



2019 Fall Conference

Thursday & Friday, November 7 & 8

Please pick an AM & PM option for each day you are attending

Thursday AM Options

Thursday AM Option 1: Ann Kummer PhD, CCC-SLP, FASHA Clefts and other Orofacial Anomalies: Effects on Speech and Resonance

In this seminar, the presenter will review normal orofacial anatomy and physiology. The presenter will then describe different types of clefts and discuss how clefts and other orofacial anomalies can affect speech and resonance. Common craniofacial syndromes will be presented with their typical dysmorphic characteristics. Included in this presentation will be a discussion of the controversies regarding ankyloglossia. Many photos and short videos will be used for illustration.

Learner Outcomes: Upon completion of this seminar, the participants will be able to:

- 1) discuss how clefts and various orofacial anomalies can affect speech and resonance.
- 2) make a differential diagnosis between obligatory distortions and compensatory speech errors that result from orofacial anomalies.
- 3) identify dysmorphic features that can potentially have an impact on function and are common in craniofacial syndromes.

Thursday AM OPTION 2: Gina England MA, CCC-SLP Developing Creative and Functional Home Programs/The Post Therapy Phase of Recovery: Resources and Tools for the Ongoing Recovery of Cognitive-Communication Skills

In our current healthcare environment, benefits for rehabilitative services are grossly inadequate. The SLP is challenged with limited visits and patients experiencing more

debilitating deficits as acute care lengths of stay continue to decrease. A functional home program has become one of the most critical components of the SLP's treatment plan and must be initiated long before discharge from therapy. Today's course will provide clinicians with an abundance of available resources and tools that will allow them to develop home programs that are creative, meaningful and relevant. Resources will include websites, apps, workbooks, games and software. In addition, participants will receive templates for data collection and patient instruction.

Learner Outcomes: Upon completion of this seminar, the participants will be able to:

- 1.) State a minimum of 3 components to a successful cognitive-communication home program
- 2.) Summarize a minimum of 3 iPad applications and/or internet resources that will enhance the home program experience
- 3.) Identify a minimum of 3 community-based activities that can facilitate ongoing cognitive-communication recovery

Thursday AM Option:3 Marybeth Allen, MA, CCC-SLP, BCS-F Therapy and goals for beginning stuttering: What do they look like?

Description: After a discussion of current underlying theories of causation and development of "Child Onset Fluency Disorder", this session will begin with the nature of "early beginning stuttering". Then choices of evidence based therapy programs for the beginning stutterer will be presented and discussed. These choices include The Lidcombe and RESTART among others. Following this presentation, many strategies and methods for working with parents and the family environment (indirect therapy), as well as working with the child who stutters (direct therapy) will be discussed and demonstrated. There will be dedicated opportunity for participants to submit questions from their own caseload for discussion by the presenter.

Learner Outcomes: As a result of this session, participants will be able to

- 1.) Explain current understanding of the etiology and developmental variables related of child onset fluency disorder.
- 2.) Understand the two basic approaches to early stuttering intervention and be comfortable making individual choices based on client situations and preferences.
- 3.) Understand and provide individualized therapy goals and strategies to implement both indirect and direct therapy strategies for the child who is beginning to stutter.

Thursday Afternoon Options

Thursday PM Option:1 Anne Kummer PhD, CCC-SLP, FASHA Speech/Resonance Disorders and Velopharyngeal Dysfunction

Children with speech and resonance disorders (hypernasality, hypo-nasality, and cul-de-sac resonance) due to structural anomalies present challenges for speech-language pathologists (SLPs) in all settings. The presenter will provide a description of normal resonance and a demonstration of the characteristics of various resonance disorders. Normal velopharyngeal function will be described followed by a discussion of the types and causes of velopharyngeal dysfunction. The effect of velopharyngeal dysfunction on both speech production and resonance will be explained and demonstrated. Many short videos will be used for illustration.

Learner Outcomes: Upon completion of this seminar, the participants will be able to:

- 1) identify the characteristics and causes of resonance disorders.
- 2) describe the different types of nasal emission and its secondary effects on speech.
- 3) discuss the types and causes of velopharyngeal dysfunction.

Thursday PM Option:2 Gina England MA, CCC-SLP Managing Challenging TBI Behavior Through Cognitive Reconnections

The sequelae of traumatic brain injury often include emerging behaviors that challenge the survivor's quest for renewed independence. Behaviors such as impulsivity, aggression, depression and social inappropriateness become barriers to emotional, social and vocational recovery. Too often the survivor is defined by these behaviors which are attributed as a natural response to the "injury". In truth, many of the persistent challenging behaviors of TBI can be directly related to a specific cognitive deficit. Traditional behavior management techniques address the associated behavior, but not necessarily what is "driving" the behavior. Today's presentation will focus on those cognitive deficits that are most likely to "drive" these behaviors and will offer participants suggestions and strategies on how to neutralize the behavioral responses to these deficits in executive cognitive skills.

Learner Outcomes: Upon completion of this seminar, the participants will be able to:

- 1.) Define the relationship between post TBI challenging behaviors and cognitive deficits
- 2.) Correlate specific behaviors with specific cognitive deficits

3.) Describe the significance of transition time to the management of challenging post TBI behaviors

Thursday PM Option:3 Marybeth Allen, MA, CCC-SLP, BCS-F Therapy and goals for persistent stuttering: What do they look like?

Description: This session will begin with a discussion of the complexity of stuttering and the importance of integrating its affective, behavioral, and cognitive (The ABCs) features into all aspects of assessment and therapy. Therapy strategies and activities, that work on all these aspects of stuttering, will be discussed and demonstrated, and will also focus individualization for each child or adult who stutters. A major intention will be to show how the same therapy activity/strategy can integrate the ABCs as well as, be used in ways that help generalize learned skills and attitudes to many different contexts. There will be dedicated opportunity for participants to submit questions from their own caseload for discussion by the presenter.

Learner Outcomes: As a result of this session, participants will be able to

- 1.) Discuss the chronic nature of stuttering and the interrelationship of its social, emotional, and cognitive components.
- 2.) Provide therapy strategies and transfer activities for persistent stutters which integrate both speech control and stuttering management.
- 3.) Develop individualized goals for children and adults who stutter which are measurable, realistic and easy to understand.

Friday AM Options

Friday AM Option 1: Ann Kummer PhD, CCC-SLP, FASHA Evaluation of Speech/Resonance Disorders and Velopharyngeal Dysfunction

The presenter will describe and demonstrate simple low-tech and “no-tech” procedures that can be used for the assessment of both speech sound disorders and resonance disorders in either a clinical or school setting. The participants will learn important skills for making a differential diagnosis regarding disorders that require physical management versus those that require speech therapy. Specialized diagnostic procedures will be briefly discussed. The presenter will then provide a tutorial on how to do an effective intraoral examination and important observations to make. There will be a great deal of “audience participation” in this session.

Learner Outcomes: Upon completion of this seminar, the participants will be able to:

1. 1) use appropriate procedures for assessment of speech, resonance, and velopharyngeal function.
2. 2) make a differential diagnosis between characteristics of “nasality” that requires surgery versus speech therapy
3. 3) conduct an effective intraoral examination in order to diagnosis structural anomalies that can affect speech.

Friday AM Option 2: Gina England MA, CCC-SLP

Incorporating the Web into Our Daily Interventions: Websites for Adult Rehabilitation

Today’s course will illustrate the presenter’s concept of “simulation therapy”. Simulation Therapy involves the utilization of technology to create therapy activities that are based in a virtual environment versus the more traditional desk top tasks. This approach affords the patient to more readily “master” skills required for independence in their personal and/or professional lives. Today’s discussion will focus on the history and application of this therapeutic approach as well as demonstrate a variety of websites and applications; most of which are free and available within public domain. Simulation therapy offers the clinician a golden opportunity to increase the “functional factor” of their therapy interventions by providing creative and relevant activities to their patients.

Learner Outcomes: Upon completion of this seminar, the participants will be able to:

- 1.) Describe the concept of simulation therapy
- 2.) List a minimum of 3 websites that can facilitate simulated advanced cognitive-communication during a speech therapy session
- 3.) Define functional interventions in the presence of limited rehabilitation benefits

Friday AM Option 3: Jane Puhlman Phd, CCC-SLP & Daniel Puhlman Phd

Addressing Maternal Gatekeeping in Early Intervention

This session will begin by presenting research on EI involvement with families specifically the implications of having fathers involved with supporting the development

of young children. The session will then define and explain maternal gatekeeping and provide examples of mothers engaged in gatekeeping behaviors. A link will be made between maternal gatekeeping and how it may support or hinder the coaching model in early intervention. Lastly, the session will end with strategies for EI practitioners to use when working with each of the types of maternal gatekeepers. These strategies will include ways to assess for gatekeeping behaviors, facilitate coparental cooperation, assist coparenting dyads with supporting interventions, and evaluate the need for more intense coparental therapy. Specific examples using EI strategies will be used during the discussion.

Learner Outcomes: Upon completion of this seminar, the participants will be able to:

1. Participants will be able to identify the importance of involving fathers in EI intervention services.
2. Participants will be able to identify and describe the various types of maternal gatekeeping behaviors.
3. Participants will be able to identify at least 3 strategies for working with co-parenting dyads where maternal gatekeeping is problematic.

Friday PM Options

Friday PM Option 1: Ann Kummer PhD, CCC-SLP, FASHA

Part I: Treatment of Resonance Disorders and VPI and Part II: Sound Judgment: Specific Speech

Therapy Techniques for Achieving Placement and Carry-Over

Description: In Part I, the presenter will describe the treatment of resonance disorders and velopharyngeal insufficiency/incompetence (VPI), including prosthetic management and surgical management. There will be a focus on to whom the patient should be referred, based on the evaluation results. In Part II, the presenter will discuss speech therapy and provide a “cookbook” of specific therapy techniques for a variety of speech sound errors, including effective and easy techniques to correct a lateral lisp and /r/. Tips on achieving rapid carry-over using motor learning principles will be given.

Learner Outcomes: Upon completion of this seminar, the participants will be able to:

- 1) describe various treatment options for resonance disorders and velopharyngeal dysfunction, including surgical procedures, prosthetic devices, and speech therapy.
- 2) apply effective speech therapy techniques for various speech sound errors.
- 3) achieve more rapid carry-over through the use of motor memory principles.

Friday PM Option 2: Gina England MA, CCC-SLP

Executive Functions: Low Tech and High-Tech Remediation Strategies

Description: The rehabilitation of executive function skills may incorporate both a restorative and compensatory approach. Today's course will focus on the necessity of including compensatory strategy training during any executive function treatment plan. When considering the selection of a compensatory strategy one size does not fit all. Recognizing the barriers to successful training is just as important as identifying the factors that will promote optimal outcomes. Our remediation strategies should never resemble a "cookie cutter" approach. Each individual patient will require their own unique set of strategies. In the spirit of individuality, examples of both Low Tech and High-Tech strategies will be identified and discussed.

Learner Outcomes: Upon completion of this seminar, the participants will be able to:

- 1.) Define the benefits attributed to both low tech and high-tech remediation modalities
- 2.) Identify a minimum of 3 low tech strategies that can be employed for executive function development
- 3.) Identify a minimum of 3 high tech strategies that can be employed for executive function development