Grief & Loss: Ways to Help – Introductory Level

Clients and families grieve impairment-related losses, yet clinicians often feel unsure of how to provide grief support. Through lecture, self-reflective writing, and small group discussion, this seminar will explore dimensions of loss and grief, and provide in-the-moment strategies for helping someone in the midst of grief, including some concrete steps for emotionally charged situations (tears, anger).

**Learning Objectives:**
- Participants will be able to describe several responses to loss, including their value and risks
- Participants will be able to recognize the clinician’s own reactions to loss and grief, and use self-awareness to enhance grief support for clients and families.
- Participants will be able to identify and use a combination of counseling skills to support and work with clients and families experiencing grief, even in highly emotional situations.

Rebecca Hunting Pompon, Ph.D., is a lecturer in the UW Dept. of Speech & Hearing Sciences and researcher with the VA Puget Sound Health Care System (VA Career Development Award #RX001934-01). In collaboration with the UW Aphasia Research Lab, she explores chronic stress in people with aphasia, ultimately to understand its impact on treatment outcomes. Dr. Hunting Pompon holds a master's degree in Counseling, trains and consults with students and clinicians on counseling skills, and co-facilitates several stroke caregivers’ support groups.

10 Warning for Alzheimer’s The Alzheimer’s Association – Introductory Level

This presentation will focus on the early signs of Alzheimer’s and the educational and community supports available. Effects on communication will also be discussed.

**Learning Objectives:**
- Participants will identify 10 early signs of Alzheimer’s.
- Participants will describe educational resources provided by the Alzheimer’s Association
- Participants will be able to describe early deficits that affect communication and independence.

Michael A. Bower, BA is the Education Coordinator for the Alzheimer's Association in Seattle, WA. She has her BA in Recreational Administration and Therapy from Western Washington University. She was on the Board of Trustees of the Hearing Loss Association of America, Washington State Association for 18 years.
FRIDAY– October 9th

7:30 – 8:30

Keynote Address:

Mentoring: From generation to generation; the importance and gratification of mentoring our future

The term mentoring may refer to working with students in clinical settings, assuring the continued competency development of clinical fellows during their pursuit of clinical independence, working with our staff members towards clinical research and leadership training, and working with our colleagues to commit to leadership roles within our state and national associations to guard the future of our professions. Mentoring requires a true dedication to time and continued pursuit of excellence in relationship building with our students and colleagues with a variety of learning styles. The importance of taking a role in the guardianship of our professions while enjoying the gratification of building solid a sound foundation for our envisioned future will highlight this keynote address.

Learning Objectives:

- Participant will be able to list value of mentoring
- Participant will be able to describe how best to mentor across environments: students/clinical fellows, and staff in the workplace.
- Participant will be able to describe how to mentor colleagues into leadership positions
- Participant will be able to describe tips for developing mentoring relationships

Edie R. Hapner, Ph.D., CCC-SLP is the Director of Speech Language Pathology at the Emory Voice Center and an Associate Professor in the Department of Otolaryngology Head and Neck Surgery, Emory University School of Medicine in Atlanta, GA. She received her doctoral degree in Voice Science and Exercise Science from Vanderbilt University in 2003. Dr. Hapner serves as the Vice President of Planning for the American Speech Language and Hearing Association 2014-2016. She was the Coordinator of ASHA’s Special Interest Group 3, Voice and Voice Disorders though 2012; served on the coordinating committee from 2005-2012; and multiple other ASHA committees during her 30+ years as a member of the Association. She served as the ASHA representative to the AAOHNS Guidelines on the Evaluation and Treatment of Hoarseness (Dysphonia, 2009). Dr. Hapner has presented over 100 lectures, workshops, and seminars on voice and voice disorders. She has over 25 published articles in the area of voice and voice disorders, Co-Editor or the book Voice Therapy, Clinical Case Studies Edition 4 with Dr. Joseph Stemple, and multiple invited book chapters. She recently published a competency based program for flexible endoscopic evaluation of swallowing (FEES) with Plural Publications, Inc. Her passion, however, is the work she conducts as a founding member of Voices Against Cancer, a non profit organization dedicated to education and screening for oral, head and neck cancer.
Language Development in Autism and Fragile X Syndrome – Intermediate Level

Autism spectrum disorder (ASD) and fragile X syndrome (FXS) are neurodevelopmental disorders with overlapping features. Although each is associated with difficulties in language and communication, there is a great deal of variability among individuals. Recent research on language development in children and adolescents with ASD or FXS will be presented.

Learning Objectives:

- Participants will be able to describe strengths and weaknesses in language development among children with ASD.
- Participants will be able to recognize common symptoms of or behavioral features associated with FXS.
- Participants will be able to describe strengths and weaknesses in language development among children with FXS.

Sara Kover, Ph.D., completed her undergraduate degree at Johns Hopkins University and her graduate work in Educational Psychology at the University of Wisconsin-Madison. She also completed a postdoctoral fellowship in Communication Sciences and Disorders at the University of Wisconsin-Madison. Dr. Kover joined the faculty in Speech and Hearing Sciences at the University of Washington in 2014. The focus of her research is on language development in children with neurodevelopmental disorders.

We Can Learn to Talk and Read: Treating Motor Speech Disorders and Reading Disabilities in Children

Children with severe speech disorders are at risk for reading disabilities and years and years of speech therapy. Effective treatment for motor speech disorders for children does not need to be a “life sentence” in speech therapy. In this hands-on session, you will learn how to specifically assess speech and literacy and effectively treat children with apraxia, dysarthria, and other motor speech disorders using evidenced based treatment approaches.

Learning Objectives:

- Participants will be able to list two ways to incorporate phonological awareness into their speech therapy in order to improve both speech sound intelligibility and early literacy skill.
- Participants will be able to use the Dynamic Tactile Temporal Cuing method to work on motor speech skills.
- Participants will be able to explain how to target motor speech skills in both individual and small group settings.

Amy Skinder-Meredith, Ph.D., CCC-SLP, received her doctorate from the University of Washington and her M.S. from the University of Arizona. She is currently a clinical associate professor at Washington State University in Spokane. She is an experienced SLP who has worked in the public schools, hospitals,
skilled nursing, and private practice settings. Her primary clinical and research interest is in pediatric motor speech disorders. She has published and presented her research on childhood apraxia of speech (CAS) at national conferences and has given numerous workshops for practicing SLPs across the country on assessment and treatment of CAS. She has been investigating phonological awareness and early reading skills of children with CAS and runs an intensive two week motor speech & literacy camp for children with CAS each summer with her colleague, Dr. Nancy Potter.

Nancy Potter, Ph.D., CCC-SLP, loves shopping, gold shoes, and mini-donkeys. After 25 years of working as an SLP in clinics, schools, hospitals, skilled nursing facilities, and private practice, she enrolled in the University of Wisconsin-Madison and completed her PhD at the half-century mark. She promptly moved away from the frigid WI winters and is currently an associate professor at Washington State University in Spokane. Her research and clinical interests are in the area of motor speech disorders, primarily in rare genetic disorders. Most of her current clinical work is conducted through telepractice. She has published and presented her research on childhood dysarthria and childhood apraxia of speech (CAS) in peer-reviewed journals and at national conferences. She has given numerous workshops for practicing SLPs on the assessment and treatment of pediatric motor speech disorders. She co-directs an intensive summer speech & literacy camp for children with severe speech disorders with her colleague, Dr. Amy Meredith.

Integrating Pediatric VFSS Results in Therapy

When a pediatric VFSS is performed, what do we do with the information it provides? This course will allow the participant to appreciate normal and abnormal pediatric swallow characteristics seen during VFSS as well as delineate possible intervention strategies to facilitate safe feeding in infants and children with dysphagia.

Learning Objectives:
- Participants will be able to name the major developmental changes in pediatric swallow physiology,
- Participants will be able to state common abnormal pediatric swallow characteristics observable during VFSS,
- Participants will be able to identify possible intervention strategies to facilitate safe feeding in infants/children with dysphagia.

Amy Faherty, M.S., CCC-SLP, has been a speech/language pathologist working in pediatric swallowing for the last 29 years at Seattle Children’s Hospital performing VFSS procedures, as well as serving on the Aerodigestive multi-disciplinary assessment team at SCH. In addition, she has been working as a swallowing/feeding specialist at the University of Washington Medical Center Neonatal Intensive Care Unit since 2014. Over the years, Amy has served as an inpatient and outpatient therapist, been a UW instructor on pediatric swallowing/feeding, and been clinic director for a tri-county multidisciplinary outpatient therapy company. She has lectured on pediatric swallowing/feeding challenges nationally and internationally, and has authored articles on pediatric swallowing issues.

Tiffany Elliott, M.S., CCC-SLP, has been a speech/language pathologist working in pediatric swallowing for the past 5 years, currently at the University of Washington Medical Center Neonatal Intensive Care Unit. For the past two years, she has also been on the VFSS team at Seattle Children’s in a per diem capacity. She previously worked at Mary Bridge Children’s Hospital, specializing in pediatric
swallowing/feeding issues in both the inpatient and outpatient settings. Tiffany has lectured locally on pediatric swallowing/feeding challenges and is a steering committee member on the local Pediatric Feeding Association. She was selected and completed the Leadership Development Program through ASHA with a project focusing on pediatric VFSS.

**Phonomotor Treatment for Persons with Aphasia – Intermediate Level**

The phonomotor treatment program was developed to rehabilitate word retrieval deficits in individuals with aphasia (Kendall et al, 2015). The treatment has been shown to improve lexical retrieval, maintain those improvements over time and generalize to untrained words as well as reading abilities (Brookshire et al, 2014).

**Learning Objectives:**

- Participants will be able to describe the model upon which the phonomotor treatment was developed
- Participants will be able to State the steps involved in treatment delivery and implement core phonomotor activities
- Participants will be able to provide clinical outcome measures that can be used to document effects of treatment

**Diane Kendall, Ph.D., CCC-SLP**, Professor and Chair, Department of Speech and Hearing Sciences and Director of the Aphasia Laboratory. Research focuses on rehabilitation of aphasia, and in particular, understanding the theoretical relationship between phonology (sounds) and word retrieval deficits

**Megan Oelke, M.S., CCC-SLP**, Research Speech-Language Pathologist, VA Puget Sound Health Care System. Megan Oelke is a licensed and certified Research Speech-Language Pathologist at the Veterans Affairs Medical Center in Seattle. She has been collaborating with Dr. Diane Kendall in the UW Aphasia Research Lab since she began her master’s degree thesis in 2008. Currently she works on a rehabilitation protocol looking at improving naming abilities in persons with aphasia.

**Wesley Allen, M.S., CCC-SLP**, Research Speech-Language Pathologist, VA Puget Sound Health Care System. Wesley Allen has been a Research Speech-Language Pathologist with the VA Puget Sound Health Care System since 2014. He collaborates with the UW Aphasia Research Lab and the PSU Aging and Adult Language Disorders Research Lab in researching treatment for anomia in aphasia and developing the NW Aphasia Registry and Repository.
Caring for Veterans with Voice Disorders: Community and VA Collaboration - Introductory Level

Limited patient access for stroboscopic voice evaluation and treatment necessitates community care options for Washington Veterans. This presentation discusses how the Veterans Choice Act impacts community providers. Attendees will learn how to collaborate with the VA to ensure efficient transition of voice services between the VA and its community partners.

Learning Objectives:
- Participants will be able to describe VA Speech Pathology’s protocol for voice evaluation.
- Participants will be able to list strategies to improve collaboration with Otolaryngology.
- Participants will be able to outline how to become a community Speech Pathology provider.
- Participants will be able to conduct Veteran referral screenings to ensure requested care can be provided at the community clinic.

Brennan Littleton, M.S., CCC-SLP, received a master’s degree in medical speech-language pathology from the University of Washington where she participated in a laryngovideostroboscopy training program in addition to the standard coursework. She joined the Puget Sound VA as a speech-language pathologist in 2011 after completing a 12-month fellowship there. For the last 5 years she has worked with adults and geriatrics across the continuum of care. Brennan has a specialized interest in voice and works closely with her colleagues in Otolaryngology to optimize treatment outcomes for their shared patients.

Amy Gentzkow, M.A., CCC-SLP, received her master’s degree in Communication Sciences and Disorders from Western Washington University. She has 15 years of experience working with adults and geriatrics across the continuum of care. Amy joined the Puget Sound VA as a Speech Pathologist in 2006 and became the manager of the American Lake and Seattle VA departments in 2008. Amy enjoys all areas of Speech Pathology yet specializes in dysphagia and alaryngeal voice remediation.
How I do it - The “Wizard” & the Magic of Assistive Technology – Intermediate Level

Join me as I discuss an ALS patient (“The Wizard”), a former professor with a unique background in technology, magic, and science. Learn how our interdisciplinary assistive technology team is using emerging solutions (including the Neuroswitch) to meet his functional goals and improve independence as his disease progresses.

Learning Objectives:

- Participants will identify at least two forms of assistive technology that will allow an individual to maintain independence.
- Participants will describe the benefits of providing an interdisciplinary approach to care when working with assistive technology.
- Participants will describe available and emerging technology to improve function, safety, and independence for those with ALS and other neurodegenerative diseases.

Wendy Woods, M.A., CCC-SLP, is new to Washington State but celebrating her 10th year as an SLP. After completing her CFY at the Mayo Clinic (Scottsdale), she went on to work in a variety of settings including acute care, voice, outpatient, and rehab. She served as a multi-state consultant for Tobii ATI (now TobiiDynavox) where she appreciated the opportunity to hone her skills in the field of AAC and computer access. With an undergraduate in music, she enjoys fusing creativity, evidenced based practice, and technology to help patients increase independence and meet their functional goals.
Early Identification and Intervention for Autism – Intermediate Level

Autism Spectrum Disorder (ASD) is usually diagnosed in the preschool years or later. However, ASD is likely to emerge much earlier, with recent research showing that changes in behavior may be present in the first years of life. Progress in developing interventions for very young children will be described.

Learning objectives:
- Participants will be able to describe characteristics of early development in infants at high risk for ASD.
- Participants will be able to recognize the relationship between very early cognitive, adaptive, and behavioral development and later ASD diagnostic classification.
- Participants will be able to outline two evidence-based approaches for early intervention with very young children with ASD.
- Participants will be able to describe evidence for long-term maintenance of gains made in early intensive behavioral intervention for ASD.

Annette Estes, Ph.D., completed her undergraduate degree at the Evergreen State College and her doctorate in child clinical psychology at the University of Washington. She has conducted research on autism since 1998 to understand the causes of autism, both genetic and neurobiological, and how to support people with autism and their families through evidence-based intervention. She has directed the University of Washington Autism Center since 2013. She is a Research Professor of Speech and Hearing Sciences and Adjunct Research Professor of Psychology. She holds the Susan & Richard Fade Endowed Chair and is a licensed psychologist in the state of Washington.

We Can Learn to Talk and Read: Treating Motor Speech Disorders and Reading Disabilities in Children Part 2

Integrating Pediatric VFSS results into Therapy – Part 2

Aphasia, Alexia, and Phonomotor Treatment – Intermediate Level

Individuals with aphasia frequently present with acquired reading impairment (alexia). This presentation will discuss the subtypes of alexia from a theoretical basis. Then, phonomotor treatment will be described, and evidence will be provided to demonstrate how this treatment can be used to improve reading in individuals with aphasia and co-occurring alexia.

Learning Objectives:
- Participants will be able to describe two influential reading models: dual route and parallel distributed processing models.
- Participants will be able to recognize the reading symptoms of phonological alexia.
- Participants will be able to outline key features of phonomotor treatment that may aid in reading rehabilitation in individuals with aphasia.
C. Elizabeth Brookshire, M.S., CCC-SLP., received her Master’s in Speech-Language Pathology from Vanderbilt School of Medicine in 2009. She is currently working on her PhD in the Aphasia Research Laboratory at the University of Washington under the mentorship of Dr. Diane Kendall. She is currently working on her dissertation that is investigating the relationship between spoken and written language abilities in individuals with aphasia.
QuickDrill Therapy: How and Why Introductory Level

In the past 5 years, QuickDrill-type therapy programs (e.g.: 5 Minute Kids) have become very popular. Do they work? Do they save time? Come learn the ins and outs of this approach, and leave knowing how to set up your own program tomorrow!

Learning Objectives:
- Participants will be able to describe the theoretical basis and research support for QuickDrill-type therapy programs to target articulation skills.
- Participants will be able to identify clients who are appropriate candidates for a QuickDrill-type therapy approach.
- Participants will be able to be prepared to implement a QuickDrill-type therapy program in a school setting.

Melissa Petersen, MA, CCC-SLP, NBCT-ENS, received her education at University of Washington and Western Washington University. She works for Edmond School District as an Educational Speech Language Pathologist. Prior to being an SLP she taught internationally, as well as working with Lindamood Bell Learning Processes leading remedial reading programs in public schools. Her clinical interests include school-age fluency disorders, clinical supervision, and integrating Animal Assisted Therapy into school-based speech and language therapy programs.
11:00-11:45

**The Language of Math - Introductory Level**

This presentation will provide techniques and materials to help students with language disabilities to access the general education math curriculum at the elementary school level. The presenter will share vocabulary lists, ideas for hands-on experiences, and high interest materials to expand students’ understanding of math-related vocabulary and concepts.

**Learning Objective:**
- Participants will be able to create a theme unit for teaching math-related vocabulary and concepts to students with language learning disabilities.

**Stephanie Nichols, MS, CCC-SLP,** received her education at Portland State University. She was a Speech Language Pathologist for over 20 years in Portland, Oregon and in the Renton School District in Washington State. She spent most of her career working in high poverty areas where students’ academic progress is affected by environmental factors as well as speech and language disabilities.

12:15-1:30

**Business Lunch**
Multi-Cultural Issues and Autism Spectrum Disorder – Intermediate

Speech-language pathologists often work with individuals with autism spectrum disorder. The diagnosis and treatment of autism spectrum disorder is unique due to challenges related to the variability of the spectrum and lack of understanding related to the cause. Families who receive the diagnosis are often faced with an overwhelming amount of information regarding how to best support their child. This can include difficult decisions regarding school placement, treatment options and navigating complex systems such as the educational and medical systems. In our multi-cultural society, SLP’s often interact with families from various cultural backgrounds who come with various ideas related to autism and require a flexible approach in order to best provide support. This presentation will identify common issues and provide information related to providing support to multi-cultural families. A portion of the presentation will include perspectives from stakeholders representing different cultural backgrounds from our community.

Learning Objectives:
- Participants will identify common issues and obstacles facing families from different cultures.
- Participants will be able to describe different perspectives as described by stakeholders from various cultures.
- Participants will be able to implement strategies designed to support families from different cultures.

Jim Mancini MS, CCC-SLP, graduated from the University of Washington in 2001. He worked as a research speech language pathologist at the Kennedy Krieger Institute’s Center of Autism and Related Disorders in Baltimore with a focus on early identification of autism beginning in 2002. He returned to Seattle in 2007 and worked at the University of Washington’s Autism Center and is currently a speech-language pathologist and coordinator of Parent Education at the Seattle Children’s Autism Center.

Ginger Kwan is the Executive Director of Open Doors for Multicultural Families, a nonprofit, grassroots family support organization. The organization’s mission is to ensure multicultural families who have loved ones with disabilities have equal access to information, resources and services. Ginger is also a parent of a youth with autism, a Chinese immigrant from Taiwan, fluent in both spoken and written Taiwanese, Mandarin, and English. Ginger Kwan has 13 years’ progressive working experiences in the field of developmental disabilities as a parent consultant, ethnic outreach specialist, project coordinator, program developer, cultural competence trainer and the Executive Director of ODMF. Both her professional work and personal life have been involved with serving diverse families of children with special needs. Ginger believes that with appropriate language and cultural support to refugee and immigrant parents who have limited English proficiency, they will be empowered to make informed decisions and be strong advocates for their children with intellectual and developmental disabilities.
Listening, Speech, and English for D/HH Students – Intermediate Level

Professionals can facilitate the development of listening, speech, and English language (via Signing Exact English) when children are deaf or hard of hearing (D/HH) using specific strategies. Film clips and research from Northwest School for Deaf and Hard of Hearing Children and current research will be incorporated into the talk.

**Learning Objectives:**
- Participants will be able to describe 3-5 specific strategies that adults can use to facilitate the development of listening.
- Participants will be able to describe 3-5 specific strategies that adults can use to facilitate the development of speech articulation.
- Participants will be able to describe 3-5 specific strategies that adults can use to facilitate the development of Standard English.

**Barbara Luetke, Ph.D.,** was a professor and director of Deaf Education for 27 years before now working as an administrator at Northwest School for Deaf and Hard of Hearing Children (NWSDHH) in the Seattle area. She is the author of seven books, over a hundred research journal articles, and has been an invited speaker and consultant in five countries and throughout the United States. Barbara is the mother of four daughters, two of who are deaf-and told her family’s story in her most popular book, One Mother’s Story.

**At the Intersection of CCR…District Curriculum… and Special Education**

This course enables participants to understand the relationship between the Common Core Standards, and the provision of specially designed instruction to meet individual student needs. Participants will learn an easy method to unpack the standards, identify the essential concepts embedded within the standards and design special education goals that provide opportunities for improved student outcome.

**Learning Objectives:**
- Participants will be able to state the legal requirements in the provision of specially designed instruction and alignment with the Common Core Standards,
- Participants will be able to unpack the standards and identify the elements within the standards, and
- Participants will be able to write goals that will meet the individual needs of the student while maximizing their opportunity to move through the general education curricula.

**Pat Steinburg, MA, SLP.** Beginning in 1973, Pat worked in the public schools as a Speech and Language Pathologist for 17 years. In 1990, she joined the staff at the Washington Education Association as the Coordinator of Programs for Students with Disabilities. While in that position, Pat was responsible for designing and providing training on special education topics to educators and families. In 2006, after
retiring from the WEA, she became the coordinator of the Special Education Support Center, which provided IEP meeting facilitation services as well as resource and referral information for families and educators. Pat currently works as an educational consultant to school districts, public agencies and organizations.

Glottal Incompetence: Diagnosis and treatment Paradigms

Glottal incompetence is a term used to describe incomplete closure of the vocal folds. It can be a result of vocal fold paralysis/paresis, presbyphonia or age related changes to the larynx, vocal fold atrophy due to deconditioning, or vocal fold scar/sulcus. Perceptually, the voice sounds weak and breathy. Patients complain of reduced loudness, increased vocal effort, increased vocal fatigue, and an impact on their voice quality of life. There are surgical and behavioral methods to treat glottal incompetence. Developing interprofessional relationships for multidisciplinary treatment results in improved outcomes for our patients. This presentation will highlight both medical and behavioral treatments for glottal incompetence and will provide the participant with an opportunities to understand and view surgical treatment options and most importantly, a hands on workshop setting to practice evidence based voice therapies for treatment.

Learning Objectives:
- Participant will be able to state the pathophysiology behind glottal incompetence and the most common causes of glottal incompetence
- Participant will be able to list the perceptual presentation of glottal incompetence
- Participant will be able to state the functional and emotional cost of glottal incompetence
- Participant will be able to define therapeutic methods to treat glottal incompetence

Edie R. Hapner, Ph.D., CCC-SLP (see Friday bio)
Using VFSS to Guide Treatment - Introductory

This is a case-based presentation reviewing when and how to implement compensatory strategies during a Video Fluoroscopic Swallow Study (VFSS). The use of strategies in this setting maximizes the usefulness of this exam and provides information that can guide treatment.

Learning Objectives:

- Participants will identify at least 1 compensatory strategy that can be used during VFSS to limit pooling of pharyngeal residue
- Participants will identify at least 1 compensatory strategy that can be used during VFSS to limit aspiration

Gosha Spiess, MA, MS, CCC-SLP, joined the Inpatient Rehabilitation team at Harborview Medical Center in 2011. Prior to that she worked in an acute care setting, trach/vent specialty hospital and also as an outpatient clinician in Alaska. After receiving degrees in linguistics and translation in her native Poland, she completed the Speech Language Pathology program at Portland State University.

Yumi Sumida, MFA, MS, CCC-SLP received her MS in Speech-Language Pathology from the University of Washington. For the past 5 years she has worked at Harborview Medical Center’s Voice and Swallowing Specialty Clinic. She is also spearheading rollout of the inpatient FEES program at HMC and serves on ASHA’s Multicultural Issues Board.
Implementing an Intensive Aphasia Treatment Program

Recent literature supports the benefits of intensive treatment models for patients with aphasia. This seminar is an overview of the benefits of an intensive treatment model, and also describes specific evaluation and treatment protocols as well as outcomes from a pilot intensive treatment program at the Puget Sound VA.

Learning Objectives:
- Participants will be able to identify benefits of intensive rehabilitation program for aphasia, both for patients and for providers.
- Participants will be able to describe evaluation protocols that may be used to measure outcomes from intensive aphasia rehabilitation.
- Participants will be able to describe a variety of treatment methods (e.g. targeting language impairment, participation restrictions, and environmental modifications) that can be targeted during an intensive aphasia rehabilitation program.

Junette Hope McGougin, MCD, CCC-SLP, received her master’s degree in Communication Disorders from Louisiana State University Medical Center. She has over 20 years’ experience as a speech-language pathologist working with adults and geriatrics in various settings. She joined the Puget Sound VA as an outpatient speech-language pathologist in 2012. Junette has a specialized interest in Cognitive–Communication Remediation and is one of the lead Speech Pathologist on the Polytrauma Team at the VA.

Janaki Torrence, MS, SLP-CF [expect CCC-SLP at time of WSHLA conference] received her master’s degree in Speech-Language Pathology from the University of Washington where she completed a thesis examining participation-focused intervention among speech-language pathologists. Janaki completed her clinical fellowship at the Puget Sound VA. While at the VA she had the opportunity to work with patient’s in a variety of settings, including outpatient, acute care, inpatient rehab and spinal cord injury. Her clinical interests include aphasia, AAC, and interdisciplinary collaboration.
Research Skills for Clinicians

Clinicians often want to contribute to clinical research, but are not adequately trained to do so. This session will explain basic clinical research concepts, provide practice with designing clinical research questions, and explain the publication process. Resources will be provided to assist clinicians interested in participating in the research process.

Learning objectives:
- Participants will be able to identify the four phases of clinical research, and the potential role(s) of clinical settings and personnel in each of them.
- Participants will be able to explain the steps of the clinical research process.
- Participants will be able to explain the manuscript submission and review process.

JoAnn Silkes, Ph.D., CCC-SLP, completed her B.A. in Speech and Hearing Sciences at Indiana University, and her M.S. in Communication Disorders at the University of Wisconsin – Madison. After working as a speech-language pathologist in adult medical settings for 10 years, she completed her Ph.D. at the University of Washington. Following a post-doctoral fellowship she is now a Research Assistant Professor in the UW Department of Speech and Hearing Sciences, and is affiliated with the Aphasia Research Lab.

Innovative Tools for Treating Stuttering - Introductory Level

Stuttering can be a challenging disorder to treat, but this presentation will provide participants with three tools that will prove invaluable for effectively treating stuttering as well as many other speech and language difficulties: Illustrating the Speech Mechanism; Scaling; and Name It, Claim It, Tame It.

Learning Objectives
- Participants will be able to describe how to utilize a speech mechanism illustration, scaling, and Name It, Tame It, Claim It to effectively treat individuals who stutter.
- Participants will set goals for small ways that they will begin implementing these tools to improve their own treatment sessions.

Elyse Lambeth, M.S. CCC-SLP, received her graduate degree from the University of Redlands in Redlands, CA. She helped create the Fluency Clinic at Seattle Children’s Hospital. She is also the co-creator of the Summer Intensive Stuttering Workshop for Teens which is in its second year. She has completed over 100 hours of continuing education within the area of fluency disorders and is working towards her board certification.

At the Intersection - Steinberg Part 2
Glottal Incompetence: Diagnosis and treatment Paradigms – Harper Part 2
Ethics and Telepractice - Intermediate

Telepractice has grown exponentially in recent years, leading to great interest in how it should be successfully provided. Since telepractice has been used more widely in the past 5 to 10 years, the question of ethics in telepractice has arisen. This presentation will briefly highlight current telepractice technology, discuss the components of high quality telepractice, and discuss ethical issues that may arise from this practice. Case studies will be used to highlight ethical telepractice procedures.

Learning Objectives:

- Participants will be able to describe the necessary components of a high quality telepractice delivery model
- Participants will be able to state 3 barriers to high quality telepractice
- Participants will be able to recognize potential ethical issues and state how to avoid them in a telepractice setting

Melissa Jakubowitz, M.A., CCC-SLP. BRS-CL, ASHA Fellow received her education at the University of the Pacific. She owned a pediatric private practice for 20 years that served students in public school settings as well, before joining PresenceLearning in 2010. Since 2010, Ms. Jakubowitz has developed clinical protocols, policies and procedures for her growing team of telepractice clinicians.
5:00-6:30

Poster Presentations: (must spend minimum of 15 minutes at a poster for credit)

Stuttering in the Movies: Listener Perceptions – Intermediate Level

The effects of different portrayals of people who stutter on adolescents’ perceptions of people who stutter were examined. Participants viewed neutral or negative portrayals of stuttering from major motion pictures and completed an adjective pair scale before and after viewing a video sample. Portrayal type and gender differences are discussed.

**Learning Objectives**
- Participants will describe factors that influence listeners’ perceptions of people who stutter.
- Participants will describe the effect of major motion picture portrayals of stuttering on adolescent’s perceptions of people who stutter.

**David Evans, Ph.D., CCC-SLP** received his doctorate from the University of Nebraska-Lincoln and is an assistant professor in the department of Communication Sciences and Disorders at Western Washington University. Dr. Evans teaches the graduate course on fluency disorders, works clinically with people who stutter, and conducts research on psychosocial aspects of stuttering. He has published research in the area of fluency disorders and has presented at national and international conferences.

**Terrylandrea Miller, M.A., CFY-SLP** received her master’s degree at Western Washington University in 2015. She completed her thesis in the area of stuttering and is completing her fellowship year in the Tacoma Public Schools. She is specializing in working with the Deaf and Hard of Hearing population.

Parental Speech Characteristics to Hard-of-Hearing Toddlers

Child-directed speech to toddlers who are hard-of-hearing is examined. Fundamental frequency of mothers and fathers is shown to be systematically higher in parents with children who are hard-of-hearing compared to parents of children who are typically-developing. Implications for input to children, automatic speech recognition, and group differences are discussed.

**Learning Objectives:**
- Participants will describe some of the most recent research on child-directed speech to children who are hard-of-hearing.

**William Strong, M.S., CF-SLP**, received a foundation in Psychology and Linguistics at the University of Washington before completing his Master's study in Speech and Hearing Sciences at Washington State University. He has assisted coordination of several NIH-funded studies involving progressive neurological disorders while employed at the University of Washington and maintains a certification in psychometry.
Fathers Prosodic Communication with Young Children

Fathers’ speech to children has been extensively reported. Here, we examine fundamental frequency in parents of 11 typically-developing preschoolers using daylong, naturalistic recordings using LENA technology. We show that fathers do not perform similarly to mothers in terms of mean, range, or variability. Results show differential input to children.

Learning Objective:
- Participants will discuss the differential roles mothers and fathers may play in language acquisition input

William Strong, M.S., CF-SLP, - (see above)

SLPs as National Board Teachers

In Washington State many school-based SLPs are eligible to become National Board Certified Teachers and receive an annual $5,000 bonus from the Office of the Superintendent of Public Instruction. Learn the steps involved, reasons to become a candidate, and how deep Knowledge of Students contributes to individualized goals and instruction.

Learning Objectives:
- Participants will describe how Knowledge of Students is the basis for accomplished instruction
- Participants will identify the reasons for individualized goals based on Knowledge of Students
- Participants will identify the reasons for individualized instruction based on Knowledge of Students

Linda Adams, MA, CCC-SLP, NBCT has 39 years of experience as a speech-language pathologist in public schools. She is also a National Board Certified Teacher who facilitates groups of candidate teachers and SLPs in certification from the National Board for Professional Teaching Standards (NBPTS) through the University of Washington support program.

Teachers Estimate Prevalence of Speech-Language Impairments

Prevalence of speech-language impairments was estimated in Nepalese primary school children through a screening procedure employing a-TSLRC tool by teachers. Prevalence was estimated to be 7.93% for speech-language impairments, 4.68% for speech problems and 7.85% for language problems. a-TSLRC showed good intra-rater reliability and high value of internal consistency.

Learning Objectives:
- Participants will be able to record the prevalence of overall speech-language impairments, speech problems and language problems estimated in Nepalese primary school children via an indirect assessment (teachers screening)
Participants will be able to identify the prevalence figures by subtypes of speech-language impairments, namely articulation/phonological problems, stuttering, voice problems, receptive language problems and expressive language problems.

Participants will be able to outline the reliability and validity outcomes of the a-TSLRC (Whitworth et al., 1993).

Krishna Bahadur Thapa, M. Ed, is a PhD candidate at University of Macedonia, Greece. He taught the undergraduate students in Nepal as a Health Education Teacher from 2nd December, 2007 to 1st January, 2010. His research 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 publicly and educationally unacquainted in Nepal.

Areti Okalidou is an Associate Professor of Speech-Language Pathology at the Department of Educational and Social Policy of the University of Macedonia, Greece. She has graduated from CUNY/Graduate Center and is certified by ASHA. She teaches courses in communication disorders, speech and hearing sciences and education for the deaf. Her research interests include auditory and speech/language assessment and therapy for children with hearing-impairment and cochlear implants, acoustics of speech and assessment of children at-risk for communication problems. She has organized national and international conferences and published her work.

Sofia Anastasiadou holds a BSc from the Department of Mathematics of the Aristotle University of Thessaloniki in Greece, a Master degree in Mathematics Education from Surrey University of Kingston in UK. She has obtained her Ph.D in Multidimensional Statistical Analysis at the Macedonia University of Thessaloniki in Greece. She is currently an Associate Professor of Statistics and Educational Research in the Department of Preschool Education at the University of Western Macedonia in Greece. Apart from Statistics, SEMs models and Mathematics Education in Primary, Secondary and Higher Education her research interests are also focused in the Analysis and Interpretation of Multivariate Data for Social Science. Sofia Anastasiadou has published more than 200 papers in Greek, European and International Scientific Journals.

**Speaking Task Differences in Parkinson’s Disease**

The goal of the study is to evaluate the vocal parameters of utterances produced by speakers with Parkinson’s disease in two contexts: covert conversation and sentence reading. Analyses are centered on measures of dysfluency, articulation rate and pitch variation. Results have clinical implications for how speakers improve naturalness and intelligibility.

**Learning Objectives**

1. Participants will recognize the difference between internally-guided and externally-guided limb and speech tasks for individuals with Parkinson’s disease.

2. Participants will identify the vocal parameters that are associated with increased intelligibility and naturalness.

3. Participants will list the clinical implications of task-based changes to speech.
Learning Objectives

- Participants will recognize the difference between internally-guided and externally-guided limb and speech tasks for individuals with Parkinson’s disease.
- Participants will identify the vocal parameters that are associated with increased intelligibility and naturalness.
- Participants will list the clinical implications of task-based changes to speech.

Susannah Balestracci, B.A., B.S., is completing her masters of speech-language pathology at the University of Washington and is analyzing Parkinsonian speech for her master’s thesis.

Kristie Spencer, Ph.D., CCC-SLP is an associate professor in the Department of Speech and Hearing Sciences at the University of Washington. Her research focuses on the cognitive and motor processes that contribute to speech production and speech motor learning, primarily in adults with Parkinson and cerebellar disease.

Phil Weir-Mayta, Ph.D., CCC-SLP is an assistant professor in the Department of Human Communication Studies at California State University Fullerton. His research concerns speech motor learning in individuals with Parkinson’s disease.

Mara Kapsner, Smith, M.S., CCC-SLP is a clinical instructor in the Department of Speech & Hearing Sciences at the University of Washington with expertise in acoustic analysis.

Davis Balestracci, M.S. is a statistical consultant.
Functional Communication for Children with AAC Needs: Assessment to Intervention – Intermediate Level

Individuals who require AAC are just that, individuals! It can be a daunting task to fully assess a child’s unique abilities, match to the features of an AAC system and know what latest and greatest tools are available. This presentation will address the complexities of figuring out the best AAC system for children with significant communication challenges. We will discuss how to assess children at each level along the continuum of communication independence and review vocabulary and intervention procedures critical to build success.

Learning Outcomes:
- Participants will be able to list at least six items used as part of an AAC assessment.
- Participants will be able to describe the three levels of communication independence.
- Participants will state two components of an effective assessment for each level of communication.
- Participants will describe the vocabulary needed in an AAC system to address different communication functions.

Marci Revelli, MS CCC/SLP, is a speech language pathologist who specializes in the area of Augmentative Alternative Communication. With over 20 years’ experience, Ms. Revelli has worked in hospitals, private and public schools as well as in private practice in Seattle and in the Boston area. She currently runs the Augmentative Alternative Communication program at Seattle Children’s Hospital and provides AAC assessment, training and treatment for children of all ages. Ms. Revelli also runs Augmentative Alternative Communication Services (AACS), a program that provides school training, consultation and in-home AAC training and treatment. She has presented locally and nationally with a special interest in the use of mobile technology, curriculum modifications and inclusion programming for children with AAC needs.

ELL Critical Data Process – Preschool Version

This process assists teams in collecting critical data needed to understand the impact of language acquisition (i.e., learning English as a new language), as related to possible disability concerns. The process guides teams and leads to a pictorial representation of discussions. Focusing on understanding expectations, exposure, environment and practice.

Learning Objectives:
- Participants will be able to identify the key components of ELL students’ historical data critical to understanding the difference between additional language acquisition and disability.
- Participants will be able to identify the key components of ELL students’ current data and intervention data that is critical to understanding the difference between additional language acquisition and disability.
• Participants will be able to describe and facilitate the ELL Critical Data Process at a beginner level.

Steve Gill, M.Ed., has spent his career working in education, as a teacher and school psychologist, and has faced the challenges of trying to understand the differences between language acquisition and special education issues. Through working to become bilingual/biliterate and working on graduate studies in English Language Learning, Steve eventually created the ELL Critical Data Process. This process is widely used across the state to assist teams in making good decisions for our children.

Documentation and Billing for Skilled Services - Intermediate

Knowledge of documentation and billing is an integral part of clinical service delivery in the currently changing health care environment. When used skillfully, documentation can not only help us get reimbursed for the services provided, it can also serve as a tool for clinical decision making and structuring therapy.

Learning Outcomes

• Participants will be able to describe the role of documentation in facilitating clinical decision making for skilled SLP services.
• Participants will be able to identify the difference between skilled vs unskilled documentation.
• Participants will be able to discuss the CPT and ICD-10 codes related to SLP services.

Dua Sharma MA, CCC-SLP received her Master’s degree in Speech-Language Pathology at the University of Kansas. She has been a Speech-Language Pathologist in the SNF setting for 5 years. She is currently working as a Rehab Manager at Health and Rehab of North Seattle in Seattle. She has volunteered for WSHLA continuing education committee and the convention committee and recently graduated from ASHA Leadership Development Program in Health Care.

Swallowing Screening in Patients with Stroke - Intermediate

Screening swallowing in patients presenting with stroke symptoms is critical and supported by many national and federal guidelines. This session will review the importance of screening swallowing following stroke. Methods to critically review published screening tools will be described. Nursing engagement and education to promote successful and reliable implementation will be examined.

Learner Objectives

• The participant will be able to state the goals of screening swallowing in stroke
• The participant will be able to discuss validated swallowing screening tools for stroke.
• The participant will be able to describe ways to facilitate nursing education to facilitate screening competency.

Stephanie K. Daniels, PhD, CCC-SLP is a Professor at the University of Houston in the Department of Communication Sciences Disorders and a Research Speech Pathologist at the Michael E. DeBakey VA Medical Center in Houston, TX. She has practiced as a speech pathologist focused in stroke for over 20 years. Stephanie has published numerous peer-reviewed articles on dysphagia and stroke and is the co-author of Dysphagia Following Stroke. Her research is funded by the Department of Veterans Affairs. She is an ASHA Fellow and President-Elect of the Dysphagia Research Society.
Revelli part 2

ELL Critical Data Process – K-12 Version

This process assists teams in collecting critical data needed to understand the impact of language acquisition (i.e., learning English as a new language), as related to possible disability concerns. The process guides teams and leads to a pictorial representation of discussions. Focusing on understanding the impact of 16 key factors.

Learning Objectives:

- Participants will be able to identify the key components of ELL students’ historical data critical to understanding the difference between additional language acquisition and disability.
- Participants will be able to identify the key components of ELL students’ current data and intervention data that is critical to understanding the difference between additional language acquisition and disability.
- Participants will be able to describe and facilitate the ELL Critical Data Process at a beginner level.

Steve Gill, M.Ed., has spent his career working in education, as a teacher and school psychologist, and has faced the challenges of trying to understand the differences between language acquisition and special education issues. Through working to become bilingual/biliterate and working on graduate studies in English Language Learning, Steve eventually created the ELL Critical Data Process. This process is widely used across the state to assist teams in making good decisions for our children.

Assistive Technology: An Interdisciplinary Approach

An Occupational Therapist and Speech-language Pathologist describe how to create an assistive technology team and initiate interdisciplinary evaluation and intervention. Roles of various interdisciplinary team members, materials, outcome measures, and critical interactions are described. Case examples included w/ photos of intervention being provided in the home. [46 words]

Learning Objectives:

- Participants will be able to name three essential members of an interdisciplinary AT team
- Participants will be able describe three of the team collaborations that can reduce duplication of service, gaps in care and improve efficiency and quality with service delivery
- Participants will be able identify three outcome measures that can be used by AT clinics to monitor progress, effectiveness of services and equipment being issued

Laura Hardy, MS CCC-SLP, graduated from UW Master’s program in 2005, trained at Harborview & Portland VA Medical Centers. Previously worked at Good Samaritan Hospital (Puyallup), joined Seattle
VA in 2009. Founding member of the assistive technology team, working towards obtaining certification as an Assistive Technology Professional (ATP).

**Cathy Covey, MOTR/L**, is a Cleveland State University graduate with a Masters in Occupational Therapy. She has worked at the VA since 2006 and various per diem positions in Seattle. Focus areas include Driver Rehabilitation, Power Mobility, Vision Rehabilitation and Assistive Technology. Co-founded an Interdisciplinary AT program for the VA; currently working towards ATP certification and continued development of collaborative rehabilitation programs.

**Swallowing Screening - Daniels part 2**

**12:00-1:30**

**Lunch with presentation**
Interprofessional Collaborative Practice: Breaking Down Silos to Enhance Outcomes

Do you have the skills to succeed on interprofessional teams? Learn the why, what and how of interprofessional education and interprofessional collaborative practice (IPE/IPP) and join the discussion about how to foster collaborative teams in education and practice.

Learning Objectives:

- Participants will be able to list the benefits of IPE/IPP to practitioners and the students/patients they serve.
- Participants will be able to identify at least one unique aspect of interprofessional education and interprofessional collaborative practice (IPE/IPP).
- Participants will be able to describe the competency areas needed by individuals on IPE/IPP teams.
- Participants will be able to identify one skill area you will enhance that will help you stimulate IPP/IPP in your work setting.

Janet Brown, M.A., CCC-SLP, is ASHA’s Director of Health Care Services in Speech-Language Pathology and an ASHA Fellow. Before coming to ASHA, she worked in acute care hospitals, inpatient and outpatient rehabilitation, and home health. At ASHA, she tracks trends affecting SLPs in health care, serves as ASHA’s liaison to other organizations, and assists in developing resources for ASHA members. She is a co-editor of the book Business Matters and is a co-editor of the soon-to-be released publication Private Practice Essentials for Speech-Language Pathologists. She writes and presents on a number of topics, including telepractice, private practice, and health care issues. Along with other ASHA staff, she gives presentations at state association meetings across the country on interprofessional education and interprofessional practice as part of ASHA’s Strategic Objective.
1:30-3:00

Using Media for Social Learning – Intermediate

Highly engaging media provides a rich resource of social learning material. This seminar will provide specific, structured activities to use with students ranging in age from preschool through middle school. After breaking down IEP goals into underlying social concepts, we will watch a range of media examples and therapy videos.

Learning Objectives:

- Participant will be able to define Feuerstein's MLE's and explain how his theory applies to our work in social cognition.
- Participant will be able to demonstrate how to break an IEP goal down into underlying social learning concepts.
- Participant will be able to describe three activities that could be used with a YouTube video to build social understanding.

Anna Vagin, PhD, a licensed speech/language pathologist in private practice in Marin County, California, provides individual sessions and social learning groups to families and children 6 months through college age. She provides consultation to parents and schools, and is a frequent speaker in the US and Canada on topics related to social cognition. She is the author of *Movie Time Social Learning* (2012) and *YouCue Feelings: Using Online Videos for Social Learning*, (2015).

Determining Eligibility for Social Communication Disorders

This presentation will address how SLPs can provide valid evaluations of students with social communication disorders. SLPs will learn the process of eligibility determination with emphasis on identifying adverse educational impact and need for specially designed instruction. You will develop an assessment battery for referrals involving social communication disorders.

Learning Objectives:

- Participants will identify an evidence-based assessment battery for social communication disorders.
- Participants will list the communication characteristics that are identified in new ICD-10 diagnostic codes for Autism Spectrum Disorder and Social Communication Disorder.
- Participants will outline the 3-prong decision for determining eligibility and apply it to complex cases.
- Participants will be able to contribute to team-based decisions related to communication programming for students with social communication disorders.

Kate Krings, MS, CCC-SLP, received her Master’s degree from the University of Washington. Kate began her career as an SLP in the Seattle Public School District. During her time there, she worked with Preschool, Elementary and High School Students with a wide variety of communication disorders. She developed an expertise and passion for working with the adolescent population in the high school, as well as with children
from CLD backgrounds. Kate has been a clinical instructor at the UW Department of Speech and Hearing Sciences since 2007. She supervises SLP graduate students in their pediatric speech and language rotations in the UW Speech and Hearing Clinic. She also serves as the Public School Placement Coordinator for the department.

Managing Swallowing and Voice Disorders using Telehealth

The use of telemedicine in the field of speech-language pathology is becoming more prevalent as technology advances our capabilities. The purpose of this talk is to provide understanding for various modalities of telehealth, and information about how telemedicine might be used in assessment and treatment for swallowing and voice disorders.

Learning Objectives:
- Participants will be able to identify treatment programs that are implemented in clinical video telehealth treatment sessions for voice and swallowing disorders.
- Participants will be able to describe protocols and tasks that are being investigated as potentially effective means to assess for oropharyngeal dysphagia via telemedicine modalities.
- Participants will be able to describe methods used to communicate findings from swallowing and voice assessments and treatments using telemedicine modalities.

Kyle Mamiya, CCC-SLP, received his education at California State University, Northridge. He has been working as a Speech Language Pathologist for the Department of Veterans Affairs for 14 years. He has been teaching a voice disorders course as an adjunct faculty member at California State University, Northridge for the past 10 years.

Management of Adult Dysarthria and AOS – Intermediate

This seminar will provide an overview of the latest research and recommendations regarding the management of adults with dysarthria and acquired apraxia of speech. The recommendations of the Practice Guidelines committee of the Academy of Neurologic Communication Disorders and Sciences will be presented and coupled with current updates.

Learner Objectives:
- Participants will be able to recognize 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.
- Participants will be able to describe management strategies that have the preponderance of research support related to dysarthria and apraxia of speech.
- Participants will be able to identify management strategies for adult motor speech disorders that have not been supported by evidence or expert opinion.

Kristie Spencer, Ph.D., CCC-SLP is an associate professor in the Department of Speech and Hearing Sciences at the University of Washington and a member of the ANCDS Practice Guidelines committee. Her research focuses on the cognitive and motor processes that contribute to speech production and speech motor learning, primarily in adults with Parkinson and cerebellar disease.
Surviving & Thriving in CFY & Beyond – Introductory Level

This interactive seminar will provide participants with specific information on topics related to a beginning career in speech-language pathology and audiology, such as licensing, professional responsibility, and mentoring. Participants will also have an opportunity to discuss their specific questions/concerns with the presenter and other participants.

Learning objectives:
• Participants will be able to identify at least three topics relevant to new professionals.
• Participants will be able to provide at least one question/comment to the presenter regarding issues as a new professional either verbally or in writing.
• Participants will be able to identify at least one new resource to assist him/her in their professional setting.

Heather Jeng, M.A., CCC-SLP, received her master’s degree at Case Western Reserve University in 2007. She has practiced in a variety of settings, including skilled nursing/long-term care, pediatric outpatient, and schools. She is currently a doctoral student at the University of Washington with interests in the intersection of motor speech and cognitive impairments, ecologically valid assessment of hypokinetic dysarthria, cognitive-communication disorders, and implementation science.
Social Media Part 2

Infant Feeding in the First Year

Introduction to infant feeding within the first year of life to provide clinicians with knowledge of typical feeding progression and ability to identify common feeding difficulties. Primary focus will be on bottle feeding and transitioning to early solids; however breast feeding and alternate feeding methods will also be discussed.

Learning Objectives:

- Participants will identify the basic developmental sequence of early feeding within the first year of life.
- Participants will recognize common difficulties that may occur and impact early feeding success.
- Participants will identify treatment strategies to support improved feeding outcomes.

Amy Westendorf, MA, CCC-SLP, received her Master’s degree in speech-language pathology from Western Washington University in 2000. She has extensive experience in pediatrics and has worked at Valley Medical Center for the past 15 years. Amy coordinates the Neonatal Intensive Care Unit (NICU) inpatient and outpatient feeding program and has developed a video for use in training medical and therapy staff on infant feeding. Not surprisingly, infant feeding is her passion, both in the NICU as well as in outpatient NICU follow-up. She enjoys working collaboratively with colleagues and families to facilitate successful feeding experiences both inside and outside of the NICU.

The Not So Mild Consequences of a “Mild” TBI – Intermediate

“Mild” Traumatic Brain Injury will affect thousands of patients and their families in the state of Washington this year. Its symptoms, impacts and effects can seem mysterious and difficult to address. Join us for a discussion with a leading SLP and a TBI survivor on utilizing various group processes to facilitate recovery from and learning to live with “mild” TBI.

Learning Objectives:

- Participants will be able to recognize the multiple symptoms & impacts of a mild TBI.
- Participants will be able to identify & describe various group processes and how they can facilitate recovery from mild TBI.
- Participants will be able to list several Washington State resources available to support persons recovering from and living with brain injury.
Joan M. Jaeger, MSPA, CCC-SLP, received her education at the University of Washington and is Board Certified in Neurogenic Communication Disorders by the ANCDS. She has held multiple leadership positions in WSHA and ASHA, including WSHA President in 1992 and ASHA Legislative Councilor for twelve years. She was recognized by WSHA with Honors of the Association in 2004 and by ASHA with Fellowship in 2005. She is currently the WSHA Nominations Chair and the ASHA State Advocate for Medicare Policy representative for Washington State.

Marilee Goebel, CPBA, CPVA, Prior to a mountain biking accident in August 2010, Marilee was a driven and highly engaged OD/Learning & HR leader. Through her brain injury Marilee experienced a profound loss: her identity. This loss compelled her to embark upon a journey of research and discovery about rebuilding identity. In her work at Cognition, Marilee uses her facilitation, coaching and research abilities in the pursuit of Cognition’s mission: To activate and enable rebuilding positive self-identity after brain injury.