-financial relationship Disclosures	Madison Howe, Charia Hall, Shana Williamson, and Dana Moser have no non-financial relationships to disclose.

Saturday, February 24	
10:15-11:15 (1 hour)	
Speaker Name/s and Credentials	Madilyn Metcalf, MS, CCC-SLP
Speaker Bio	Madi is a speech-language pathologist who graduated with her Masters in Communication Disorders from the University of Arkansas in 2020. Madi treat pediatric feeding disorders at Flight Therapy Services. Madi is passionate about continuing her education to better serve her patients and has taken courses regarding oral motor function, feeding therapy, orofacial myology, responsive feeding, and neurodiversity. Madi is also the host of the Making Sense of Myo podcast on SpeechTherapyPD.com
Course Title	Assessment of Pediatric Feeding Disorders
Course Description/Abstract (400 characters max)	A study by Manikan & Perman (2000) found that 80% of developmentally delayed children are reported to have a pediatric feeding disorder (PFD). As a result, every pediatric speech-language pathologist (SLP) should have a foundational

	<p>knowledge in assessing PFDs if they are working with children with developmental delays. This presentation aims to provide SLPs with an understanding of PFDS by discussing the 4 domains of a PFD, signs and symptoms, and associated disorders. Additionally, this presentation seeks to provide clarity on how to provide a feeding evaluation to Arkansas Medicaid standards. This presentation goes through the areas associated with a pediatric feeding, according to the American Speech Language Hearing Association, and discusses the assessment of each area. Areas discussed in this presentation include oral skill, feeding skill, self-feeding skills, amount of intake, variety of intake, oral medication management, socio-emotional impacts, caregiver’s behaviors, medical, and body posturing and ties it back to the definition of pediatric feeding disorder. This presentation gives examples of important aspects of case history, assessments, and questionnaires to gather the necessary information to effectively assess PFDs.</p>
Instructional Level	Intermediate
Course Length (example: 1 hour)	1 hour
Learning Objective 1	Describe the four components of a pediatric feeding disorder, diagnoses associated with PFD, and red flags
Learning Objective 2	Explain the necessary areas to assess during a pediatric feeding evaluation
Learning Objective 3	Describe three Arkansas Medicaid guidelines for a PFD evaluation and list Medicaid
Learning Objective 4	List assessment options to use for a PFD evaluation
Time Ordered Agenda or Course Outline	<p>5 minutes: Intro 10 minutes: What is a PFD (4 components, prevalence of PFDs, signs and symptoms, associated disorders) 5 minutes: Areas of Assessment and Medicaid Eval Statement 5 minutes: Assessment: medical 5 minutes: Assessment: oral skill & functional feeding skills 5 minutes Assessment self feeding skills + body posturing 5 minutes: Assessment: amount and variety of intake 5 minutes: Assessment: oral medication management 10 minutes: Assessment: socio-emotional impacts, caregiver’s behaviors, home environment 5 minutes: Conclusions & Questions</p>
Financial relationship Disclosures	Madilyn Metcalf is a salaried employee at Flight Speech Therapy and receives an Honorarium from SpeechTherapyPD.com where she hosts the Making Sense of Myo podcast
Non-financial relationship Disclosures	Madilyn Metcalf is a Volunteer for Feeding Matters.

Saturday, February 24	
11:15-12:15 (1 hour)	
Speaker Name/s and Credentials	Sunjung Kim Thao, PhD, CCC-SLP; Jennie Gardner, MS, CCC-SLP; Seungyeon Lee, EdD; Aubrey Butler

Speaker 1 Bio	Sunjung Kim Thao is an Associate 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.
Speaker 2 Bio	Jennie Gardner is the owner of Growing Voice, LLC and currently involved in treatment of children ranging from 1-8 years of age in preschool, daycare, and school settings with variety of diseases and disorders. She is pursuing the Academic language therapist Take Flight (projected completion in 2024). She received her bachelor's and master's degree in Communication Sciences and Disorders at University of Central Arkansas.
Speaker 3 Bio	Dr. Seungyeon Lee, who earned a doctoral degree in educational psychology from the University of Kansas, presently serves as an Associate Professor in the Department of Psychology and Counseling at the University of Central Arkansas. Her expertise gravitates around educational psychology, with a keen focus on emerging adulthood and psychometric assessment. Her research focuses on cross-cultural research, specifically examining markers of EA that forecast adult development in various cultural settings. She will take on a leadership role, overseeing all aspects of the research to ensure successful attainment of its goals.
Speaker 4 Bio	Aubrey Butler is a senior at the University of Central Arkansas. She is completing her bachelors for communications sciences and disorders. She has assisted Dr. Thao in her research for the past year. She will pursue her masters in communications sciences and disorders for speech-language pathology at the University of Central Arkansas.
Course Title	What is active learning and why is it important? Benefits and challenge of active learning for students with reading difficulties
Course Description/Abstract (400 characters max)	We explored how college students with reading deficits performed in various learning contexts. When students were required to actively search for the information on the Internet, students with reading deficits performed significantly lower than their peers. To circumvent such difficulties, we will discuss active learning strategies and institutional support services.
Instructional Level	Intermediate
Course Length (example: 1 hour)	1 hour
Learning Objective 1	- Audience will be able to describe the learning shift in higher education from traditional lecture-based model to active learning approach.
Learning Objective 2	- Audience will be able to explain how students with reading deficits performed differently compared to their peers with typical reading skills in various learning contexts.

Learning Objective 3	- Audience will be able to list and describe evidence-based active learning strategies and techniques (e.g., the fake news games, idea maps, fishbowl techniques, etc.) that are proven to improve students' active learning.
Time Ordered Agenda or Course Outline	5 minutes– Presenter introduction and Disclosures 15 minutes- Importance of problem and study questions 15 minutes–Presentation of the findings of the study 15 minutes–Introduction of active learning strategies and learning accommodations 5 minutes- Open discussion and questions
Financial Relationships Disclosure	Sunjung Kim Thao, PhD, CCC-SLP; Jennie Gardner, MS, CCC-SLP; Seungyeon Lee, EdD; and Aubrey Butler have no financial relationships to disclose.
Non-financial relationships Disclosures	Sunjung Kim Thao, PhD, CCC-SLP; Jennie Gardner, MS, CCC-SLP; Seungyeon Lee, EdD; and Aubrey Butler have no non-financial relationships to disclose.

Saturday, February 24	
12:30-2:00 (1.5 hour)	
Speaker Name/s and Credentials	Rachel Siemens B.S., Keelin Fullen B.S., Zoe Lawless B.S
Speaker Bio	Rachel Siemens is a Senior at the University of Arkansas in the College of Education and Health Professions Honors Program studying communication disorders. She is actively involved on campus with the Student National Speech-Language-Hearing Association and Kappa Kappa Gamma, where she has served in various leadership positions. She spends her time volunteering at different speech therapy events in Northwest Arkansas, as well as volunteering weekly with a special needs program in Fayetteville, AR.
Speaker Bio	Keelin Fullen embarked on her academic journey with a passion for Speech-Language Pathology. She holds a Bachelor of Science in Communication Disorders, laying the foundation for her commitment to making a positive impact in this field. Currently, Keelin is a first-year graduate student in the Masters of Communication Disorders program at Arkansas State University. Her dedication to advancing her knowledge and skills is evident in her pursuit of higher education, where she is honing her expertise to contribute meaningfully to the field. Keelin's passion extends to the realm of dysphagia management, a field crucial for understanding and addressing swallowing disorders. Keelin's commitment to excellence is highlighted by her participation as a presenter at the National Council for Undergraduate Research conference. This platform allowed her to showcase her dedication to the field and share insights with peers and professionals alike.
Speaker Bio	Zoe Lawless is a senior at the University of Arkansas majoring in Communication Sciences and Disorders with a minor in Human Development and Family Sciences. Zoe has worked with children all of her life. Her love for children can be seen in her

	<p>honors thesis project which revolves around young children and their engagement patterns while being read to. She hopes to go to graduate school and eventually become a pediatric Speech-Language Pathologist specializing in early intervention.</p>
<p>Course Title</p>	<p>ArkSHA Student Presentations</p>
<p>Course Description/Abstract (400 characters max)</p>	<p>(1) Social communication skills, interactions, and views on the friendship between school-aged children have declined due to isolation and remote learning strategies used during the global pandemic, COVID-19. As school environments have moved back to in-person learning, struggles can be observed in students' social communication skills and interactions with others. This presentation works to emphasize the importance of social communication and the need for intervention in struggling school-aged children. In hopes to provide and equip speech-language pathologists with tools and resources to use in these areas, a social skills invention group was developed in a Junior High middle school. The developed social communication group, Cultivating Communicators, began meetings in the Fall 2022 semester for a 15-week intervention program. Apart of this developed group, students practiced and developed their communication and social skills by participating in weekly small group meetings led by their school-based speech-language pathologist on topics including but not limited to appropriate eye contact, handshakes, and introductions when meeting new people. Groups additionally attended a large group meeting where the students practiced the learned skills in a practical setting, speed-friending. This research offers insight into the importance of children's social communication skills and interactions. Additionally, the significance of social skills and students' ability to interact with peers in social communication settings can be observed through performed research in the developed social skills group, Cultivating Communicators. Among participating students, ages twelve to fifteen, improvements can be observed because of the provided intervention. These noticeable improvements in the participating students' social communication skills as well as their parents' perception will additionally be discussed in this presentation.</p> <p>(2) This presentation offers a comprehensive exploration into the proficiency of graduate students in the field of Speech-Language Pathology regarding their ability to effectively thicken liquids to directed consistencies, a critical skill in dysphagia management. The course focuses on enlightening attendees on the gap between theoretical knowledge acquired in the classroom and the practical application of this knowledge in the hands-on task of liquid thickening. Our primary objectives include evaluating the depth of students' theoretical understanding, assessing their hands-on application of knowledge, and examining procedural competence.</p>

	(3) This thesis has researched the effects of teachers picture book reading to infants and toddlers on the overall engagement of the infant and toddler. Data gathered from this study could help to change early childhood curriculum to best fit the needs of infants and toddlers and their engagement.
Instructional Level	Intermediate
Course Length (example: 1 hour)	1.5 hour
Learning Objective 1	Participants will define social communication.
Learning Objective 2	Participants will describe measurement differences between three thicknesses of liquids.
Learning Objective 3	Participants will define engagement as it was used in this thesis.
Time Ordered Agenda or Course Outline	Student Presenter 1: 30 min Student Presenter 2: 30 min Student Presenter 3: 30 min
Financial Relationships Disclosure	Rachel Siemens, Keelin Fullen, and Zoe Lawless have no financial relationships to disclose.
Non-financial relationships Disclosures	Rachel Siemens, Keelin Fullen, and Zoe Lawless have no non-financial relationships to disclose.