

MAINE SPEECH LANGUAGE
HEARING ASSOCIATION

2025 CONFERENCE

GINA ENGLAND, MA, CCC-SLP

Gina England is a Speech-Language Pathologist who has practiced in New Hampshire since 1981. She has worked all along the medical continuum of care, including acute care, acute inpatient rehab, outpatient, day treatment, SNF, and home health. Her areas of interest and specialty include cognitive rehabilitation, dysphagia, adult acquired apraxia, and post-concussion syndrome.

Gina has been a national presenter on topics related to cognitive-communication disorders, dysphagia, and post-concussion syndrome. She currently serves on the Board of Directors for the Brain Injury Association of New Hampshire and has served as Adjunct Faculty at The University of New Hampshire, Granite State College, and Nashua Community College.

In 2011, she began to spread her horizons even further by venturing into private practice and is enjoying the diversity of practice that this affords the speech pathologist. She thoroughly enjoys conducting seminars/workshops on topics relevant to adult and pediatric rehabilitation. In 2012, she began a part-time contract with a private school that provided academic instruction to male students whose significant social/emotional and behavioral problems presented barriers to learning in the traditional public school system. She remained there until 2017. From 2017 through 2025, she has expanded her service provision to include the New Hampshire Public School System, servicing students from preschool through high school. She has found that her medical speech pathology background has been a valuable asset in helping to identify the barriers to academic, communication, and cognitive development in students of all ages.

After 44 years of clinical practice, she continues to experience the joy in working as a speech and language pathologist in all settings with all ages.



GINA ENGLAND, MA, CCC-SLP: USE OF INFORMAL (VERSUS STANDARDIZED) ASSESSMENT MEASURES WHEN TESTING STUDENTS OF ALL AGES

Description

Today's presentation and accompanying handout are designed to create a manual for therapists working in the field of cognitive-communication disorders. The manual is a comprehensive resource. Gina England, MA CCC-SLP: Use of Informal (Versus Standardized) Assessment Measures When Testing Students of All Ages, will provide the attendees with essential information long after today's presentation has ended. The contents of the manual will include the following information: Neuroanatomy, Neurologic Disorders, Dementia, Informal and Formal Assessment Resources, Challenges to Successful Therapy Outcomes and Solutions to These Challenges, Extensive Treatment Activities, Creating Home Programs, Creative Discharge Planning, and Community-Based Resources for the Post-Therapy Period of Recovery.

Objectives

1. Participants will state a minimum of three benefits to the incorporation of informal assessment measures during student speech and language evaluations.
2. Participants will summarize ASHA's position statement on the topic of Multidisciplinary Evaluation and Assessment based upon IDEA law.
3. Participants will verbalize the intrinsic benefits of utilizing multi-person rating and observational scales as they relate to optimal collaboration.
4. Participants can generate and catalog their own informal assessment binder containing the most relevant assessment measures demonstrated during today's presentation.

Thursday, October 23 AM Presentation

GINA ENGLAND, MA, CCC-SLP (SHE/HER): COGNITIVE COMMUNICATION DISORDERS INCLUDING THE POST-RECOVERY PHASE COGNITIVE COMMUNICATION DISORDERS INCLUDING THE POST-RECOVERY PHASE

Description

Today's presentation and accompanying handout are designed to create a manual for therapists working in the field of cognitive-communication disorders. The manual is a comprehensive resource that will provide the attendees with essential information long after today's presentation has ended. The contents of the manual will include the following information: Neuroanatomy, Neurologic Disorders, Dementia, Informal and Formal Assessment Resources, Challenges to Successful Therapy Outcomes and Solutions to These Challenges, Extensive Treatment Activities, Creating Home Programs, Creative Discharge Planning, and Community-Based Resources for the Post-Therapy Period of Recovery.

Objectives

1. Participants will compare and contrast reversible and irreversible Dementia syndromes
2. Participants will state the clinical benefits of incorporating informal assessment measures into the evaluation process.
3. Participants will identify functional solutions to both patient-centered and clinical challenges to the rehabilitation process.
4. Participants will verbalize the basic tenets of a successful home therapy program.
5. Participants will list a minimum of four community-based resources for the Post Therapy Phase of Recovery.

Friday, October 24 All Day Presentation

GINA ENGLAND, MA, CCC-SLP

- **Financial Disclosures:** The speaker will receive an honorarium for this presentation. The speaker has no financial relationships with any of the vendors/products discussed during today's presentation. The speaker coordinates the Brain Matters Educational Series for the NH Brain Injury Association and receives a stipend for these efforts.
- **Non-Financial Disclosures:** The speaker currently serves on the Board of Directors for the New Hampshire Brain Injury Association.

JOAN KELLY ARSENAULT, MA, CCC-SLP, BCS-S

Joan is the CEO and Managing Member of MassTex Imaging, LLC, a mobile dysphagia medical practice providing MBSS and esophageal assessments. Joan has over 35 years of experience in dysphagia management and MBSS with infants, children, and adults. She is a Board-Certified Specialist in Swallowing and Swallowing Disorders and has developed adult and pediatric dysphagia programs in acute care hospitals, rehabilitation hospitals, and outpatient settings. Throughout her career, Joan has worked in acute care, SNFs, outpatient clinics, and home care. She has presented at the state and national levels and taught dysphagia graduate courses. She currently provides dysphagia lectures to graduate students across New England and is involved in several research projects. She is licensed to practice in Massachusetts, Connecticut, Maine, New Hampshire, and Rhode Island.



JOAN KELLY ARSENAULT, MA, CCC-SLP, BCS-S MBSS: BEING THE DYSPHAGIA SLEUTH

Description

This presentation will focus on the use of the MBSS in diagnosing pathophysiology, defining the etiology of dysphagia, and incorporating aspiration PNA risk, quality of life factors, and esophageal issues into dysphagia management decision-making and POC. Case studies will be presented with documentation examples for quality-of-life decision-making. Esophageal dysphagia and muscle tension dysphagia will be explored.

Objectives

1. Apply Aspiration PNA risk factors in relation to formulating diet recommendations
2. Recognize esophageal dysphagia and explain its impact on dysphagia management
3. Integrate QOL decision making into dysphagia POC
4. Identify muscle tension dysphagia as an etiology of dysphagia symptoms

Friday, October 24 AM Presentation

JOAN KELLY ARSENAULT, MA, CCC-SLP, BCS-S

- Financial Disclosures: Joan is an owner of MassTex Imaging, LLC, and receives a salary.
- Non-Financial Disclosures: None

JANE PUHLMAN, PHD, CCC-SLP, (SHE/HER)

Jane Puhlman is a Speech-Language Pathologist and an assistant professor in the Department of Communication Sciences and Disorders at the University of Maine. Her professional focus centers on language and literacy development in both Deaf and hearing children, dyslexia, and supporting families through early intervention services. Jane's research aims to bridge communication gaps and promote literacy success for all children. With her passion for giving a voice to both professionals and the families they serve, she recently joined the MSSHLA board to support the organization's commitment to advancing the field through informed policy and community engagement. Outside of her academic work, she enjoys hiking, tent camping, and skiing with her husband, Dan, and their three sons—Max, Nathyn, and Jack.



LAURIE MARCOTTE M.ED., CALT-ICALP, C-SLDS (SHE/HER)

Laurie Marcotte, M.Ed., CALT-ICALP, C-SLDS, received an undergraduate degree in elementary education from St. Joseph's College in Standish, Maine, and a master of Education in Special Education with Multisensory Structured Language Education from King's College in Wilkes-Barre, PA. She holds Children's Dyslexia Centers, Inc.'s dyslexia practitioner-1, practitioner-2, and therapy level certifications, as well as a trainer certification for practitioners 1 & 2. She is also credentialed as an interventionist and trainer through the Academic Language Therapy Association (ALTA) and a Certified Structured Literacy Specialist through the Center for Effective Reading Instruction (CERI). Laurie began teaching structured multisensory literacy to children in grades one to twelve in 2008. Eight years later, she began coaching and eventually training adults in multisensory structured literacy (Orton-Gillingham) methodology. Laurie is currently the Center Director of the Children's Dyslexia Center of Bangor, a non-profit that provides training for adults and intervention for children in grades one to twelve. She also continues to work one-on-one with children at the center, which remains the highlight of her career.



JANE PUHLMAN, PHD, CCC-SLP, (SHE/HER) & LAURIE MARCOTTE M. M.ED., CALT-ICALP, C-SLDS (SHE/HER) BUILDING ORAL LANGUAGE SKILLS TO SUPPORT LITERACY FOR MIDDLE AND HIGH SCHOOL STUDENTS

Description

This dynamic and interactive presentation is designed for educators, speech-language pathologists, clinical fellows, and speech and language assistants who seek practical, evidence-based strategies to enhance language and literacy skills in middle and high school students with language disorders. Recognizing the unique challenges and developmental needs of adolescents, this session will move beyond traditional approaches, focusing on hands-on activities that foster active engagement and deeper understanding. Participants will explore a range of intervention strategies tailored to address common literacy gaps, including vocabulary, syntax, and metacognition for reading and writing.

Objectives

Participants will be able to identify at least three hands-on language and literacy intervention strategies applicable to middle and high school students.

Participants will be able to identify resources and templates that differentiate literacy instruction for diverse learners.

Participants will be able to articulate how to foster a supportive and stimulating learning environment that empowers middle and high school students to achieve literacy success.

Friday, October 24th PM Presentation

JANE PUHLMAN, PHD, CCC-SLP, (SHE/HER) &
LAURIE MARCOTTE, M.ED., CALT-ICALP, C-
SLDS (SHE/HER)

- Financial Disclosures: Jane: None - Laurie: None
- Non-Financial: Jane: None - Laurie: Director of the Children's Dyslexia Center

JULIE BARRY, MA, CCC-SLP

Julie Barry, MA, CCC-SLP, is a seasoned Speech-Language Pathologist with over 14 years of experience specializing in early language development and motor speech disorders. A PROMPT-trained clinician, Julie is known for her ability to connect authentically with children by incorporating movement and play to create engaging and effective therapy sessions. She is deeply committed to parent education and counseling, balancing clinical expertise with empathy in both treatment and teaching. Julie currently works part-time in a pediatric clinic and serves as an adjunct professor in a New Jersey graduate program for Speech-Language Pathology. Through her LLC, she creates courses and delivers engaging presentations for professionals and families alike.



JULIE BARRY, MA, CCC-SLP: EARLY INTERVENTION WITH INTENTION: WHERE STRATEGY MEETS EMPATHY

Description

This course offers a practical and compassionate overview of the Early Intervention process—from referral through documentation, goal writing, and session planning. Participants will explore how to support the whole child by considering global developmental factors such as birth and medical history, as well as motor skills & posture. Emphasis will be placed on effective parent communication, with strategies for delivering clinical information in an empathetic manner to build trust and collaboration.

Objectives:

- SLO 1: Learners will summarize the entire process from referral to discharge through the early intervention system.
- SLO 2: Learners will explain the relationship between motor and speech development
- SLO 3: Learners will plan effective sessions to facilitate a child's language skills following the early intervention model.
- SLO 4: Learners will list considerations for empathetic parent education

Thursday, October 23 PM Presentation

JULIE BARRY, MA, CCC-SLP

- Financial Disclosures: None
- Non-Financial Disclosures: None

JUDITH H. MIKAMI, MA, CCC-SLP, CLC, (SHE, HER, HERS)

Judy Mikami, MA, CCC-SLP, CLC, is a master's level speech language pathologist with 42 years' experience and a Certified Lactation Counselor, who has dedicated her career to serving children with pediatric feeding disorders and their families. She has served: 10 years in a neonatal intensive care unit while program director of a hospital based early intervention program; 29 years manager and provider of New Hampshire's state-wide Nutrition, Feeding and Swallowing Program and providing feeding and swallowing consultation throughout NH schools; 8 years as an adjunct professor for the University of New Hampshire, teaching a semester long graduate course in pediatric feeding and swallowing. For the last 3 years, Judy has been full-time at Concord Hospital, serving the special care nursery and as a member of an outpatient pediatric feeding, swallowing, and nutrition team.



JUDITH H. MIKAMI, MA, CCC-SLP, CLC (SHE, HER, HERS) PEDIATRIC FEEDING DISORDERS: WHERE ARE ALL THESE KIDS WITH PFD COMING FROM? HOW CAN WE HELP?

Description

This session will present the current framework being used to diagnose and intervene with Pediatric Feeding Disorders (PFD). It will highlight: incidence and prevalence, high risk conditions and symptoms; the complex interactions between anatomical, respiratory, digestion and sensory motor aspects; publicly available tools to support evaluation; criteria and resources for instrumental evaluation; strategies to ensure instrumental evaluation captures the information you need to serve your patient/student safely; documenting and gaining medical support for safe eating plans for school and childcare; key resources for building your competencies in PFD.

Objectives

1. Describe key incidence and prevalence data and five high-risk conditions and symptoms for which PFD are frequently associated and why.
2. Identify three: readily available PFD screening/assessment tools; medical criteria for instrumental evaluation of the swallow; strategies to ensure instrumental evaluation captures the goals of the study.
3. Complete the training with 3-5 PFD tools/resources to build your competencies to advocate for and serve children with PFD and their families.

Friday, October 24 PM Presentation

JUDITH H. MIKAMI, MA, CCC-SLP, CLC,
(SHE, HER, HERS)

- Financial Disclosures: None
- Nonfinancial Disclosures: None

AC GOLDBERG, PHD, CCC-SLP, (HE/HIM)

AC Goldberg (he/him), PhD CCC/SLP, is a nationally recognized speech-language pathologist, DEI consultant, educator, and keynote speaker. As a physically disabled, intersex/transgender clinician and Assistant Clinical Professor in Communication Sciences at Northeastern University, AC works at the intersection of trauma-informed care, neurodivergent communication, gender-affirming voice, and systemic equity. With over two decades of experience in clinical, academic, and advocacy roles, AC founded The CREDIT Institute, a continuing education nonprofit committed to equity in healthcare and educational systems. In 2022, he was honored with ASHA's Outstanding Service Award for his DEI contributions. AC's style, rooted in empathy, authenticity, and intersectional awareness, makes complex topics accessible and actionable. If you'd like to get to know him, he can be found @transplaining on Instagram.



AC GOLDBERG, PHD, CCC-SLP, (HE/HIM) SAFETY, SIGNALS, AND SUPPORT: TRAUMA- INFORMED RAPPORT BUILDING WITH NEURODIVERGENT CLIENTS

Description

Speech-language pathologists are uniquely positioned to support neurodivergent individuals whose communication experiences may be shaped by trauma. In this session, Dr. AC Goldberg explores how trauma-informed principles intersect with neurodiversity-affirming care, emphasizing authentic rapport-building and the honoring of diverse communication styles. Participants will gain tools to foster safety, attune to clients' signals, and co-create therapeutic relationships rooted in respect and trust.

Objectives

By the end of this session, participants will be able to:

- Identify communication behaviors that may reflect trauma responses in neurodivergent clients.
- Evaluate the role of clinician self-awareness, communication style, and power dynamics in building therapeutic rapport.
- Develop personalized, trauma-informed strategies that affirm clients' communication preferences and foster co-regulation in therapy.

Thursday, October 23 PM Presentation

AC GOLDBERG, PHD, CCC-SLP, (HE/HIM)

- Financial Disclosures:
 - Assistant Clinical Professor at Northeastern University
 - Founder and Executive Director at the CREDIT Institute
 - Contractor at Prismatic Speech Services
- Non-Financial Disclosures:
 - Founding member of the Trans Voice Initiative

JUDITH STICKLES MA, CCC-SLP, (SHE/HER/HERS)

Judy has been a practicing speech-language pathologist for over 40 years. For the majority of this time, she has engaged in the clinical supervision of graduate students. After almost 20 years of working with children in public and private schools and preschools in New Brunswick and Maine and adjunct teaching at the University of New Brunswick and the University of Maine, she joined the clinical faculty in the Department of Communication Sciences and Disorders at the University of Maine. In 2007, she became the director of the Conley Speech and Hearing Center and assumed the role of Director of the Graduate Program. Her primary interests throughout her career have focused on the assessment and treatment of children with language delay and language learning disabilities and their acquisition of literacy skills. She has also pursued study in the area of clinical supervision. This fall, Judy looks forward to welcoming her thirty-first class of graduate students.



JUDITH STICKLES, MA, CCC-SLP (SHE/HER/HERS)
CLINICAL SUPERVISION: SUPPORTING STUDENT SUCCESS

Description

Student supervision is an enormously rewarding undertaking but many feel unprepared and unsure of what the role involves. This presentation will review foundational skills in student supervision as well as self-assessment strategies. Emphasis will be placed on what the supervisor brings to the supervisory process and their essential role in supporting student well-being.

Objectives

1. Participants will be able to apply Jean Anderson's continuum Model of Supervision when working with supervisees.
2. Participants will be able to engage in self-evaluation as a reflective tool.
3. Participants will be able to describe essential supervisor characteristics that support student well-being.

Thursday, October 23 Optional Clinical Supervision Course

JUDITH STICKLES, MA, CCC-SLP (SHE/HER/HERS)

- Financial Disclosures: None
- Nonfinancial Disclosures: None