



Thursday, 6:30 – 8:30

Intergenerational Learning and Supervision

Instructional Level: Introductory/Intermediate

Intergenerational supervision can be difficult to navigate. This talk explores communication characteristics commonly associated with different generations currently in the workforce, then provides a discussion using real world examples of difficult supervisory situations from the field of speech-language pathology. Finally, tips and considerations are provided regarding facilitating effective communication between intergenerational SLP supervisors and student clinicians.

Learning Objectives:

As a result of this presentation, participants will be able to:

- Explain characteristic differences between recognized generations.
- Discuss potential biases and communication challenges generational differences can create and their impact on supervision.
- Discuss potential ways to improve communication and manage communication breakdowns between supervisors and supervisees when generational differences exist.

Michael Burns, Ph.D., CCC-SLP is a senior lecturer and researcher in the Department of Speech and Hearing Sciences at the University of Washington. Dr. Burns has taught several graduate and undergraduate speech-language pathology courses at UW since 2008. He also supervises graduate students in the US Speech and Hearing Clinic working with neurogenic populations. He has lectured on various topics related to supervision, including a version of the current topic of intergenerational supervision.

***Disclosure:** There are no relevant financial relationships which benefit the individuals in this presentation and there are no relevant non-financial relationships that may bias an individual.*

Friday, 8:00 – 8:30

Keynote Presentation: ASHA Practice and Research Support

ASHA as a professional member driven organization has developed resources and learning opportunities for its members. This session will provide a review of those resources as well as an in-depth exploration of the support services available and web based programs. Additionally, leadership opportunities within the association will be explored.

Learning Objectives:

As a result of this presentation, participants will be able to:

- Describe leadership opportunities that they may access through ASHA.
- State research & practice support materials and programs that they may access through ASHA.
- Describe 3 or more learning opportunities that are offered by ASHA.

Sandra Laing Gilliam, Ph.D., is a professor in the Department of Communicative Disorders and Deaf Education at Utah State University and the Vice President for Speech Language Pathology Practice for the American Speech-Language Hearing Association. She teaches courses in school-age language disorders, phonological development and disorders, professional issues, assessment and interventions for speech and language disorders across the age-span. Research interests include assessment and intervention of language and literacy impairments, multicultural populations, and processes involved in text comprehension. Sandi was the PI on a Goal II IES grant to develop narrative intervention procedures and is now Co-PI on a Goal III grant to conduct a randomized controlled trial of a narrative program.

Disclosures:

Financial: I received financial compensation from WSLHA for this presentation. I am the creator of the narrative program discussed in this presentation, and I receive royalties for the narrative program.

Non-Financial: there are no relevant non-financial relationships that may bias an individual.

Friday, 8:45 – 10:15

Serving Mainstreamed Students with Hearing Loss

Instructional Level: Introductory

An increasing number of students with lower hearing levels are being placed in general classroom settings. However, these students need specific accommodations and services to support their learning. This presentation will discuss the impact of hearing loss on language and learning and the accommodations and services that can support access to language in the classroom.

Learning Objectives:

As a result of this presentation, participants will be able to:

- Describe the impact of hearing loss on language and cognitive development in children.
- Identify appropriate speech-language therapy goals to support learning of academic and social language, and self-advocacy.
- List appropriate accommodations to increase access to language in the classroom.

Deirdre Curle, Ph.D., CCC-SLP, received her masters from the University of New Mexico and her PhD from the University of British Columbia. She has served children with hearing loss throughout her 20-year career in clinical, school, and home settings. She provides consultation and evaluation services for deaf or hard of hearing children through the Center for Childhood Deafness & Hearing Loss (CDHL).

Disclosure: There are no relevant financial relationships which benefit the individuals in this presentation and there are no relevant non-financial relationships that may bias an individual.

Cathy Corrado, M.S., received her master's in Deaf Education from Western Oregon University. She has taught in a mainstreamed deaf/hh program for over 27 years. She was also an itinerant teacher of the deaf for 2 years. Currently she is the literacy specialist with the Center for Childhood Deafness and Hearing Loss (CDHL).

Disclosure: There are no relevant financial relationships which benefit the individuals in this presentation and there are no relevant non-financial relationships that may bias an individual.

Evidence-Based Treatment for Cognitive Communication Disorders

Instructional Level: Intermediate

This lecture will describe some of the cognitive-communication disorders often observed following traumatic brain injury and stroke. Evidence-based approaches and recommendations for diagnosis, treatment, and effective goal writing will be discussed. A case study analysis will provide an example of how treatment is implemented.

Learning Objectives:

As a result of this presentation, participants will be able to:

- Define and give examples of deficits in cognitive communication after TBI.
- Identify the stages for goal setting and goal review for cognitive-communication skills.
- State the structure and format procedures for group treatment for cognitive-communication skills.

Michael Fraas, Ph.D., CCC-SLP, is an Associate Professor in Communication Sciences and Disorders at Western Washington University. He received his PhD from the University of Cincinnati in Ohio. Dr. Fraas' research has focused on the areas of cognitive rehabilitation, concussion in sport, and narrative medicine based approaches for meeting the needs of adults with acquired brain injury. Dr. Fraas is a member of the American Congress of Rehabilitation Medicine, and is actively involved in several task forces conducting evidence-based reviews of treatments for traumatic brain injury and stroke.

***Disclosures:** There are no relevant financial relationships which benefit the individual in this presentation. Non-financial disclosure: Dr. Fraas is a member of the Cognitive Rehabilitation Task Force of the American Congress of Rehabilitation Medicine. As such, he has published recent evidence-based review of the literature and made recommendations for the treatment of cognitive-communication disorders, which will be discussed in this lecture.*

Friday, 10:45 – 12:15

Improving Equity in Services

There are stark disparities between families of color and white families accessing services and achieving great outcomes. We work to change this. We'll describe our equity journey, reflect on organizational practices and demonstrate ways in which we are evolving our culture to improve access and outcomes for all families. Participants will develop action steps to improve equity in their organizations.

Learning Objectives:

As a result of this presentation, participants will be able to:

- Describe differences between equity and equitable
- Identify up to 3 situations where lack of equity negatively impacted child/family outcomes
- Identify at least 3 opportunities to make changes and provide more equitable and inclusive programs and services.

Kim Hamren, M.Ed, CED, LSLS Cert. AVT. Kim is the Senior Birth to Three Specialist Teacher at Listen and Talk in Seattle, and has worked at Listen and Talk since 1997. She mentors the Birth to Three staff and provides early intervention services for families who have children with hearing loss. She received her Teacher of the Deaf certification and B.S. in Education from the University of Nebraska-Omaha and her M.Ed in Early Childhood Special Education from the University of Nebraska-Lincoln. She became a LSLS Cert. AVT in 2003.

***Disclosure:** There are no relevant financial relationships which benefit the individuals in this presentation and there are no relevant non-financial relationships that may bias an individual.*

Maura Berndsen, MA, CED, LSLS Cert. AVT, Maura is the Educational Director at Listen and Talk and has worked at Listen and Talk since 1996. She holds her BA in Deaf Education from Fontbonne University and her MA in Early Childhood Education from the University of Texas, San Antonio. Maura is also a Listening and Spoken Language Specialist- Certified Auditory-Verbal Therapist. As Educational Director, she has provided early intervention, Auditory-Verbal Therapy, and educational consultations.

***Disclosure:** There are no relevant financial relationships which benefit the individuals in this presentation and there are no relevant non-financial relationships that may bias an individual.*

Best Practices for Working with Interpreters

Instructional Level: Introductory

Participants will receive information on how to expand their understanding and acceptance of cultural-linguistic differences, as well as some strategies to work more effectively through collaborating with interpreters. Participants will receive resources and suggestions to assist them in working effectively with clients and/or families who do not speak English or for whom English is a second language.

Learning Objectives:

As a result of this presentation, participants will be able to:

- Recognize the diversity of languages represented within a service area
- Identify cultural biases and attitudes around language differences.
- Implement resources for better collaborating with interpreters when serving limited-English proficiency clients.

Sarina Murrell, M.S., CCC-SLP graduated from the Medical SLP program at the University of Washington. She has served in pediatric inpatient and outpatient settings at Doernbecher Children's Hospital in Portland and Seattle Children's Hospital. She currently works at ChildStrive early intervention as a home service provider and as the SLP Department Lead. Sarina is a bilingual English-Spanish provider and has a passion for empowering clients that require the services of interpreters.

***Disclosure:** There are no relevant financial relationships which benefit the individuals in this presentation and there are no relevant non-financial relationships that may bias an individual.*

Friday, 1:30 – 3:00

Narrative Intervention for Students with Language Disorder

Instructional Level: Intermediate

Learning Objectives:

As a result of this presentation, participants will be able to:

- Summarize the purpose of the 3 phases of the SKILL program and list activities that are involved in each phase.
- Describe how to administer and interpret narratives obtained from the progress monitoring tools.
- State high to administer and interpret exit phase testing from phases to phase.
- Describe how SKILL may be administered in school-based settings.

Sandra Laing Gilliam, Ph.D., is a professor in the Department of Communicative Disorders and Deaf Education at Utah State University and the Vice President for Speech Language Pathology Practice for the American Speech-Language Hearing Association. She teaches courses in school-age language disorders, phonological development and disorders, professional issues, assessment and interventions for speech and language disorders across the age-span. Research interests include assessment and intervention of language and literacy impairments, multicultural populations, and processes involved in text comprehension. Sandi was the PI on a Goal II IES grant to develop narrative intervention procedures and is now Co-PI on a Goal III grant to conduct a randomized controlled trial of a narrative program.

Disclosures:

Financial: I received financial compensation from WSLHA for this presentation. I am the creator of the narrative program discussed in this presentation, and I receive royalties for the narrative program.

Non-Financial: there are no relevant non-financial relationships that may bias an individual.

Childhood Apraxia of Speech in School Settings

Instruction Level: Introductory

Childhood Apraxia of Speech (CAS) is a specific type of speech sound disorder in which a child has difficulty planning and sequencing the movement patterns necessary for speech. This course is designed to help SLPs differentially diagnose CAS from linguistically based speech sound disorders, develop appropriate speech goals and treatment plans, and implement the plan of care within the school setting.

Learning Objectives:

As a result of this course, participants will be able to:

- Differentially diagnose CAS from linguistically based speech sound disorders
- Describe and implement principles of motor learning into treatment
- Develop speech goals and implement treatment strategies specific to the school setting

Mariya Burrows, M.S., CCC-SLP is a speech language pathologist in the school and private practice setting. During her undergraduate training, Mariya worked as a research assistant for Dr. Beate Peter on her research exploring the phenotypic expression of speech sound disorders in multigenerational families. Mariya has also taken extensive continuing education related to CAS and received an ASHA ACE Award for continuing education in 2016.

Patricia Vitek McClain, M.S., CCC-SLP/L is a speech language pathologist in the Edmonds School District and has worked in private practice and hospitals. Patricia has an extensive amount of experience working with students diagnosed with CAS, phonological, and stuttering disorders and has trained school districts to establish phonological programs within the school setting. She is a published author, *Freedom from Stuttering*.

Disclosure: *There are no relevant financial relationships which benefit the individuals in this presentation and there are no relevant non-financial relationships that may bias an individual.*

The Power of Place

Instructional Level: Intermediate

Clinical spaces are often at odds with social learning. This presentation explore the impact of environment on social interactions, play and communication therapy. Close examination of research in medicine, therapeutic intervention and design offers theory and practice for creating communication friendly environments. A review of sensory aspects of space will invite participants to explore the making of language-rich environments.

Learning Objectives:

As a result of this activity participants will be able to:

- Express understanding of what makes a space "communication friendly" and play-based
- Describe attributes of an effective space for communication growth and language rich play
- Apply principles of special design, social learning and development to enhance language and play opportunities for children with communication delays.

Laura Worthen, MS CCC- SLP is a speech-language pathologist with a private practice in Seattle. A background in performs and design preceded Laura's return to the University of Washington where she received an MS in Speech and Hearing Science. She is co-founder of Under the Umbrella: a therapy collective which actively explores play-based approaches for treatment as well as best practice for mindfulness in clinical interactions.

Julie Burgess-Dennis, MS CCC-SLP is a certified speech-language pathologist specializing in autism spectrum disorders, language processing disorders and language related learning differences. She is co-founder of Under the Umbrella: a therapy collective where family and play are at the heart of the treatment philosophy and natural social engagement is encouraged across a diverse group of learners.

Disclosure: *There are no relevant financial relationships which benefit the individuals in this presentation and there are no relevant non-financial relationships that may bias an individual.*

Successful Practices for Supervising Students in the Community

This session will explore several ways to help get a student ready for your environment. We will discuss how to set expectations, create benchmarks, and give effective feedback. We will explore the "One-Minute Preceptor" model which allows for quick feedback and reflective writing which allows the student to comment on their skill development. Expect to gain valuable tools and discuss case examples.

Learning Objectives:

As a result of this presentation, participants will be able to:

- Identify at least two effective feedback techniques.
- Implement clinical skills checklists for successful level setting at the beginning of a supervision relationship.
- Implement a systematic evaluation tool to discuss student progress and include students in setting expectations and learning goals.

Megan Caldwell M.S., CCC-SLP joined the Speech and Hearing Sciences faculty as a clinical instructor in 2013. Prior to joining the UW faculty, Megan worked as a Speech Language Pathologist for area hospitals, home health agencies and clinics. She worked with children with developmental disorders and adults with acquired neurologic disorders. Clinical interests include: end of life care, evaluation and treatment of aphasia in patients following cerebrovascular accident (CVA), and goal attainment following cerebrovascular accident (CVA) or traumatic brain injury(TBI). She now teaches courses in the SPHSC department as a Lecturer, as well as supervises graduate SLP and AuD students in the UW Speech and Hearing Clinic.

Kate Krings M.S., CCC-SLP joined the UW Department of Speech and Hearing Sciences in 2008. Before joining the faculty at SPHSC, she was an SLP for the Seattle Public schools for 5 years. She has a clinical interest in serving culturally-linguistically diverse, high-risk and underserved populations. She is the public schools placement coordinator. She is the creator and coordinator of two special projects within the department. The UW Prison Project with the Washington Corrections Center for Women (WCCW) is a partnership between the department and the Residential Parenting Program at WCCW. The Communication for Life program provides communication skill support for young adults with developmental disabilities as they transition out of the public schools and into adulthood.

Kelsey Leighton, M.S., CCC-SLP, joined the faculty at the University of Washington in the Department of Speech and Hearing Sciences in 2012. Prior to joining the faculty, Kelsey worked across adult medical settings including acute care, inpatient rehabilitation, outpatient rehabilitation, and skilled nursing. She also facilitated an aphasia group for stroke survivors. She now serves as a lecturer and graduate student supervisor, as well as the clinical fieldwork coordinator for healthcare and community settings.

Disclosure: *There are no relevant financial relationships which benefit the individuals in this presentation and there are no relevant non-financial relationships that may bias an individual.*

Friday, 3:30 – 5:00

Treatment of Cleft-Related Speech Disorders

Instructional Level: Introductory

This presentation will introduce the various etiologies of velopharyngeal dysfunction (VPD) including velopharyngeal insufficiency (VPI), velopharyngeal mislearning, and velopharyngeal incompetence. Physical and behavioral management recommendations will be discussed. Therapy techniques to treat VPD will be explored in detail. Video and audio examples will illustrate key points. The process of referring to a craniofacial team will be addressed.

Learning Objectives:

As a result of this presentation, participants will be able to:

- Identify common cleft-related speech misarticulations.
- Discuss the rationale for speech therapy vs physical management of velopharyngeal dysfunction.

- List speech therapy techniques appropriate for treating cleft-related speech disorders.

Kaylee Paulsgrove, M.S., CCC-SLP, works as a speech-language pathologist at Seattle Children's Hospital. Her areas of clinical interest include Velopharyngeal Dysfunction Clinic and Craniofacial Clinic where she specializes in the perceptual and instrumental evaluation of velopharyngeal dysfunction. She received her graduate degree from The University of Washington. She is an active member of the American Speech-Language-Hearing Association and the American Cleft Palate-Craniofacial Association.

Disclosures:

Financial Disclosure: I receive a salary from Seattle Children's Hospital.

Non-financial Disclosure: I specialize in Craniofacial and cleft-related speech disorders and am a member of ASHA's Special Interest Group 5.

Saturday 8:30 – 10:00

Orofacial Myofunctional Disorders: Basics for SLPs

Instructional Level: Intro to Intermediate

Assessing and treating orofacial myofunctional disorders (OMDs) is within the purview of speech language pathologists. Principal OMDs include incorrect oral rest postures, abnormal swallowing patterns ("tongue thrust") and sucking habits. If left untreated OMDs may impact speech, dental and feeding development and may also result in slow speech therapy progress. The multifaceted nature of OMDs makes the interdisciplinary approach essential to achieve the best treatment outcomes. This presentation uses lecture, video case studies pertaining to patients of all ages, handouts and group participation to increase understanding of orofacial myofunctional disorders including their etiologies, assessment and treatment. A screening tool will be provided.

Learning Objectives:

As a result of this presentation, participants will be able to:

- Define key terms, definitions, signs and symptoms associated with OMDs.
- List assessment goals and effective myofunctional therapy treatment techniques.
- Identify relevant evidence-based research articles and available resources relating to orofacial myofunctional disorders including their prevalence, etiologies, diagnosis, assessment and treatment.

Barbara Erskine M.S. CCC-SLP, COM is a certified Speech Language Pathologist and certified Orofacial Myologist. She received her Bachelor of Science in Speech Pathology and Audiology from the University of Alberta, Canada and her Master's Degree in Speech Pathology from the University of Oregon. Barbara has been in private practice for over 25 years. She has extensive training in the areas of sensory integration disorders, motor speech disorders, neurodevelopment and social communication. She serves preschool, adolescent and adult patients exhibiting a variety of communication challenges. Barbara uses an effective, holistic approach that focuses on the whole person, addressing communication issues at their root. Barbara believes that a collaborative, interdisciplinary approach is the key to patient success.

Disclosure: *There are no relevant financial relationships which benefit the individuals in this presentation and there are no relevant non-financial relationships that may bias an individual.*

Treatment of Acquired Motor Speech Disorders

Instructional Level: Intermediate

Evidence-based approaches for motor speech disorders will be summarized, with an emphasis on recent research. Treatment information for the dysarthrias will be considered via speech subsystem and will include evidence to improve intelligibility and communicative participation. Converging treatment research for apraxia of speech will also be presented, while highlighting current trends and incorporation of the principles of motor learning.

Learning Objectives:

As a result of this course, participants will be able to:

- Describe management strategies that have the preponderance of research support for the dysarthrias and apraxia of speech.
- Identify the importance of evidence-based practice and the efforts of the Academy of Neurologic Communication Disorders and Sciences (ANCDS) in addressing this issue for speech-language pathologists.
- Recognize the current state of evidence regarding use of the principles of motor learning in the treatment of motor speech disorders.

Kristie Spencer, Ph.D., CCC-SLP, is a professor in the Department of Speech and Hearing Sciences at the University of Washington. She has published in the area of neurologic disorders for 20+ years, and is a member of the Dysarthria Practice Guidelines Committee for ANCDS. She teaches in the areas of Motor Speech Disorders and Cognitive-Communication Disorders. Dr. Spencer's research focuses on heterogeneity within Parkinson and cerebellar disease and the impact on speech/cognition.

***Disclosure:** There are no relevant financial relationships which benefit the individuals in this presentation and there are no relevant non-financial relationships that may bias an individual.*

Katherine Brown, M.S., is a PhD student in the Department of Speech and Hearing Sciences at the University of Washington. Her doctoral work is aimed at examining the relationship between motor speech and cognition in individuals with Parkinson's disease. She received her B.S. from Kansas State University and her M.S. from Idaho State University.

***Disclosure:** There are no relevant financial relationships which benefit the individuals in this presentation and there are no relevant non-financial relationships that may bias an individual.*

KLPA-3: Inception to Intervention

Instructional Level: Intermediate

SLPs working with young, unintelligible children face a particular challenge. This seminar will focus on the end-game: how to use the assessment results to plan therapy targets. It will start with an overview of the KLPA-3, including the rationale for the 2015 revision, followed by scoring examples, analysis results, developing initial therapy targets, and some recommended strategies.

Learning Objectives:

- Participants will be able to list several critical changes to the KLPA-3 revision.
- Participants will become familiar with the format and scoring steps of the KLPA-3, including the Phonetic Inventory.
- Participants will be able to develop phonological treatment goals based on KLPA-3 results.
- Participants will be able to implement phonological therapy based on selected treatment goals.

Linda M. Khan, MS, CCC-SLP is currently a consultant in Tampa, FL. She has over 40 years of pediatric experience in schools, clinics, hospitals, and universities. Her career has focused on developing optimal assessment and therapy for young unintelligible children utilizing a phonological framework. She is co-author of the *Khan-Lewis Phonological Analysis*, now in its third edition.

***Disclosure:** The relevant financial disclosures include receiving complimentary convention registration as an invited speaker. As a Pearson author, Ms. Khan receives royalties from the publication of the Khan-Lewis Phonological analysis. There are no non-financial relationships that may bias an individual.*

Saturday 10:30 – 12:00

Acquisition and Generalization in Anomia Therapy

Instructional Level: Intermediate

Considering clinical resource limitations, understanding mechanisms of acquisition and generalization can maximize anomia treatment outcomes. This talk will review models of language processing and verbal short-term memory, and examine their application to treatment gains and generalization. This includes a discussion of a recent groundbreaking study (Kendall et al., in preparation) comparing Phonomotor Treatment and Semantic Feature Analysis.

Learning Objectives:

As a result of this presentation, participants will be able to:

- Describe models of language processing and apply them in considering impairments in aphasia.
- Explain how model-driven treatments can facilitate generalization beyond the clinic.
- Verbalize rationale for incorporating VSTM measurement and goals into anomia treatment.

Reva Robinson, MSc, CCC-SLP, is a doctoral student in the UW Aphasia Lab and clinician. She has worked clinically in SNFs and volunteered for the Young Adult Stroke Survivor group since 2012. Her research focuses on the influence of nonlinguistic cognition on aphasic language performance. She recently concluded work on a multisite study of verbal short-term memory (VSTM), attention, and aphasic language comprehension (PI Malcolm McNeil). Her current work in the UW Aphasia Lab explores the relationship between VSTM and anomia treatment outcomes.

***Disclosure:** There are no relevant financial relationships which benefit the individuals in this presentation and there are no relevant non-financial relationships that may bias an individual.*

Victoria Lai, MSc (Applied), SLP-C, obtained her Masters in Speech-Language Pathology from McGill University and practiced as a clinician in Singapore in medical settings as well as her own private practice. She is currently a doctoral student in the Department of Speech and Hearing Sciences at the University of Washington, under the mentorship of Dr. Diane Kendall. Her interests are in treatments of aphasia and multilingualism.

***Disclosure:** There are no relevant financial relationships which benefit the individuals in this presentation and there are no relevant non-financial relationships that may bias an individual.*

Saturday 1:30 – 3:00

Semi-Occluded Vocal Tract Exercises: Theory & Practice

Instructional Level: Intermediate

Most successful voice therapy approaches rely on vocal gestures known as semi-occlusions of the vocal tract (SOVT). SOVTs are exercises in which a constriction is created in the vocal tract during phonation (e.g., humming, straw phonation). Recent research has begun to characterize the mechanisms for their efficacy. Theoretical background and clinical application will be presented, with opportunities for hands-on learning.

Learning Objectives:

As a result of this presentation, participants will be able to:

- Describe semi-occlusions of the vocal tract and their effects on the voice.
- Implement SOVT exercises as part of a physiologic voice therapy approach.

Mara Kapsner-Smith, M.S., CCC-SLP is a Lecturer in the Department of Speech and Hearing Sciences at the University of Washington. She specializes in the assessment and management of voice, swallowing, and upper airway disorders.

***Disclosure:** There are no relevant financial relationships which benefit the individuals in this presentation and there are no relevant non-financial relationships that may bias an individual.*

Social Cognition: Lessons to Intervene By

Instructional Level: Introductory

Explore the practical application of social cognition lessons. Initial lessons provide the core framework for vocabulary, concepts and group behavior expectations. Then we will explore multiple fringe lessons. This seminar focuses on the what, why and how of each lesson. Emphasizing when and how to extend lessons over several sessions to meet individual needs.

Learning Objectives:

As a result of this presentation, participants will be able to:

- Implement a treatment program for individuals with social cognition deficits.
- Modify and expand social cognition lessons to meet the needs of individual student.
- Identify areas of focus within social cognition treatment

Ellen Muench, M.S., CCC-SLP received her education from California State University Northridge. She has seventeen years of experience as a speech language pathologist. She is currently working for Marysville Schools District where she runs social cognition groups and programs with individuals on the autism spectrum.

Disclosures: *Financial: I am currently working on publishing materials that will include some of the lesson plans presented. There is no set publication date. There are no non-financial disclosures to report.*

Telepractice: Determining Client Candidacy

Online delivery of speech-language pathology services is rapidly becoming a means of reaching 21st century learners, from our biggest cities to our most rural communities. This session will focus on considerations for determining client candidacy for telepractice. ASHA guidelines will be reviewed and discussed. Suggestions for areas of focus when assessing client candidacy, as well as some possible contraindications will be discussed and sample form provided. Suggestions for making accommodations to meet the needs of the client will be given. Specific examples from the presenters' own experience with telepractice will be shared.

Learning Objectives:

As a result of this presentation, participants will be able to:

- Identify the necessary components of a high quality telepractice service delivery model.
- List four areas a clinician should assess when considering a client's appropriateness for telepractice
- Name at least one accommodation for each of the four areas that could be used to increase the quality of the telehealth services.

Karin H. Koukeyan, M.S., CCC-SLP received both her MS and BA degrees at California State University, Northridge. She has been a Speech Language Pathologist for twenty years working in various settings including schools. Currently, she is employed by PresenceLearning, the leading provider of online speech and occupational therapy, behavioral and mental health services, and assessments. She serves as a Clinical Quality Manager, providing support for both providers and schools.

Disclosures:

Financial Disclosure: Karin Koukeyan is employed by PresenceLearning.

Non-financial Disclosure: Karin Koukeyan is a member of ASHA SIG 18: Telepractice.

Posters

Communication Training for Social Work Students

Instructional Level: Introductory

People with communication disorders are a vulnerable healthcare population, with increased risk for medical complications and errors. Evidence shows that training healthcare professionals to communicate with this population improves interactions. Results assessing Social Work master's students' knowledge and skills following a two-hour communication training at Portland State University are presented.

Learning Objectives:

As a result of this presentation, participants will be able to:

- Identify factors contributing to the vulnerability of people with communication disorders (PCDs) in healthcare.
- Outline the components and format of our communication training.
- Summarize the data on the effectiveness of our communication training.

Laura Kanter, M.S., received her graduate degree from Portland State University in June 2017. While there she specialized in adult medical speech-language pathology and was a member of Dr. Sarah Key-DeLyria's Neurolinguistics Lab. Her clinical interests include cognitive rehabilitation, language, motor speech, swallowing, and voice.

Sheila Canty, M.S., received her graduate degree from Portland State University in June 2017. While there she specialized in pediatric speech-language pathology and was a member of Dr. Sarah Key-DeLyria's Neurolinguistics Lab. Her specific interests include augmentative and alternative communication, autism spectrum disorders, and community outreach.

The Benefits of Clinical Videotaping in Orofacial Myofunctional Assessment and Therapy

The purpose of this poster is to show how clinical videotaping complements the current myofunctional therapy experience by acting as an evaluation and diagnostic tool, record keeper and progress documenter, and by helping to motivate patients and their families. In addition, the poster will show how the data collected from clinical videotaping can be used as a source for clinical research, professional education and to appeal insurance denials. Tips for archiving and storage and suggestions regarding the creation a consent to videotape form are also presented along with a working copy of a videotape protocol.

Learning Objectives:

As a result of this presentation, participants will be able to:

- Recognize how videotaping can be used as an evaluation and diagnostic tool
- Recognize how videotaping may assist in documenting progress in myofunctional therapy.
- Utilize video protocol guidelines when videotaping orofacial myofunctional assessment and therapy.

Barbara Erskine M.S. CCC-SLP, COM is a certified Speech Language Pathologist and certified Orofacial Myologist. She received her Bachelor of Science in Speech Pathology and Audiology from the University of Alberta, Canada and her Master's Degree in Speech Pathology from the University of Oregon. Barbara has been in private practice for over 25 years. She has extensive training in the areas of sensory integration disorders, motor speech disorders, neurodevelopment and social communication. She serves preschool, adolescent and adult patients exhibiting a variety of communication challenges. Barbara uses an effective, holistic approach that focuses on the whole person, addressing communication issues at their root. Barbara believes that a collaborative, interdisciplinary approach is the key to patient success.

Michelle Kim, B.S.

Elevate Your #SLP2B Graduate and CFY Applications

Instructional level: Introductory

In the 2014-2015 academic year, over 60,000 applications were received by SLP master's degree programs, though total enrollment barely exceeded 16,000 in the 2014-15 academic year (CAPCSD & ASHA, 2016). One can speculate that clinical fellowship positions are equally, if not more, competitive. Learn how to optimize your application process with lessons learned from a newly-licensed clinician with a passion for professional development.

Learning Objectives:

As a result of this presentation, participants will be able to:

- Participants will be able to improve the format and content of application material
- Participants will learn unique strategies to identify and achieve professional goals

Sara Pool, MA earned her degree in speech-language pathology from George Washington University and recently completed her CFY at VA Puget Sound Medical Center. She is a member of WSLHA's Clinical Practice Committee and has published articles about professional development in print and online, including *The ASHA Leader* and her blog at SLPApply.com.

Present Situation of SLPs and SNE in Nepal: A Call for International Cooperation

The policies of Special Needs Education (SNE) and inclusive education are surrounded by challenges in implementation. In the context of Nepal, such challenges occur due to lack of human resource, lack of acquaintance of school teachers and public awareness towards communication disorders. Therefore, a collaboration is emphasized that may capitalize the whole initiation led in Nepal. The purpose of this presentation is to call for international professionals and interested group(s) to make an advocacy campaign in order to promote special needs education.

Learning Objectives:

As a result of this course, participants will be able to:

- Identify the short scenario of developmental communication disorders and professionals (SLPs) in Nepal.
- Recognize the need and significance of cooperation and supports.

Krishna Bahadur Thapa has just awarded with PhD on Speech-language Impairments and Learning Disabilities from University of Macedonia, Greece. He is a lecturer in Tribhuvan University, Nepal. His research and professional practice focuses on the assessment of speech-language impairments and dyslexia among mainstream primary school children including development and/or validation of test materials since this area of subject is not unacquainted in Nepal. He is leading some academic and social organizations.

Characteristics of Successful RTI Intervention

Instructional Level: Introductory

When implemented appropriately, Response to Intervention (RTI) can allow SLPs to intervene early and prevent struggling students from falling further behind academically, while simultaneously allowing SLPs to allocate additional time on intensive interventions from more severely-impaired students. This presentation provides SLPs with a background of RTI and specific interventions and activities to implement within this framework.

Learning Objectives: As a result of this presentation, participants will be able to:

- Identify specific interventions, activities and positive facilitators of successful response to intervention implementation.
- Outline how speech-language pathologists can be involved within each tier of the RTI framework.

Holly Leder, M.S. CF-SLP, recently graduated from Eastern Washington University. Currently she is completing her clinical fellowship at Innovative Services NW, a pediatric outpatient clinic. In addition to completing a comprehensive review of the Response to Intervention (RTI) literature, she completed her graduate internship with Vancouver Public Schools where she gained greater insight into RTI intervention.