Positive Outcome’s sole purpose is to assist Therapists in providing the best service possible to the kids & families they serve.

With the infrastructure & support of a traditional agency, and the freedoms and benefits of being your own boss, Positive Outcomes provides a one-stop shop where we handle all the tedious, time consuming components of your job while you get to keep doing what you love.

Based in Illinois and founded by an EI Provider with over 15 years of experience, Positive Outcomes has grown to 100 Providers, both full and part-time.

Guaranteed Pay
Payment every two weeks. Like clockwork, never missed.

Caseload Assistance
Help increase or decrease your caseload.

Billing and Reconciliation
Handle all facets of billing for Medicaid, Private Insurance and Private Party.

Full Backened Support
Full assistance with administrative needs.

Tax Savings Plan
Choose an amount withheld for taxes.

Proprietary Software
Our software was built specifically for you. Eight fields & a notes section... and your done in under 3 minutes.

Complete Flexibility
Pick and choose your own hours and work area.

Monitoring & Audits
Handle all compliance and early intervention monitoring

Leverage our network and proprietary system to meet certain requirements all in the comfort of your home.

Liability Insurance
We provide full coverage for all claims submitted through us.

Generous Referral Bonus
Refer other providers and earn up to $1,000 per referral.

Notes & Storage
Store all notes for the required 6 years.

POS-OUTCOMES.COM | INFO@POS-OUTCOMES.COM | 312 - 584 - 0320
ISHA Convention 2020
Student Day
Friday, February 7, 2020
Donald E. Stephens Convention Center
Rosemont, IL

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<tr>
<th>Time</th>
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<tr>
<td><strong>ISHA General Session Offerings</strong></td>
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</table>
| 8:00-11:00 AM    | Various rooms    | Attend Sessions
So many to choose from! Find the sessions that reflect your interests and expand your knowledge in a variety of areas. |
| **Student Day Session - A Day in the Life of......** | | |
| 11:00-11:45 AM   | Rooms 21-23      | An SLP in Early Intervention
Nicole Smith, MS, CCC-SLP |
| 12:00-12:45 PM   | Rooms 21-23      | An SLP in Skilled Nursing Facilities
Jordan Bowman, MS, CCC-SLP |
| 1:00-1:45 PM     | Rooms 21-23      | An SLP in State and National Leadership
Gail Richard, PhD, CCC-SLP
Past ISHA and ASHA President! |
| **Opportunities to Represent Your University and Network** | | |
| 2:00-3:00 PM     | Hall G Stage     | Pregame Networking
Begin gearing up for the 11th Annual College Bowl as participating colleges represent their schools at tables throughout the room. Take time to network with peers and professionals from a variety of universities throughout the state of Illinois. |
| 3:00-5:00 PM     | Hall G Stage     | 11th Annual College Bowl
Come and cheer on your university as undergraduate and graduate students compete for the traveling trophy! |
| 5:00-6:30 PM     | Hall G Stage     | Tailgating and Reception
Share complimentary light snacks with old and new friends. This is a positive way to end your day. |
2020 ISHA Honorees

Exemplary School Award

Kelly Fino  
Margaret Lading

ISHA Fellow

Nicole Mulvey  
Sarah Moon

Honors of the Association

Christy Strole

Greet the Honorees:  
7:00 a.m. – 9:00 a.m.  
Saturday, February 8th, 2020  
Room 6-9
2019-2020 Executive Board

President ................................................................................................................................. Valerie Brosius
President-Elect ..................................................................................................................... Angela Beckman Anthony
Past President ........................................................................................................................... Tena L. McNamara
VP, Division for Association Affairs ...................................................................................... Valerie Elise Boyer
VP, Division for Audiological Affairs ..................................................................................... Heidi Ramrattan
VP-Elect, Division for Audiological Affairs ........................................................................... Mike Sharp
VP, Division for Educational Development ............................................................................. Michelle Lynn Burton
VP, Division for Legislative & Regulatory Affairs ..................................................................... Kimberly A. Pritikin
VP-Elect, Division for Legislative & Regulatory Affairs ............................................................ Heidi Verticchio
VP, Division for Professional Affairs ..................................................................................... Eileen Brann
VP, Division for Professional & Consumer Communication ....................................................... Cassie D. Flack
VP-Elect, Division for Professional & Consumer Communication ........................................... Danielle Osmelak
VP, Division for Professional Services ................................................................................... Jordan J. Bowman
VP-Elect, Division for Professional Services ............................................................................ Shelly Simler
Representative Council Chair .................................................................................................. Bridget Ksiazek
Student Representative ........................................................................................................ Brandon Roppel

Thank you to the volunteers that made the 60th Annual Convention happen!

Division for Educational Development
Vice President ......................................................................................................................... Michelle Lynn Burton
Continuing Education Committee ........................................................................................... Trina M. Becker
Convention Coordinator ......................................................................................................... Beth Leggitt
Program Committee .............................................................................................................. Shari Berger & Beth Meese
Registration Committee ......................................................................................................... Karen Supel
Student Liaison Committee ...................................................................................................... Michelle O’Laughlin

Division for Educational Development Track Chairs
Acquired Neurogenic Disorders .............................................................................................. Jennine Harvey-Northrop
Educational Audiology / Aural Rehabilitation ........................................................................ Heidi Ramrattan
Child Language and Phonology .............................................................................................. Jayne Jaskolski
Dysphagia ................................................................................................................................... Megan Cuellar
Fluency ......................................................................................................................................... Katie Gore
Multicultural Issues .................................................................................................................. Salim S. Al-Ani
Professional Affairs ................................................................................................................. Michelle Zemsky Dineen
School Affairs .......................................................................................................................... Beth Meese
Student Initiated Research & Clinical Application (SIRCA) ....................................................... Patricia Gibbons
Technological Application ....................................................................................................... Leah Holman
Voice/Motor Disorders of Speech .......................................................................................... Danielle Osmelak
Student Day/College Bowl Coordinator .................................................................................. Lynne Barcus
CEU Information

ISHA ANNUAL CONVENTION ASHA CEUs PROCEDURES

This program is offered for up to 2.45 ASHA CEUs (Various Levels; Professional Area).

An annual Continuing Education Registry fee is required to register ASHA CEUs. ASHA CE Registry fees are paid directly to the ASHA National Office. The annual ASHA CE Registry fee allows registration of an unlimited number of ASHA CEUs for the calendar year. Contact the ASHA CE staff at 800-498-2071 for CE Registry fee subscription and CE Registry eligibility information.

Important Notice for ASHA Continuing Education Registry Users:
You will need to provide either your ASHA or NSSHLA account number to register your ASHA CEUs online. Your account number is most easily found on your ASHA membership card. You can also get your account number by contacting the Action Center 800/498-2071 or by email at actioncenter@asha.org.

WHAT ARE CONTINUING EDUCATION CREDITS?
Continuing Education Credits are earned by your participation in a short course, seminar, discussion forum, SIRCA, research presentation, poster presentation, instructional/technical session or workshop. You will earn .05 Continuing Education Units for every half hour you spend in one of the above activities (11.5 hours = 1.15 ASHA CEUs).

WHO IS ELIGIBLE FOR ASHA CEUs?
Individuals eligible to receive ASHA CEUs must meet at least one of the following conditions:
• ASHA Member (includes Life member and International affiliates)
• ASHA Certificate of Clinical Competence (CCC) Holder
• Licensed by a state or provincial regulatory agency to practice speech-language pathology (SLP) or audiology
• Credentialed by a state regulatory agency to practice SLP or audiology
• Credentialed by a national regulatory agency to practice SLP or audiology
• Engaged in a Clinical Fellowship under the supervision of an individual with their ASHA CCC
• Currently enrolled in a masters or doctoral program in SLP or audiology

HOW DO I REGISTER MY CONTINUING EDUCATION CREDITS?
ASHA CEUs for the ISHA convention are registered through an online process. Computer stations will be set up at convention for your convenience however, this process can be completed from your home or office as well. Hours can be entered in the online system as you complete them or at the end of convention. The online process will need to be completed approximately 3 weeks after convention. The deadline will be posted in your registration folder.

Presentation of course content, specific products or clinical procedures at convention does not imply endorsement by ISHA.

The Illinois Speech-Language-Hearing Association requires that all individuals involved in developing and delivering course content to be offered for ASHA CEUs disclose relevant financial and nonfinancial relationship(s). To view disclosures for all convention speakers please visit the ISHA Web Site (www.ishail.org) under the Annual Convention link.
ISBE and EI Information

**ISHA IS AN APPROVED ISBE PROFESSIONAL EDUCATION PROVIDER**

Attendees needing evidence of Completion for Professional Development are required to Sign-in AND out at the registration desk using the forms provided by on-site registration staff. Attendees with “teaching” Professional Educator Licenses will need to supply their IEIN numbers at the time of signing-in in order to receive the professional development hours. Attendees cannot leave and then submit the number after the fact and receive hours.

**ISBE Evaluation for Workshop, Conference, Seminar, Etc. form**
- Fill out and turn in at the CE desk BEFORE YOU LEAVE CONVENTION.

**ISBE Evidence of Completion For Professional Development form**
- AFTER Convention, complete the required sections (Name of Participant and Number of Professional Development Hours).
- The Evidence of Completion for Professional Development form serves to verify participation in this professional development activity and must be maintained for a period of six (6) years by the licensee and produced if requested by ISBE as part of an audit.

**EI CREDENTIALING CREDIT**

Sessions have been approved for EI Credit by the Department of Human Services, Early Intervention Section.

The complete list of approved sessions along with the EI Certificate of Attendance form is included in your Registration Packet. You can also access the EI Certificate of Attendance form at www.ishail.org.

---

**HELP PEOPLE WITH COMMUNICATION DISORDERS FIND THEIR VOICE**

- Providing communication therapy to those in need.
- Making a difference in people’s lives.
- Transforming the way Speech-Language Pathology is practiced in our community.

These are the experiences you have the potential to enjoy as a member of Lewis University’s new Master’s in Speech-Language Pathology (MSSLP) program. **Come join us!**

**STUDENTS:**
Now accepting applications for the inaugural class of the MSSLP program at Lewis University!
(Deadline: February 1, 2020).
Apply through CSDCAS at: csdcas.liaisoncas.com/applicant-ux/#!/login

**FACULTY:**
Now accepting applications for full time, 9-month, tenure track assistant and associate professor positions to begin Fall 2020. Academic and clinical adjunct positions are sought for Summer and Fall 2020, and Spring 2021.
(All positions open until filled).
Positions are posted on CSDCAS at: capcsd.org/

Need more information? Contact us!
Tina Veale, Ph.D., CCC-SLP
Professor and Chair
Speech-Language Pathology Department
tveale@lewisu.edu · (815) 834-6379
Schedule of Meetings & Social Events

Business & Committee Meetings

Thursday, February 6th, 2020
ISHA Executive Board Meeting .................................................12:00 PM - 6:00 PM .............................................Room 29
ISHA Executive Board & Committee Chairs .......................... 4:00 PM - 6:00 PM .............................................Room 29
Multicultural Issues Committee Meeting .................................. 6:15 PM - 8:00 PM .............................................Room 29

Friday, February 7th, 2020
Nominations & Elections Committee Meeting ......................... 7:30 AM - 8:00 AM ......................................Room 30-31
Evidence-Based Practice Committee Meeting ........................ 7:30 AM - 8:30 AM ......................................Room 29
School Affairs Committee Meeting ......................................... 8:00 AM - 9:30 AM ......................................Room 30-31
Communications Committee Meeting .................................... 8:30 AM - 10:00 AM ......................................Room 29
Student Involvement Committee Meeting ................................ 9:30 AM - 10:30 AM ......................................Room 30-31
Ethics Education Committee Meeting ..................................... 10:00 AM - 11:30 AM ......................................Room 29
Early Intervention Committee Meeting ................................. 11:00 AM - 12:30 PM ......................................Room 59-60
Illinois Program/Clinic Directors Meeting ............................. 11:00 AM - 1:00 PM ......................................Room 30-31
Public Information, Membership & Marketing Committee Meeting 1:00 PM - 2:00 PM ......................................Room 29
Telepractice Committee Meeting ........................................... 2:00 PM - 3:00 PM ......................................Room 29
Representative Council Meeting .............................................. 4:00 PM - 5:00 PM ......................................Room 30-31

Saturday, February 8th, 2020
Honors Breakfast / Keynote ................................................. 7:00 AM - 9:00 AM ......................................Room 6-9
Honors Reception .................................................................. 9:00 AM - 10:00 AM ......................................Room 6-9
Honors Committee Meeting .................................................. 9:30 AM - 11:00 AM ......................................Room 30-31
Legislative and Regulatory Affairs Committee Meeting ........ 9:30 AM - 12:00 PM ......................................Room 29
Medical Practice Issues Committee Meeting ........................ 11:00 AM - 12:00 PM ......................................Room 30-31
Audiology Committee Meeting .............................................. 12:00 PM - 1:00 PM ......................................Room 29
DED Program Subcommittee Track Chairs Meeting .............. 5:00 PM - 6:00 PM ......................................Room 30-31

Social Events

Thursday, February 6th, 2020
Welcome Reception / Exhibits Open ................................. 5:00 PM - 8:00 PM ......................................Hall G

Friday, February 7th, 2020
Tailgate Party .................................................................. 5:00 PM - 6:30 PM ......................................Hall G

Saturday, February 8th, 2020
Honors Breakfast / Keynote (Ticketed Event) ......................... 7:00 AM - 9:00 AM ......................................Room 6-9
Honors Reception ......................................................... 9:00 AM - 10:00 AM ......................................Room 6-9
Convention Schedule

**Thursday**
ISHA Office .......................................................... 9:00 AM - 7:00 PM .....................................Room 55
Registration ............................................................ 10:00 AM - 10:00 PM ..............................Lobby Level II
Chairperson Check-In ........................................... 10:00 AM - 8:00 PM .............................Lobby Level II
Speaker Check-In .................................................. 10:00 AM - 8:00 PM .............................Lobby Level II
Speaker Ready-Room ............................................. 10:00 AM - 1:00 PM .............................Room 59-60
Coat Check ............................................................... 10:00 AM - 10:00 PM .........................Lobby Level II
Continuing Education Desk ................................. 3:00 PM - 9:00 PM ...........................Lobby Level II
Dinner Cart (Cash & Carry) ................................. 5:00 PM - 8:00 PM ............................Hall G
Welcome Reception / Exhibits Open ...................... 5:00 PM - 8:00 PM ............................Hall G

**FRIDAY**
Registration ............................................................ 7:00 AM - 6:00 PM .............................Lobby Level II
Coat Check ............................................................... 7:00 AM - 8:00 PM .............................Lobby Level II
Complimentary Breakfast ....................................... 7:00 AM - 9:00 AM ............................Hall G
ISHA Office ............................................................. 7:00 AM - 5:00 PM ............................Room 55
Exhibits ................................................................. 7:30 AM - 6:30 PM .............................Hall G
Chairperson Check-In ........................................... 7:00 AM - 5:00 PM .............................Lobby Level II
Speaker Check-In .................................................. 7:00 AM - 5:00 PM .............................Lobby Level II
Speaker-Ready Room ............................................. 7:00 AM - 11:00 AM ............................Room 59-60
Continuing Education Desk ................................. 8:00 AM - 6:00 PM .............................Lobby Level II
Lunch (Cash & Carry) ............................................... 11:00 AM - 2:00 PM ...........................Hall G
Complimentary Beverage Break ............................. 2:00 PM - 3:00 PM .............................Hall G
Association Tailgate Party ....................................... 5:00 PM - 6:30 PM .............................Hall G

**Saturday**
Registration ............................................................ 6:30 AM - 5:30 PM .............................Lobby Level II
Coat Check ............................................................... 6:30 AM - 6:00 PM .............................Lobby Level II
Honors Breakfast & Keynote .................................. 7:00 AM - 9:00 AM ...........................Room 6-9
Honorees’ Reception ............................................... 9:00 AM - 10:00 AM ............................Room 6-9
ISHA Office ............................................................. 9:00 AM - 6:00 PM .............................Room 55
Chairperson Check-In ........................................... 9:00 AM - 5:30 PM .............................Lobby Level II
Exhibits ................................................................. 9:00 AM - 2:30 PM .............................Hall G
Speaker Check-In .................................................. 9:00 AM - 5:30 PM .............................Lobby Level II
Speaker-Ready Room ............................................. 9:00 AM - 3:00 PM .............................Room 59-60
Continuing Education Desk ................................. 8:00 AM - 6:00 PM .............................Lobby Level II
Lunch (Cash & Carry) ............................................... 11:00 AM - 2:00 PM ...........................Hall G
Attend the Honors Breakfast/Keynote (Session #17) and earn 1 hour CEU.

Bullying can affect everybody today, including people with Autism. A stat most people don’t know is that 65-90% of kids with Autism are the prime target for bullies. I myself was one of those victims when I was younger and it continued until I was a freshman in high school. After I heard this stat I knew I had to take action!

Don’t Miss our Keynote Speaker

Anthony Ianni
Michigan Department of Civil Rights

Bullying can affect everybody today, including people with Autism. A stat most people don’t know is that 65-90% of kids with Autism are the prime target for bullies. I myself was one of those victims when I was younger and it continued until I was a freshman in high school. After I heard this stat I knew I had to take action!

This is a ticketed event. Add it to your registration or stop by the registration desk to purchase a ticket.

Limited Spots Available - This Session Will Sell Out!
## Speaker Sessions - Thursday 2-6-2020

<table>
<thead>
<tr>
<th>Time</th>
<th>Saturday Rm 21-22</th>
<th>Saturday Rm 23-24</th>
<th>Saturday Rm 25</th>
<th>Saturday Rm 33-34</th>
<th>Saturday Rm 40-41/44,46</th>
<th>Saturday Rm 42-43/45,47</th>
<th>Saturday Hall G Stage</th>
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### KEY
- **AUD**: Educational Audiology & Aural Rehabilitation
- **CLP**: Child Language & Phonology
- **D**: Dysphagia
- **M**: Multicultural
- **F**: Fluency
- **T**: Technological Applications and Advances
- **ET**: Exhibitor Technical Sessions
- **N**: Acquired Neurological Disorders
- **PA**: Professional Affairs
- **SA**: School Affairs
- **V/MS**: Voice & Motor Disorder of Speech

**Speaker Presentations**:
- Clark 2.0 CLP
- Moran 1.0 PA
- Habers/Sawyer 1.0 M
- Wilson 1.0 CLP
- Ross 1.0 PA
- Hirsch 1.5 F
- Norton/Manning 2.0 CLP
- Mulvey 2.0 CLP
- Steierwaet 1.0 M
- Slaymaker/Ross 1.0 SA
- Miller 2.0 T
- Kanadel/Koerner 1.5 D
- Leywer 1.5 D
- Boyer 1.5 M
- Martinez 2.0 T
- Slaymaker/Ross 1.0 SA
- Littie/Wedoff 1.0 T
- Norton 1.0 CLP
- Burns 2.0 N
- Wilson 1.0 SA
- Kowalski 1.0 CLP
### Speaker Sessions - Saturday 2-8-2020

<table>
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<tr>
<th>Time</th>
<th>Room Information</th>
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**KEY:**
- **AUD:** Educational Audiology & Aural Rehabilitation
- **CLP:** Child Language & Phonology
- **D:** Dysphagia
- **ET:** Exhibitor Technical Sessions
- **M:** Multicultural
- **F:** Fluency
- **T:** Technological Applications and Advances
- **N:** Acquired Neurological Disorders
- **PA:** Professional Affairs
- **SA:** School Affairs
- **V/MS:** Voice & Motor Disorder of Speech
Opportunities in public and private schools

- We are school-based pediatric specialists and this is all we do!
- Mentors for new grads
- Strong clinical leadership team
- Support and growth opportunities throughout your career with us
- Competitive compensation with flexible pay options
- Benefit packages include med/dental/vision and more!
- Professional development allowance
- CEU courses FREE to you throughout the year and paid PD days
- Resource Library

Summary of Benefits

- Professional Development Allowance and access to our CEU programs
- Paid sick and personal time
- Teacher Retirement System (TRS) for eligible employees
- 403(b) retirement plans available
- Flexible Spending Account (FSA)
- Life insurance for eligible employees
- Employees Assistance Program (EAP)
- Medical Plans - PPO and Health Savings Account (HSA) plans are available
- Dental and vision plans available for eligible employees

All benefits are subject to employee eligibility as set forth in the NIA Personnel Handbook and The NIA Policies, Rules and Regulations. All benefits are subject to change.

Now hiring:

- Speech-Language Pathologists

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Thursday Sessions

12:00 PM - 1:00 PM  Room: 23-24

2 Special Education Law for Speech and Language Pathologists

Micki Moran, Juris Doctorate, Grund & Leavitt, PC

The session will focus on legal issues relevant to school based speech and language therapists. Recent changes in the law both will be discussed. There will be a real world emphasis on IEP development and practical solutions for meeting the requirements under the IDEA.

Learning Outcomes:

- Understand current legal standards as they relate to S&L providers in schools.
- Provide information to inform participants of tools that they can use to ensure both legal compliance in special education and document progress.
- Provide participants real world scenarios to assist in development and problem solving regarding special education issues relevant to Speech and Language providers in schools.

Instructional Level: Intermediate

12:00 PM - 1:00 PM  Room: 25

3 Creating Cultural Competent Professionals: What Can We Do Better

Heidi Harbers, PhD, Illinois State University
Jean Sawyer, PhD, Illinois State University

ASHA recommends an integral infusion model to disseminate multicultural content in academic and clinical coursework. This session will explore the expanding definition of culture and ways to improve the infusion in CSD coursework and assist all students in becoming culturally competent professionals.

Learning Outcomes:

- At the conclusion of the session participants will be able to...discover two new ways to infuse cultural content into existing CSD courses.
- At the conclusion of the session participants will be able to...develop a curricular review plan to determine the presence of multicultural content.
- At the conclusion of the session participants will be able to...describe alternative ways to infuse multicultural content into undergraduate and graduate programming outside of coursework.

Instructional Level: Introductory

12:00 PM - 1:00 PM  Room: 33-34

4 Literacy Based Therapy: How to Make It Work

Maureen Wilson, MS, CCC-SLP, The Speech Bubble SLP

Books can be an invaluable resource for Speech-Language Pathologists. This presentation will expand the participants’ knowledge on the importance of literacy based speech therapy and how to realistically implement it in the speech room. Various methods for integrating books and supplementary activities will be discussed.

Learning Outcomes:

- Participant will be able to explain why the integration of literature can be useful in speech therapy.
- Participants will be able to describe at least three different activities that can be created from books incorporated into speech therapy.
- Participants will be able to list at least three appropriate books for use in speech therapy for student in Kindergarten to 5th grade.

Instructional Level: Introductory

12:00 PM - 1:00 PM  Room: 40-41/44,46

5 Welcome 2 The Jungle

Jesse Ross, Organization Leadership, The Minneapolis Foundation

There are 4 Animals that run any workplace: a lion, a flamingo, a chameleon, and a turtle! What if you knew how each one operates, communicates, and works? This workshop allows you to take time to think through both the general strengths and weaknesses of your team.

Learning Outcomes:

- Identify the 4 animals you’re managing daily (which includes YOU)
- Identify your team’s triggers and ways to speak their language
- How to STOP RESPONDING ineffectively to team members

Instructional Level: Introductory

12:00 PM - 1:30 PM  Room: 42-43/45,47

6 Stuttering- Underneath the Iceberg: What We Can’t See

Stephanie Hirsh, M.A. Speech Language Pathology from Northwestern University, Center for Stuttering & Communication Therapy

This session discusses the social and emotional component to stuttering. Discussion will include desensitization to stuttering and reduction of negative emotions.

Stuttering increases with a strong negative reaction. If a PWS becomes comfortable with stuttering, he gains the ability to speak freely, without the fear of stuttering.
Thursday Sessions

Learning Outcomes:

- At the conclusion of the session, participants will be able to identify at least two desensitizing activities/goals. (e.g., make phone calls with voluntary stuttering, voluntary stutter with eye contact with someone new, tell someone that you stutter, etc.)

- At the conclusion of the session, participants will be able to build a hierarchy for a social/emotional goal with at least 4 steps in the hierarchy. (e.g., Goal: Client can maintain eye contact while stuttering. 1. Start with clinician 2. with a parent, 3. With clinician outside of therapy room, 4. With a new person etc.)

- At the conclusion of the session, participants will be able to identify 2 avoidance behaviors of stuttering (e.g., changing words, circumlocutions, limited what one says, adding filler words, loss of eye contact, etc.)

**Instructional Level: Intermediate**

**12:00 PM - 2:00 PM  Room: 21-22**

1 Compelling Case Studies & Research: PROMPT in Action

Amy Clark, Masters of Science, PROMPT Institute

Prompts for Restructuring Oral Muscular Phonetic Targets (PROMPT) is a holistic approach, system and technique that helps clients reach their full potential. Interactive case studies will highlight how PROMPT is applied in assessment and treatment. Research will be reviewed. This presentation will emphasize how PROMPT facilities optimal functional communication outcomes.

Learning Outcomes:

- Identify movement patterns and treatment priorities as they apply to the System Analysis Observation (SAO) and Motor Speech Hierarchy (MSH).
- Describe what PROMPT assessment and treatment look like.
- List how evidence-based PROMPT research is linked to clinical practice.

**Instructional Level: Intermediate**

**1:30 PM - 2:30 PM  Room: 25**

8 Optimizing Speech and Language Services in a Global Marketplace

Julie Stierwalt, PhD, Mayo Clinic

In today’s global society, encountering people from a wide range of races, cultures and linguistic backgrounds has become a frequent occurrence in our practice. This seminar will review strategies for optimizing interaction among diverse populations, taking into account diverse beliefs, languages and interaction styles that may differ from your own.

Learning Outcomes:

- Participants will describe specific techniques to employ while providing service to diverse patient populations.
- Participants will review and develop specific instructions for working with an interpreter.
- Participants will list resources available for providing services to culturally-linguistic diverse populations and their families.

**Instructional Level: Introductory**

**1:30 PM - 3:30 PM  Room: 33-34**

9 Let’s Get Visual! Accessible Low Technology AAC Tools for Classrooms

Heather Miller Schwarz, MS, CCC-SLP, UCP Seguin of Greater Chicago, Infinitec

This session will identify evidence-based, low technology tools to promote classroom communication and academic understanding. Participants will discuss strategies to seamlessly embed AAC into academic activities with students who have complex communication and learning needs. Practical resources for free and low-cost tools will be shared and alternate access strategies discussed.
Thursday Sessions

Learning Outcomes:

• Participants will identify three low technology AAC supports to promote communication in the classroom environment.
• Participants will list at least three implementation strategies for use in the classroom.
• Participants will identify strategies to differentiate instruction in order to enable successful communication for all learners using low technology AAC.

Instructional Level: Introductory

1:30 PM - 3:30 PM Room: 40-41/44,46
10 Identification and Intervention Strategies for Young Children with Syndromes

Ruth Stonestreet, PhD, ASHA Fellow, Professor Emerita

Identifying clinical features in young children with undiagnosed and diagnosed syndromes is important to assisting a collaborative team in diagnosis and intervention. A systematic observation format as a useful tool will be presented and discussed through case studies. The observations/evaluation results will be presented as reasons for goals chosen.

Learning Outcomes:

• At the conclusion of the session, participants will discuss the importance of observing clinical features in young children with syndromes.
• 2. At the end of the session, participants will describe four characteristics and problems in one of the cases presented.
• 3. At the conclusion of the session, participants will state two strategies for supporting communication in two of the cases presented.

Instructional Level: Intermediate

1:30 PM - 3:30 PM Room: 23-24
70 ASD: Assessment and Intervention in the EI Context

Nichole Mulvey, PhD, Eastern Illinois University

As an early intervention therapist, differentially diagnosing children with ASD or other developmental differences can be challenging. Once a diagnosis is received, providing specific, targeted intervention requires working with and educating families to maximize progress. This session reviews current evidence-based practices for accurate diagnosis and therapeutic principles for ASD.

Learning Outcomes:

• Participants will be able to discuss 3 observable developmental differences in young children at risk for ASD.
• Participants will be able to state 3 indicators for diagnosis of ASD in infants and toddlers using current diagnostic tools.
• Participants will be able to describe 3 principles of intervention specific to young children with ASD.

Instructional Level: Intermediate

2:00 PM - 3:30 PM Room: 42-43/45,47
11 Development of an Outpatient Dysphagia Education Program for Optimizing Care

Rene Kanadet, MS, Hines VA Hospital
Brenna Koerner, MS, Hines VA Hospital

High rates of non-compliance with dysphagia recommendations is a constant challenge for the medical SLP. The Hines Dysphagia Clinic model offers a structured approach to patient education, utilizing principles of adult learning to promote individualized care and patient engagement.

Learning Outcomes:

• Participants will identify at least three barriers to patient compliance with dysphagia recommendations and the need for improved education models.
• Participants will state at least two critical assumptions of Malcolm Knowles and Maslow’s hierarchy of needs, further describing how these tenants of adult learning can impact the quality of dysphagia education.
• Participants will be able to develop an outpatient dysphagia education protocol following the Hines Dysphagia Clinic model with consideration for adult learning principles.

Instructional Level: Intermediate

2:30 PM - 3:30 PM Room: 21-22
12 Following the IEP Framework to Document AAC Assessments: From Consideration-Implementation

Carrie Slaymaker, Masters in Communication Disorders - Bilingual from New Mexico State University, HealthPRO Heritage
Erin Ross, Graduate Certificate in Assistive Technology and a BS in Special Education

This presentation will discuss a framework to help conceptualize the complex process of assessment, trials, and implementation of Augmentative and Alternative Communication systems through a sequence of up to six essential steps with a focus on how to appropriately document each step within the Individualized Educational Plan system. Each student is unique and the timing of needs, or change of needs, may occur within various points of an IEP cycle. The presentation will support IEP teams to recognize essentials steps, how to document these steps, and special considerations within each step given visual supports and individualized case studies.
Thursday Sessions

Learning Outcomes:

- By the end of the presentation, participants will be able to list a sequential timeline of up to 6 essential steps to an Augmentative and Alternative Communication assessment process in the schools.
- By the end of this presentation, participants will be able to indicate appropriate procedures (including parent permissions, IEP meetings/types, documentation) associated with each of the up to 6 essential steps.
- By the end of this presentation, participants will be able to explain additional considerations for assessment, implementation, funding and IEP documentation for each of the up to 6 essential steps.

Instructional Level: Intermediate

2:30 PM - 5:30 PM Room: Hall G Stage

13 Evidence-Based Intervention for Social-Pragmatic Communication Deficits

Timothy Kowalski, MA, Professional Communication Services, Inc.

This seminar will help you understand pragmatics, the social component of language and acquire practical skills for effective intervention. Participants will be able to identify why these students act the way they do and discuss intervention techniques that address deficits in social-interaction, social-communication, and social-emotional regulation.

Learning Outcomes:

- Define social-pragmatic communication
- Define contributing factors causing deficits in social-pragmatic communication
- List evidence-based intervention techniques for social-pragmatic communication deficits.

Instructional Level: Intermediate

4:00 PM - 5:30 PM Room: 21-22

14 Bridging Dysphagia Research and Practice: Anecdotes from a Translational Clinician-Scientist, Part 1

Teresa Lever, PhD, University of Missouri School of Medicine

This presentation will provide empowering knowledge and navigational strategies for SLPs to successfully bridge the science and clinical practice of dysphagia. Hear personal perspectives from a clinician-scientist whose daily work meshes benchwork with clinical research in veterinary and human medicine to fill knowledge gaps and solve unmet clinical needs.

Learning Outcomes:

- Describe the rules and regulations surrounding telepractice in Illinois.
- Describe the functional implications of barriers to accessing services for ASD.
- Report on cultural, socioeconomic, and geographical diversity that may impact service delivery with families with ASD.
- Profile practical strategies that potentially enhance service delivery and support families with diverse backgrounds with ASD.

Instructional Level: Introductory

4:00 PM - 6:00 PM Room: 33-34

15 Assessment & Intervention in Diverse Populations with Autism

Valerie Boyer, PhD in Special Education and MS in Communication Disorders and Sciences, Southern Illinois University

We will discuss challenges and opportunities when working with diverse populations, specifically in regards to autism spectrum disorder. The focus will be on supporting families with diverse backgrounds in an effort to increase access and efficacy with regards to assessment and intervention. Strategies to overcome barriers will be emphasized.

Learning Outcomes:

- List influential trends and emerging interventions in this specialty field, and describe how to use the growing body of literature to decide when/if you should ‘jump on board’.
- Describe how ‘thinking like a researcher’ can improve clinical practice, and vice versa.
- Lists ways for clinicians to team up with researchers to solve unmet clinical needs.

Instructional Level: Intermediate

4:00 PM - 5:30 PM Room: 23-24

16 Determining Client Candidacy for Telepractice

Kristin Martinez, PresenceLearning

This session will focus on considerations for determining client candidacy for telepractice. IL regulations as well as ASHA guidelines will be discussed. Suggestions for assessing client candidacy and potential contraindications will be reviewed. Presenter will share accommodations to meet client needs as well as personal examples from telepractice experience.

Learning Outcomes:

- Describe the rules and regulations surrounding telepractice in Illinois.
Thursday Sessions

• List four areas a clinician should assess when considering a client’s appropriateness for telepractice.
• List at least one accommodation for each of the four areas that could be used to increase the quality of the telehealth services.

Instructional Level: Introductory

5:30 PM - 6:30 PM Room: 42-43/45,47

18 A practical toolkit for reading and understanding neuroscience research

Elizabeth Norton, PhD, Northwestern University

Brain research provides captivating insights into human development and disorders, but can be challenging to understand and evaluate. Attendees will learn how to assess quality and rigor of brain research. A framework will be provided to help you get the most from research articles that use neuroscience techniques.

Learning Outcomes:
• Describe the considerations for assessing neuroscience research in the field of communication disorders
• Discuss the advantages and limitations of brain research
• Apply a framework to assess the validity and reliability of new neuroscience studies

Instructional Level: Intermediate

6:00 PM - 7:30 PM Room: 21-22

20 Updates in Neuroscience: How Therapy Changes the Brain

Martha Burns, PhD, CCC-SLP, F-ASHA, Northwestern University

This course will cover the newest research on how therapy drives neuroplastic change, especially after brain injury. The course will distinguish between what is understood about natural and therapeutically driven recovery processes. Research on the effects of therapy on speech, language and cognition will be emphasized.

Learning Outcomes:
• Utilize new brain plasticity research to recognize how therapy changes the human brain
• Utilize the new research for timing of treatment to coincide with natural recovery processes
• Apply the new research on treatment intensity and frequency to select adjunctive evidence-based technological interventions

Instructional Level: Intermediate
Thursday Sessions

6:30 PM - 7:30 PM Room: 25
22 Just Google It! A Patient-Centered Approach to Adult AAC Intervention

Lynne Barcus, MS, Eastern Illinois University
Paige Lindauer, BS, MS expected 2020, Eastern Illinois University
Trina Becker, MS, Eastern Illinois University

Patient-centered care was implemented to identify an innovative AAC strategy to enhance motivation and communication effectiveness for an adult with acquired apraxia of speech and Broca’s aphasia. Presentation discussed the process of a patient-centered approach in clinical decision-making and provided therapy ideas to utilize Google and internet-based resources for AAC.

Learning Outcomes:
• Apply patient-centered care when selecting AAC strategies for adults with severe communication disorders.
• Use Google for effective and dynamic AAC intervention.
• Implement synthesized speech as a self-cueing strategy for spoken language expression in conjunction with utilization of Google.

Instructional Level: Introductory

6:30 PM - 7:30 PM Room: 40-41/44,46
23 The Language of Behavior: Behavior Management Beyond the Prize Box

Maureen Wilson, MS, CCC-SLP, The Speech Bubble SLP

Student behavior can communicate so much but pose challenges at the same time. This presentation will expand the participant’s knowledge of motivators for student behaviors as well as various methods and strategies for implementing an effective behavior management system within their speech room.

Learning Outcomes:
• Participant will be able to explain motivators for unexpected student behaviors in speech.
• Participants will be able to describe necessary elements for an effective behavior management plan.
• Participants will be able to list at least three behavior management strategies or methods that can be implemented within the speech room.

Instructional Level: Introductory

7:00 PM - 8:00 PM Room: 42-43/45,47
25 Asperger Syndrome/High Functioning Autism and Violence: Is There a Link?

Timothy Kowalski, MA, Professional Communication Services, Inc.

Events happen whereby men diagnosed as spectrum are involved in shootings making one question if a link between violent behavior and AS/hfASD is possible. This presentation will discuss the latest findings and the role we as speech-language pathologists can have in reducing the chance of a reoccurrence.

Learning Outcomes:
• Describe the common psychiatric features found in violent offenders
• Differentiate AS/hfASD from psychopathology
• Define the role speech-language pathologists can have in reducing the chance of a reoccurrence.

Instructional Level: Intermediate

7:00 PM - 8:00 PM Room: 33-34
24 Teletherapy and Early Intervention

Lauren Little, PhD in Occupational Therapy, Rush University Medical Center
Kim Wedoff, MS in Speech Language Pathology, Northern Illinois University

This session will provide information related to the requirements for using teletherapy with early intervention clients. Technology and licensure requirements needed for service providers as well as reimbursement issues and specific strategies related to intervention and evaluation using teletherapy will be discussed.

Learning Outcomes:
• Participants will identify the technology requirements necessary to conduct telehealth sessions, with an emphasis on how information may be shared according to HIPAA requirements.
• Participants will explain how licensure requirements in the state of IL are applicable to using telehealth in their practice.
• Participants will understand the current reimbursement structure for telehealth in EI in IL.

Instructional Level: Introductory
**Friday Sessions**

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<tr>
<td>8:00 AM - 9:00 AM</td>
<td>26</td>
<td><strong>Professional Skills in a Changing World: International Alliances</strong></td>
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<td>Salim Al-Ani, PhD, California State University, Long Beach</td>
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<td>Maria Franca, PhD, CCC-SLP, Southern Illinois University</td>
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<td>This presentation underlines global academic and professional aspects of</td>
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<td>speech-language pathology, using examples of successful international alliances</td>
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<td>and resources for universal partnerships. The ultimate goal is to assist</td>
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<td>considerations for the advance of globally cooperative projects by better</td>
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<td>• List two methods to promote international academic and professional</td>
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<td>10:00 AM - 11:00 AM</td>
<td>27</td>
<td><strong>Hearing Technology and the Classroom</strong></td>
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<td>Cynthia Chow, AuD, PhD, The Hearing Place</td>
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<td>Hearing is one of our most vital senses helping us to stay connected. Advances</td>
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<td>in hearing technology have helped children with hearing loss hear and learn</td>
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<td>alongside their normal hearing peers. This presentation will describe the</td>
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<td>11:00 AM - 12:00 AM</td>
<td>28</td>
<td><strong>Therapeutic Interdisciplinary management: persons with right hemisphere stroke Part 1</strong></td>
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<td>Martha Burns, Northwestern University</td>
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<td>This session will review new neuroscience research on right hemisphere</td>
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<td>prosodic impairments, problems with discourse organization, attentional</td>
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<td>disturbances including right-sided neglect, anosognosia, working memory and</td>
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<td>29</td>
<td><strong>Closing the Gap: Evaluation and Management of Vocal Fold Paralysis</strong></td>
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<td>Sarah Schneider, MS, UCSF Voice &amp; Swallowing Center</td>
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<td>Patients with vocal fold paralysis (VFP) present after nerve injury. While</td>
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<td>nerve recovery can occur up to one year after injury, patients do not have to</td>
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<td>wait for treatment. This session will highlight an interdisciplinary approach</td>
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<td>to evaluation and management, from the SLP perspective, through didactic</td>
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<td>lecture and case study.</td>
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<td>Learning Outcomes:</td>
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<td>• Identify and describe the hallmarks of the SLP voice evaluation of patients</td>
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<td>with vocal fold paralysis.</td>
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<td>• Define steps to assess stimulability for change and candidacy for voice</td>
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<td>• Explain rationale and decision making for choosing voice therapy techniques</td>
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<td>for patients with a vocal fold paralysis.</td>
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<thead>
<tr>
<th>Time</th>
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<tr>
<td>1:00 PM - 2:30 PM</td>
<td>35</td>
<td>**Running Businesses with Students: Building Communication Skills Within</td>
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<td>Functional Tasks**</td>
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<td>Pam Briscoe, MS, CCC-SLP/L, South Eastern Special Education</td>
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<td>This session will explain how communication therapy was adapted to meet the</td>
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<td>needs of students within a self-contained autism room in order to encourage</td>
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<td>generalization of speech and language skills to benefit them in real-life</td>
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Donald E. Stephens Convention Center • Rosemont, Illinois
businesses will be shared to illustrate communication success!

Learning Outcomes:

• Participants will be able to identify functional activities and how communication skills can be targeted within those activities.
• Participants will be able to provide at least one idea for a student-led business
• Participants will state student considerations to be analyzed prior to implementing a student-run business.

Instructional Level: Intermediate

8:00 AM - 10:00 AM  Room: 32-34

30 Deep Brain Stimulation therapy in Parkinson’s Disease: Role of SLPs.
Karen Wheeler Hegland, University of Florida

Deep brain stimulation (DBS) therapy is a common procedure for patients with Parkinson’s disease (PD). Data from our DBS team indicates DBS outcomes are optimized when surgical candidates are selected based on multidisciplinary input. This presentation will address pre- and post-surgical considerations including management strategies to maximize swallowing function.

Learning Outcomes:

• Participants will identify swallowing-specific factors influencing the decision to undergo DBS in PD patients.
• Participants will identify the two primary DBS target sites for PD patients, and how swallowing may be differentially impacted by either.
• Participants will be able to discuss the impact of laterality of DBS on swallowing function in PD patients.

Instructional Level: Intermediate

8:00 AM - 10:00 AM  Room: 42-43/45,47

32 Using the CUBED to Monitor the Language of Older Students
Douglas Petersen, Brigham Young University

In this seminar, participants will learn how to use the CUBED assessment to monitor language and reading progress for older students. The CUBED is a revolutionary new approach to language sample analysis that bypasses the transcription and segmentation process, facilitating an efficient, reliable, and valid assessment.

Instructional Level: Introductory

8:00 AM - 10:00 AM  Room: 49/52-53

34 What’s in Your Therapy Toolbox?
Fill it Up, Maximize Success
Lyndsey Zurawski, Doctor of Speech-Language Pathology (SLP.D), The School District of Palm Beach County

Ever struggle to manage all the therapy materials you have? Ever feel like you don’t have enough materials to meet the needs of your caseload? This session will
Friday Sessions

target how to fill up your therapy toolbox, by utilizing strategies and materials to maximize student success.

Learning Outcomes:
- Participants will identify strategies that will engage efforts between SLPs and staff to increase student achievement.
- Participants will be able to describe therapy activities that can be utilized across settings to increase success for students.
- Participants will be able to apply tips and tricks to implement language and literacy lessons that correlate to State Standards for whole group and small group lessons.

Instructional Level: Intermediate

8:00 AM - 11:00 AM Room: 40-41/44,46
31 Treatment of Childhood Apraxia of Speech, Part 1

Julie Hoffmann, MS, Saint Louis University

Treating Childhood Apraxia of Speech can be challenging for many SLP's; understanding results of current CAS treatment research as well as learning how to implement treatment approaches is important. By comparing CAS, phonology, and dysarthria and their therapy methods, SLPs will have numerous approaches & techniques at their fingertips to bet help clients with CAS. Discussion of automaticity, flexibility, motor performance, and motor learning as related to CAS therapy will be explained.

Learning Outcomes:
- The learner will be able to differentially diagnose & recognize key diagnostic indicators of CAS, sCAS, Dysarthria, & Phonological Disorder as related to young children.
- The learner will be able to interpret speech assessment data to determine treatment for children with CAS and sCAS.
- The learner will be able to summarize current CAS treatment research.

Instructional Level: Intermediate

9:15 AM - 11:15 AM Room: 27
36 Auditory/Language Processing, Auditory Memory & Attention Deficit

Suzanne Foley, Private Practice

Disorders such as auditory processing, attention deficit, auditory memory and language processing impact a child's academic and communication development. Screening methods, diagnostic tests and effective treatment of these disorders will be provided.

Learning Outcomes:
- Apply the new research for selection of evidence-based treatment approaches for patients with Right Hemisphere Dysfunction.

Instructional Level: Intermediate

9:30 AM - 10:30 AM Room: 26
37 Diversity Issues in SLP-Path to Competency

Maria Franca, PhD, CCC-SLP, Southern Illinois University
Salim Al-Ani, , California State University Long Beach

Understanding the unique cultural combination generated by the relationship of clients and clinicians is a vital component in quality of services. In this session the authors will describe pedagogical activities and approaches they implement while teaching culturally enriching concepts and issues across the curriculum at their institutions.

Learning Outcomes:
- Explain two key concepts associated with the development of cultural competence.
- Describe two strategies to promote cultural proficiency in communication disorders.
- Brainstorm two solutions for challenges involved in promoting cultural competence among students and professionals in communication disorders.

Instructional Level: Intermediate

10:00 AM - 11:30 AM Room: Hall G Stage
38 Therapeutic Interdisciplinary management: persons with right hemisphere stroke - Part 2

Martha Burns, Northwestern University

This session will review evidence-based therapeutic approaches for patients with Right Hemisphere Dysfunction. The session will be participatory using patient videos to guide discussion of methodologies and procedures that enhance communication among PT, OT, and Nursing staff as well as maximizing combined, cumulative benefits for patients.

Learning Outcomes:
- Participants will be able to identify screening and diagnostic procedures for auditory processing, auditory memory, language processing and attention deficit disorders.
- Participants will learn classroom strategies to improve a student's access, retention and understanding of auditory information.
- Participants will understand specific therapy and technology options to improve auditory and language skills in children.

Instructional Level: Intermediate

10:00 AM - 11:30 AM Room: Hall G Stage
38 Therapeutic Interdisciplinary management: persons with right hemisphere stroke - Part 2

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Instructional Level: Intermediate
Friday Sessions

- Apply the new research to interdisciplinary communication and coordination of treatment methodology
- Develop treatment goals utilizing functional patient-based approaches to ADL's through coordination with PT, OT and Nursing to maximize outcomes

**Instructional Level: Intermediate**

**10:30 AM - 11:30 AM Room: 23-24**

39 Ethical / End of Life Considerations Related to Dysphagia

Pat Gibbons, D.H.S., Midwestern University

Presentation will include a discussion of ethical issues related to recommendations for patients determined to be at the end of life regarding honoring a patient’s wishes to remain on an oral diet as opposed to discontinuing oral hydration and nutrition due to aspiration risk.

Learning Outcomes:
- At the conclusion of the session participants will be able to describe issues which may arise in managing patients with dysphagia who are determined to be at the end of life.
- Participants will be able to list and discuss potential benefits and possible harmful effects of artificial hydration and nutrition for patients at the end of life.
- Participants will be able to explain a relationship between dysphagia treatment issues and Principle I of the ASHA Code of Ethics.

**Instructional Level: Intermediate**

**10:30 AM - 12:30 PM Room: 32-34**

40 Maximizing Service to Outpatients with Aphasia

Candace Vickers, PhD, California Baptist University

Providing speech language therapy leading to meaningful improvement for outpatients with aphasia is challenging. This course addresses enhancing outpatient service with a person centered care framework grounded in the WHO’s ICF. Available tools, technology and use of service extenders, and tips for initiating community based aphasia programming will be presented.

Learning Outcomes:
- Participants will:
  - Describe three freely available useful tools that enhance the assessment process in a person centered care framework;
  - Describe three specific methods to allow the person with aphasia and caregiver to maximize their time in therapy with customized home programs involving partners as well as with technology;
  - List steps to providing community programming to provide Communication Recovery Groups for persons with chronic aphasia.

**Instructional Level: Intermediate**

**10:30 AM - 12:30 PM Room: 42-43/45,47**

41 Behavioral and brain perspectives on reading development and dyslexia

Elizabeth Norton, Northwestern University

Neuroimaging tools such as fMRI lets us peer inside the human brain as it executes processes needed for reading. Despite hundreds of studies, we are still far using brain imaging to make practical diagnostic and treatment decisions about an individual. We discuss the insights that have been revealed so far.

Learning Outcomes:
- Discuss what brain studies of reading and dyslexia have found.
- Evaluate different brain imaging tools and their utility for studying the developing brain.
- Describe the role of SLPs in diagnosis and intervention for children with reading difficulties.

**Instructional Level: Intermediate**

**10:30 AM - 12:30 PM Room: 48/50-51**

42 The future of stuttering therapy: By SLP’s who stutter

Courtney Luckman, Speech-language pathology, speech IRL
Alexander Whelan, Speech Language Pathologist, TherapyWorks
Caryn Herring, MS,CCC-SLP
Bob Quesal, PhD, Western Illinois University

What does it feel like to be a person who stutters? What really matters in stuttering therapy? Clinicians and researchers who both stutter and specialize in stuttering will talk about current and future directions of stuttering therapy, from both sides of the table.

Learning Outcomes:
- Participants will be able to describe 3 ways that stuttering therapy can be more client-directed
- Participants will be able to identify 2 clinical applications of recent research on stuttering
- Participants will be able to identify 2 ways that self-help and support can aid speech therapy

**Instructional Level: Introductory**
Friday Sessions

10:30 AM - 12:30 PM  Room: 49/52-53

43 Language Intervention in Special Populations
Ruth Stonestreet, PhD, ASHA Fellow, Professor Emerita

Ideas, techniques, and strategies for young children in low incidence populations will be presented. Autism spectrum disorder, social communication disorder, and language populations will be discussed to address the array of types of impairments identified in young children with communication disorders. Various models and goals will be presented.

Learning Outcomes:
• At the conclusion of the presentation, participants will name three approaches of intervention presented.
• At the conclusion of the presentation, participants will identify five ideas, techniques, or strategies discussed during the presentation.
• At the conclusion of the presentation, participants will state five ideas for intervention activities to be used with your caseload.

Instructional Level: Intermediate

11:00 AM - 1:00 PM  Room: Hall G

45 Student Initiated Research & Clinical Application (SIRCA) Posters

2-1 Speech-Language Pathologists’ Response to Echolalia
Allison Alexander, Elmhurst College
Faculty Mentor(s): Jennifer Kremkow, PhD, CCC-SLP, Elmhurst College

This study analyzes speech-language pathologists’ (SLPs) responses to and treatment of echolalia in individuals with autism during speech-language therapy. While several studies suggest echolalia is functional, other research suggests echolalia should be reduced or ignored. Interviews were conducted in order to gain insight into how SLPs respond to echolalia.

Learning Outcomes:
• Participants will be able to describe the methodology used to complete this study.
• Participants will be able to summarize and explain the major findings.
• Participants will be able to apply findings to clinical practice.

Instructional Level: Introductory

11:00 AM - 1:00 PM  Room: 26

44 Processing in bilinguals with language disorders: Profiles and treatment implications
Kerry Ebert, PhD, University of Minnesota - Twin Cities

This presentation considers cognitive processing skills such as attention, working memory, and processing speed within dual language learners affected by language disorders. The unique profile of these populations will be reviewed and the implications for treatment will be discussed. Existing research will be translated to clinical scenarios and recommendations.

Learning Outcomes:
• At the conclusion of the session, participants will be able to summarize positive and negative influences on the cognitive processing skills of dual language learners with language disorders.
• At the conclusion of the session, participants will be able to identify two ways to take advantage of cognitive processing strengths in language treatment with dual language learners.
• At the conclusion of the session, participants will be able to identify two ways to compensate for cognitive processing weaknesses in language treatment with dual language learners.

Instructional Level: Intermediate

2-2 Video versus Picture Stimuli in Action Observation Treatment for Aphasia
Tomei Ball, Midwestern University
Faculty Mentor(s): Christina del Toro, PhD, CCC-SLP, & Megan Cuellar, PhD, CCC-SLP, Midwestern University

Action observation treatment (AOT) using videos or live demonstration is effective for treating action verb anomia in individuals with non-fluent aphasia. However, comparison to the standard of care for naming treatment, picture, has not been examined. This study tested the effects of video and pictures in AOT on verb naming.

Learning Outcomes:
• Participants will be able to identify differences between verb and noun processing and understand the necessity of a treatment that specifically targets action verbs.
• Participants will be able to describe the role of sensorimotor integration in action verb processing and the rationale for action observation treatment.
• Participants will be able to discuss the effects of video and picture stimuli in action observation treatment on individuals with non-fluent aphasia.

Instructional Level: Introductory
Friday Sessions

P-3 Speech-Language Pathologists’ Views Regarding Interdisciplinary School-Based Dysphagia Management

Elizabeth Brennan, Governors State University
Faculty Mentor(s): Danielle Osmelak, Doctorate in Education, Governors State University

School-based Speech-Language Pathologists are key stakeholders in treating children with dysphagia. The current study surveyed school-based SLPs regarding the prevalence of dysphagia on their caseloads, the disciplines and team members that comprise their school-based interdisciplinary dysphagia teams and SLPs’ perceptive of what team members should be on interdisciplinary dysphagia teams.

Learning Outcomes:
• Participants will be able to identify team members that comprise an interdisciplinary school-based dysphagia team.
• Participants will be able to state current prevalence trends related to SLP caseloads and dysphagia
• Participants will be able to state x3 benefits of an interdisciplinary school-based dysphagia teams.

Instructional Level: Introductory

P-4 Initial Analysis of Language and Cognition in Niemann-Pick Type C

Timothy Casapao, Rush University
Faculty Mentor(s): Anne Hoffmann, MA, PhD, Rush University

Niemann-Pick disease, type C (NPC) is an autosomal recessive neurodegenerative disorder that affects children and adults leading to progressive cognitive and motor decline. This retrospective cross-sectional study provides an initial analysis of the language profile found in this disease and any relationship between nonverbal intelligence (NVIQ) and language performance.

Learning Outcomes:
• Participants will be able to describe the general language profile of adolescents and adults with NPC
• Participants will be able to describe the relationship between NVIQ and language in adults and adolescents with NPC
• N/A

Instructional Level: Introductory

P-5 Using Vital Stim to Treat Dysphagia: A Systematic Review

Hannah Croci, Midwestern University
Megan Stermetz, Midwestern University
Natalya Schleebs, Midwestern University

Faculty Mentor(s): Megan Cuellar, PhD, CCC-SLP, Midwestern University

The purpose of this systematic review is to evaluate the evidence regarding VitalStim as an intervention for dysphagia. As such, the question addressed in this systematic review is: What is the effectiveness of using VitalStim to treat adults with dysphagia?

Learning Outcomes:
• Participants will be able to define and describe vital stim treatment techniques.
• Participants will be able to identify clinical populations that have been studied using vital stim treatment techniques, and determine which clinical populations benefited vs. which clinical populations did not exhibit benefits according to the literature
• Participants will be able to describe the strength of the level of evidence that supports or does not support the use of vital stim with patients with dysphagia.

Instructional Level: Introductory

P-6 Barriers to Recruitment of Racial Minorities into Communication Disorders

Nana Dadzie, Purdue University Fort Wayne
Faculty Mentor(s): Naomi Gurevich, Purdue University Fort Wayne, & Ai Leen Choo, Georgia State University

African Americans are underrepresented in communication sciences and disorders (CSD). Recruiting underrepresented students is a priority of the American Speech-Language-Hearing Association. Diverse students are surveyed in an attempt to identify possible patterns related to recruitment. Findings may help inform future practices in promoting the profession to diverse student populations.

Learning Outcomes:
• The current study is focused on identifying possible patterns related to recruitment of minority students into the CSD major. Diverse student populations at an urban university with an undergraduate program in communication disorders are surveyed in an at
• African American populations are underserved by healthcare (Noonan, Velasco-Mondragon & Wagner, 2016) and underrepresented in healthcare professions in general (Valentine, 2016), and in communication disorders in particular (e.g., ASHA, 2019; Saenz, Wyatt
• Recruiting efforts have not yet resulted in balanced representation: Racial minorities comprise 27.6 % of the U.S. population, but only 8.2% of ASHA, and this number is not limited to the U.S. as it includes members, nonmember certificate holders, and int

Instructional Level: Introductory
P-7 The Effectiveness of the Shaker Exercise Protocol: A systematic Review

Danielle Murphy, Midwestern University
Danielle Oeverman, Midwestern University
Emily Witham, Midwestern University

Faculty Mentor(s): Megan Cuellar, PhD, CCC-SLP, Midwestern University

Isometric/isokinetic neck exercises are effective means to strengthen the swallowing muscles. A recent review primarily reported results regarding the physiological effects of the Shaker exercise on swallow function in healthy individuals (Antunes & Lunet, 2012). As such, questions remain regarding the effects of the Shaker Protocol on individuals diagnosed with dysphagia.

Learning Outcomes:
- Participants will be able to define and describe the Shaker exercise protocol.
- Participants will be able to discuss when the literature has reported positive outcomes for individuals with pharyngeal phase dysphagia following the completion of the Shaker exercise protocol.
- Participants will be able to discuss the strengths and weaknesses of the literature with regard to the Shaker exercise protocol.

Instructional Level: Introductory

P-8 Transgender Voice Modification: Current Reimbursement Policies and Treatment Evidence Review

Tiffany Czochara, Elmhurst College

Faculty Mentor(s): Laura Froeschke, PhD, Elmhurst College

An increase in popular news, public awareness, and evolving public perception has brought current transgender rights and issues into the spotlight. This review provides an appraisal of current reimbursement policies for transgender individuals seeking voice modification therapy and the state of current evidence for various treatment strategies and dosage requirements.

Learning Outcomes:
- Participants will be able to discuss the key critical issues surrounding current reimbursement policies for transgender voice modification therapy.
- Participants will be able to discuss the current state of research evidence in transgender voice therapy methods with specific attention to evidence for optimal treatment dosages/durations across a diverse array of treatment strategies.

Instructional Level: Introductory

P-9 Tongue-Tie and Speech Articulation

Nicole Gaudiano, Eastern Illinois University

Faculty Mentor(s): Beth Bergstrom, MS, & Ann Dralle, MS, Eastern Illinois University

Evaluated impact of surgical intervention on tongue-tie and articulation with two participants. The Goldman Fristoe Test of Articulation: Sounds-in-Words (GFTA-3) was used to collect data at the following points: pre-intervention two-weeks post intervention, and one-month post intervention. Results indicated surgical intervention may impact articulation ability depending on the conditions.

Learning Outcomes:
- At the conclusion of the session, participants will be able to describe the physical characteristics commonly associated with tongue-tie.
- At the conclusion of the session, participants will be able to identify phonemic errors often related to tongue-tie.
- At the conclusion of the session, participants will be able to describe two different types of surgical intervention related to tongue-tie.

Instructional Level: Introductory

P-10 Comparison of social communication in individuals with FXS and WS.

Mary Geiser, Rush University

Faculty Mentor(s): Anne Hoffmann, MA, PhD, Rush University

The purpose of this study is to use caregiver report to compare social communication profiles of FXS, WS, and neurotypical individuals, and to compare these profiles to respective IQ profiles. By examining these areas, clinicians will better understand how to assess and treat these populations.

Learning Outcomes:
- Participants will be able to describe how caregiver report is used to assess individuals with intellectual disability.
- Participants will be able to describe how communication and social interaction profiles of fragile X syndrome and Williams syndrome compare to each other and how they differ from what is seen in neurotypical individuals.
Friday Sessions

**P-11 Do Certified Speech-Language Pathologists Find Core Vocabulary Boards Effective?**

Lauren Johnson, Elmhurst College

Faculty Mentor(s): Jennifer Kremkow, PhD, CCC-SLP, Elmhurst College

This research study analyzes SLP perspectives on Core Vocabulary Boards (CVB) as a communication tool for school-aged children. Semi-structured interviews were conducted to address gaps in the literature and provide specific information related to SLPs experiences and opinions on CVBs as an intervention approach for communication in school-aged children.

Learning Outcomes:

- Participants will be able to describe the methodology used to complete this study.
- Participants will be able to summarize and explain the major findings.
- Participants will be able to apply findings to their own clinical practice.

**Instructional Level: Introductory**

**P-12 Barriers to assessment/diagnosis in children with ASD from CLD backgrounds**

Tatiana Green, SIUC

Faculty Mentor(s): Valerie Boyer, PhD, SIUC

This literature review supports families in assisting to educate on barriers to accessing autism diagnostic and intervention services. The aim is to inform regarding discrepancies for culturally diverse populations.

Learning Outcomes:

- Participants will be able to identify the barriers to assessment and diagnosis among children with ASD from CLD backgrounds.
- Participants will be able to describe disparities on access between majority population and CLD population.
- Participants will be able to generate ideas for preventative measures that could minimize barriers in target population.

**Instructional Level: Introductory**

**P-13 Influence of Linguistic Register on Symptom Variability in Spasmodic Dysphonia**

Andrea Jachino, Elmhurst College

Faculty Mentor(s): Laura Froeschke, PhD, CCC-SLP, Elmhurst College

This literature review integrates research on the neuropathophysiology of spasmodic dysphonia (SD) and sociolinguistic theories of register. This research will provide an integrated model of SD that incorporates a range of social, psychological, and linguistic elements that interact with underlying mechanisms and help to explain symptom variability.

Learning Outcomes:

- Attendees will be able to describe the various dimensions of register and their related theoretical foundations as well as how variations in linguistic register interact with, and affect human communication.
- Attendees will be able to identify the neuropathophysiologic mechanisms and multifactorial roots associated with spasmodic dysphonia, and describe the range of clinical presentations and symptom variability common to the disorder.
- Attendees will integrate knowledge within register and neurology of SD to support an integrated model that helps to explain why individuals with SD experience symptom variability according to context.

**Instructional Level: Introductory**

**P-14 Intervention Techniques Targeting Echolalia: A Systematic Review**

Shannon Koegel, Northern Illinois University

Faculty Mentor(s): Allison Gladfelter, PhD, Northern Illinois University

Speech-language pathologists consulting research on how to target repetitive speech (i.e., echolalia) are hindered by a literature filled with inconsistent terms, varying definitions, and poorly measured techniques or intervention outcomes. In this systematic review, we explored the current evidence for interventions targeting echolalia to guide clinicians using evidence-based practice.

Learning Outcomes:

- Participants will be able to define echolalia and demonstrate a more detailed understanding of how echolalia is measured.
- Participants will be able to recognize the different intervention approaches in targeting echolalia.
- Participants will be able to explain how to assess the quality of intervention research studies to make informed decisions during evidence-based practice.
**Friday Sessions**

**Instructional Level: Introductory**

### 44 Infant symptoms of children with CAS as reported by parents.

Narmen Daik, Saint Xavier University

Faculty Mentor(s): Karen Czarnik, PhD, Saint Xavier University

This survey study was designed to investigate the infant symptoms that parents of 3 to 8-year-old children with speech sound disorders observed that were consistent with a subsequent diagnosis of CAS. Surveys were distributed to the parents and included infant characteristics related to: motor skills, communication skills, feeding.

**Learning Outcomes:**
- Participants will demonstrate an understanding of Childhood Apraxia of Speech and its impact on a child's speech.
- Participants will be able to identify the infant characteristics related to motor, communication, or feeding development that are prevalent with CAS.
- Participants will be able to integrate the knowledge acquired into the future identification and diagnosis of children with Childhood Apraxia of Speech.

**Instructional Level: Introductory**

### 47 Targeting Speech and Language Development Through Pretend Play

Pam Briscoe, MS, CCC/SLP-L, South Eastern Special Education
Shari Eckert, MS, CCC-SLP, South Eastern Special Education

**Learning Outcomes:**
- Participants will learn how pretend play has been implemented within an autism program for Kindergarten through 4th grade students.
- Participants will learn new topics for pretend play scenarios for children with autism spectrum disorder and other language based disorders and will return to classroom with list of items to initiate three pretend play scenarios.
- Participants will have ideas for implementing speech and language goals through pretend play scenarios with video examples provided.

**Instructional Level: Introductory**

### 46 Cognition for clinicians: Suggestions for including cognitive screening in practice

Pamela Souza, PhD, Northwestern University
Varsha Rallapalli, AuD, PhD

Current professional guidelines endorse cognitive screening to identify changes that may affect auditory management. This presentation will discuss theoretical (recent research) and practical (tools and techniques) implications of age-related changes in hearing and cognition and how that information can be applied to clinical practice.

**Learning Outcomes:**
- The participants will be able to describe recent research findings related to hearing and cognitive ability.
- The participants will be able to list several cognitive assessment measures.
- The participants will be able to describe counseling strategies to use when discussing cognition with clients.

**Instructional Level: Intermediate**

### 49 Using Story Champs with the General Education Curriculum

Douglas Petersen, Brigham Young University

In this session, participants will learn to implement evidence-based Story Champs multi-tiered language intervention procedures using curriculum-related materials. Research has indicated that Story Champs can significantly improve oral language, reading comprehension, and writing for preschool and school-age students. This seminar will directly link Story Champs procedures to relevant student coursework.

**Learning Outcomes:**
- Participants will be able to explain how the effective principles of instruction are embedded into Story Champs procedures.
- Participants will be able to clearly describe the pressing need for all students to learn the academic language dialect.
- Participants will be able to use the Story Champs procedures in individual, small group, and large group settings with fidelity.
**Friday Sessions**

**12:00 PM - 3:00 PM  Room: 40-41/44,46**

**48 Treatment of Childhood Apraxia of Speech, Part 2**

Julie Hoffmann, MA, Saint Louis University

Treating Childhood Apraxia of Speech can be challenging for many SLPs, so understanding results of current CAS treatment research as well as learning how to implement treatment approaches is important. By comparing CAS, phonology, and dysarthria and their therapy methods, SLPs will have numerous approaches and techniques at their fingertips to best help clients with CAS. Discussion of automaticity, flexibility, motor performance, and motor learning as related to CAS therapy will be explained. Several effective CAS treatment approaches identified as beneficial on ASHA’s Practice Portal (2016) will be discussed. What does best treatment look like for the child with CAS who is speaking, yet highly unintelligible? For the child who is very young with Suspected CAS with minimal verbalizations? For the adolescent with residual CAS issues? How do you choose target sounds and contexts for children with CAS? How do you teach a child to imitate syllables and words who does not imitate? How do you improve vowel errors? How do you make the necessary "drill" for CAS engaging? CAS is a complex motor speech disorder which requires further client analysis and solid therapy decision making in order to expedite progress. Video of complex cases will be incorporated throughout the presentation to increase understanding of methods discussed. Attending both Part 1 and Part 2 will provide SLPs with a plethora of techniques and methods for treating clients with CAS?

Learning Outcomes:

- The learner will be able to explain specific approaches and strategies for intervention of children with CAS, especially related to motor learning.
- The learner will be able to describe therapy methods for very young children with Suspected CAS and for residual issues specific to adolescents with CAS.
- The learner will be able to apply vowel knowledge when treating vowels in syllables and words of children with CAS.

Instructional Level: Intermediate

**12:30 PM - 1:00 PM  Room: 26**

**50 Student Initiated Research & Clinical Application (SIRCA)**

**CONSIDERATIONS FOR IMPLEMENTING TELEREHABILITATION TREATMENT PROGRAMS FOR CHRONIC APHASIA DIAGNOSES**

Elena Pivek, Illinois State University

This presentation will provide foundational considerations for implementing telerehabilitation services for persons with chronic aphasia. Legal stipulations for telerehabilitation services will be addressed in addition to the variations of teleservices that can be used. Common barriers and materials necessary for implementing services will also be discussed.

Learning Outcomes:

- At the end of the session, participants will be able to identify and distinguish between the types of telerehabilitation services that can be provided.
- At the end of the session, participants will be able to identify and define evidence-based literature, potential barriers, legal concerns, and advocacy issues associated with telerehabilitation services.
- At the end of the session, participants will be able to identify necessary materials and considerations for successful telerehabilitation services.

Instructional Level: Introductory

**Identity Reconstruction in Individuals with Spasmodic Dysphonia: A Qualitative Investigation**

Meghan Johnson, Elmhurst College

This study used qualitative methods to analyze the experience of identity reconstruction in individuals with spasmodic dysphonia. Specific attention to identity reconstruction and chronicity has not been fully addressed in SD research. In-depth interviews were conducted and analyzed with a focus on patterns of coping. Video of complex cases will be incorporated throughout the presentation to increase understanding of methods discussed. Attending both Part 1 and Part 2 will provide SLPs with a plethora of techniques and methods for treating clients with CAS?

Learning Outcomes:

- Participants will be able to describe theories of identity reconstruction and how they have been applied to chronic diseases as well as to communication disorders as a way to understand patterns of coping.
- Participants will be able to describe how and to what extent identity reconstruction emerged as a component of coping and compensation for individuals in this purposive sample.
- Based on study findings, participants will be able to describe potential patterns of experience within identity reconstruction for individuals with spasmodic dysphonia, and apply these to principles to clinical and educational counseling practices for the

Instructional Level: Introductory

**Cognitive Function in CVA and TBI: Assessment and Treatment - 1**

Martha Burns, Northwestern University

This session will review the newest neuroscience
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research on cognitive sequelae associated with CVA and TBI. The session will review cerebral organization and interrelationships of Executive Functions including self-regulation, organization, attention, and working memory and how they are impacted by limbic system interference or damage.

Learning Outcomes:
- Utilize new neuroscience research to recognize and assess executive function disorders associated with CVA and TBI
- Utilize new neuroscience research to recognize and assess attentional and working memory disorders associated with CVA and TBI
- Apply new research on limbic system interference to evaluate and treat problems with emotional regulation

Instructional Level: Intermediate

1:00 PM - 3:00 PM    Room: 32-34
51 Airway protection disorders in parkinsonism

Karen Wheeler Hegland, University of Florida

Parkinsonism is an umbrella term that includes several diseases with specific symptoms of “parkinsonism,” with Parkinson’s disease (PD) being the most common and well known. This presentation will review current best practices for evaluation and management of airway protection disorders in PD, and in atypical forms of parkinsonism.

Learning Outcomes:
- Participants will identify key features of parkinsonism, and specific differences between Parkinson’s disease and atypical forms of parkinsonism.
- Participants will be able to discuss deficits related to airway protection (i.e., dysphagia and cough disorders) in Parkinson’s disease and atypical forms of parkinsonism.
- Participants will be able to discuss important differences related to swallowing and speech in the different forms of parkinsonism, and the implications for management.

Instructional Level: Intermediate

1:00 PM - 3:00 PM    Room: 49/52-53
54 Social-Pragmatic Communication Assessment and Goal Development that Avoids Due Process.

Timothy Kowalski, MA, Professional Communication Services, Inc.

Social-pragmatic communication assessment is often lacking and frequently misinterpreted at eligibility meetings. Goals must be written based on functionality and not on “feel good” outcomes. Learn how to ensure that your assessments are accurate and your goals are realistic, measurable, and achievable.

Learning Outcomes:
- List reasons why social-pragmatic evaluations are often lacking accuracy.
- List common pitfalls in goal development
- Produce measurable functional social-pragmatic communication goals.

Instructional Level: Intermediate

1:30 PM - 3:00 PM    Room: 23-24
55 Assessment and intervention for dual language learners: Raising the game

Brenda Gorman, PhD, CCC-SLP Elmhurst college
Mari Bliss, MS

This presentation is designed to enrich clinician’s knowledge and skills to deliver culturally responsive and evidence-based services to children who are dual-language learners. The presenters will address several common problems that both monolingual and bilingual clinicians have when assessing and treating communication impairments in DLLs and their solutions.

Learning Outcomes:
- Describe the process of coping that people who stutter may go through as they learn to live with their speaking difficulties
- Describe a model of the counseling process focused on helping clients identify their current situation, evaluate their preferred situation, select appropriate options for change, and develop an action plan to help their achieve their goals in therapy
- Utilize 3 key counseling strategies designed to help people with communication disorders come to terms with their speaking difficulties and improve the outcome of treatment

Instructional Level: Intermediate
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- Formulate a defensible assessment plan that integrates current methods and technologies for a DLL case scenario.
- Discuss the selection of appropriate intervention targets to enhance communication and academic outcomes.
- Explain the importance of and several methods for providing intervention within culturally responsive contexts.

**Instructional Level: Intermediate**

**1:30 PM - 3:30 PM**

**Room: 26**

**56** Tips and tricks for Clinical Fellow Supervision and Mentoring

Lyn Edwards, M.H.S., SEDOL

This session will provide practical information for SLPs who supervise clinical fellows.

Learning Outcomes:
- Review requirements for becoming a Clinical Fellowship mentor.
- Discuss strategies for scheduling and maintaining paperwork related to the clinical fellowship.
- Provide resources for additional information in regard to clinical fellowship supervision.

**Instructional Level: Introductory**

**2:00 PM - 3:00 PM**

**Room: 27**

**57** Hot Topics Concerning Children with Hearing Difficulties

Tena McNamara, AuD, Mueller Pediatric Therapy

This session will cover current issues that are influencing the changing landscape of service delivery for children/students with auditory needs. Topics include: LEAD-K; Interprofessional practice of Audiologists, Teachers of Deaf/HOH, and SLPs; Effects of minimal, mild, unilateral hearing loss/single-sided deafness; OTC hearing aids; Safety planning for students with auditory difficulties.

Learning Outcomes:
- Describe LEAD-K and its relation to Senate Bill 451
- Discuss interprofessional practice between the SLPs, audiologists and TOD and Advocate for children with minimal, mild and unilateral hearing loss
- Explain Ethical Issues with OTC Hearing Aids in the pediatric population and Develop relevant Components for Emergency Disaster Plans for Students with Auditory Needs

**Instructional Level: Introductory**

**3:00 PM - 4:30 PM**

**Room: 42-43/45,47**

**58** Cognitive Function in CVA and TBI:: Assessment and Treatment -2

Martha Burns, Northwestern University

This session will discuss application of new cognitive neuroscience research with CVA and TBI in selection of evidence-based treatment approaches that maximize functional outcomes. The session will be participatory using specific patient videos to guide goal setting and outcome measurement exemplars.

Learning Outcomes:
- Utilize new neuroscience research to develop functional outcome goals CVA and TBI for executive function impairments
- Utilize new neuroscience research to develop functional outcome goals CVA and TBI for attentional and working memory disorders
- Apply the new research for coordination of CVA and TBI goal setting with family members for vocational and avocational re-entry

**Instructional Level: Introductory**

**3:00 PM - 5:00 PM**

**Room: Hall G Stage**

**97** 11th Annual College Bowl

Roxanne Pilger, EBS Healthcare

Undergraduate and/or graduate students from Illinois Colleges and universities engage in competition to earn the coveted trophy. Teams of students demonstrate their ability to access their knowledge under time pressure to answer questions. Subject areas will encompass normal development and disorders involving articulation/phonology, language, stuttering, voice, hearing, swallowing, etc.

Learning Outcomes:
- State three facts about communication disorders that they did not know prior to the event.

**Instructional Level: Introductory**

**3:30 PM - 5:00 PM**

**Room: 32-34**

**60** Mindfulness & Stuttering Therapy: Considerations for School-Age Children

Kristin Chmela, Master's Degree in Communication Sciences & Disorders, Chmela Fluency Center

Diane Morean, PhD, Elmhurst College

Natasha Gigliotti, Master's Degree in Speech Language Pathology, Chmela Fluency Center

Children who stutter may benefit from mindful breathing practices, which enhance one’s awareness of their physical body thoughts, and emotions. Further,
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they can be used as a means to positively impact self-regulation and become more present in treatment sessions and as a communicator.

Learning Outcomes:
- At the conclusion of the session, participants will be able to identify evidenced based benefits of mindfulness for school-age children.
- At the conclusion of the session, participants will be able to demonstrate five mindfulness practices for school-age children.
- At the conclusion of the session, participants will be able to utilize mindfulness practices within school-age stuttering therapy.

Instructional Level: Intermediate

3:30 PM - 4:30 PM Room: 27

59 The Implementation of a FEES program in a hospital setting

Susan Annerino, Master of Science in Speech Pathology, UChicago Medicine Ingalls Memorial Hospital

On the contrary to VFSS, FEES is not an instrumental assessment that it widely utilized in hospital settings in Illinois. The implementation of a new diagnostic procedure at an institution is not without challenges. A description of the general process to develop a FEES program will be provided.

Learning Outcomes:
- Participants will be able to discuss both national and state of Illinois regulations for practicing FEES.
- Participants will be able to describe the general process for developing a FEES program.
- Participants will be able to identify suggested components to a FEES program including competencies, marketing and quality measures.

Instructional Level: Intermediate

3:30 PM - 4:30 PM Room: 49/52-53

63 Gender Dysphoria and AS/High Functioning Autism: Role of the SLP

Timothy Kowalski, MA, Professional Communication Services, Inc.

What if the special interest of your client diagnosed with AS/hfASD centers on gender identification? In the field of mental health this relationship is increasingly being discussed. Data seem to support this phenomenon. This presentation will discuss this relationship and the role speech-language pathologists may play in this issue.

Learning Outcomes:
- Define the issues when clients diagnosed with AS/hfASD are also presenting gender dysphoria.
- Define the theories related to the relationship between gender dysphoria and AS/hfASD.

Instructional Level: Intermediate

3:30 PM - 5:30 PM Room: 40-41/44,46

61 Service Delivery and Rigor: Language Therapy with a Therapeutic Focus

Lyndsey Zurawski, Doctor of Speech-Language Pathology (SLP.D), The School District of Palm Beach County

Speech Language Pathologists play a critical role in supporting rigorous classroom instruction for students with communication disorders. Learn why rigor is so critical to the development of language and literacy skills, strategies to target the linguistic underpinnings of literacy, Universal Designs for Learning, service delivery models and collaborative strategies.

Learning Outcomes:
- Participants will identify what rigor is and how it relates to the field of speech language pathology.
- Participants will identify strategies that will engage collaborative efforts between SLPs and school staff to support UDL for students with communication disorders.
- Participants will be able to develop therapy activities aligned to state standards to support rigorous instruction and therapeutic practices.

Instructional Level: Intermediate

3:30 PM - 5:30 PM Room: 48/50-51

62 Understanding Experiences of People Who Stutter Can Improve Your Therapy

J. Scott Yaruss, PhD, Michigan State University
Seth Tichenor, Michigan State University
Caryn Herring, MS, CCC-SLP, Michigan State University

This presentation will discuss the importance of understanding stuttering from the perspective of people who stutter. The presenters will review several examples of how clinicians can improve their therapy by improving their empathy for those who live with stuttering.

Learning Outcomes:
- Describe 3 aspects of the experience of living with stuttering.
- Describe how the International Classification of Functioning, Disability, and Health can help clinicians understand stuttering.
- List 2 ways that a better understanding of the life experience of people who stutter can lead to improved therapy outcomes.

Instructional Level: Introductory
Saturday Sessions

8:00 AM - 9:00 AM Room: 6-9

17 The Relentless Tour with Anthony Ianni

Anthony Ianni, Big Ten 2010-2012 Championship teams for Michigan

The Relentless Tour with Anthony Ianni is a first of its kind grass roots initiative designed to help eradicate bullying across the state of Michigan and beyond. Bullying is something that affects everyone in one form or another. Additionally, individuals with autism are one of the highest targeted groups to be the victims of a bully with numbers ranging from 65-90% and it has to be stopped.

The Michigan Department of Civil Rights (MDCR) own Anthony Ianni, one of the most sought after anti-bullying advocates in the state and across the country, has pledged to visit as many schools as possible in Michigan over the next year.

Anthony’s story is one that reaches everyone. Diagnosed with autism at a young age Anthony’s parents were told he would never graduate, never play sports and likely have to live in a group home for his entire adult life. Anthony was bullied extensively as a child because of his autism and the fact that he shot up to 6’9 quite young.

Anthony defied all of the odds and not only graduated from MSU with a degree in Sociology but went on to be the first known individual with autism to play college basketball. During his time on the team he played in two Big Ten Championships and a Final Four. And now he is sharing his story and helping others live their dreams. The outpouring of letters from victims and even the bullies themselves after each time Anthony speaks is astounding. He makes an impact every time.

Learning Outcomes:

• Participants will be able to state why a support system is important for individuals with autism.
• Participants will be able to state who can make up the support system for individuals with autism.
• Participants will be able to state what 1 strategy to use with individuals with autism to help the individual understand the possibilities in life.

Instructional Level: Introductory

9:00 AM - 10:30 AM Room: 26

66 Professional Ethics- What Even Good People Need to Know

Travis Threats, PhD, Department of Communication Sciences and Disorders

Speech-language pathologists and audiologists face ethical challenges in health care and educational settings. This session is to provide frameworks for addressing these difficult areas. The inherent conflicts that arise in clinical settings as well as possible ethical pitfalls will be addressed.

Learning Outcomes:

• Participants will be able to describe the four ethical principles of healthcare proposed by Beauchamp and Childress (1979,2009) and the Jonsen, Siegler and Winslote clinical ethical framework (2015)
• Participants will be able to demonstrate knowledge of the differences between the law, clinical ethics, and morality
• Participants will be able to demonstrate knowledge of the complex ethical care concerns including equitable distribution of rehabilitation resources, the ethics of evidence based practice, and working with patients with reduced cognitive abilities

Instructional Level: Introductory

9:00 AM - 11:00 AM Room: 21-22

64 Assessment of Dysphagia in Persons with Dementia

Nicole Rogus-Pulia, PhD, CCC-SLP, University of Wisconsin, Madison
Saturday Sessions

This session will provide an overview of the diagnostic process for dementia and its various subtypes. We will discuss the consequences of dysphagia in dementia and the factors that lead to its development. We will review evaluation of dysphagia in persons with dementia.

Learning Outcomes:

- Participants will be able to discuss the process for diagnosing dementia and the differences between its various subtypes.
- Participants will be able to understand the consequences of dysphagia in dementia and its underlying causes.
- Participants will be able to describe evaluation processes for identifying dysphagia in dementia.

Instructional Level: Intermediate

9:00 AM - 11:00 AM Room: 23-24

Top Ten Transition Tech Tools: Common AT Used In College

Rachel Kruzel, BA - Psychology, Certificate in American Sign Language, University of St. Thomas

Attendees will learn about ten (or more) of the most common assistive technology tools being used in the postsecondary education setting. Tool functionality and practical use examples will be addressed along with demos of the tools for better understanding for those working with students in high school or transitioning.

Learning Outcomes:

- Participants will gain knowledge around the most common assistive technology tools used to support students in disabilities in postsecondary education.
- Participants will have tools to bring back to their schools so they can better prepare students for the types of tools they will see in postsecondary education.
- Participants will view similar tools used in postsecondary education that may be used currently with students in K-12 that they work with to better understand the commonalities of AT between K-12 and postsecondary education.

Instructional Level: Introductory

9:00 AM - 11:00 AM Room: 32-34

Wait for it...Independence! Increasing independence of individuals using AAC.

Mike Cole, MS CCC-SLP, Use Your Words P.C.

A key component to increasing independence in people who use AAC to communicate is successful utilization of prompting hierarchies. However, what you do between the steps of the hierarchy and how you respond to attempts is even more important. This will be discussed and case studies will be shown.

Instructional Level: Intermediate

9:00 AM - 11:00 AM Room: 40-41/44,46

Assessment & Diagnosis of Apraxia of Speech in Adults

Julie Wambaugh, PhD, University of Utah & VA Salt Lake City Health Care System

This seminar will be a clinically-focused presentation of current evidence-based information concerning diagnosis of AOS. In addition, assessment strategies associated with treatment planning and outcome measurement will be described. The presentation will include speech samples designed to facilitate learning.

Learning Outcomes:

- The learner will be able to describe speech characteristics necessary for the diagnosis of AOS.
- The learner will be able to describe a valid and reliable assessment tool for determining AOS severity.
- The learner will be able to describe speech characteristics that should not be used alone to make a diagnosis of AOS.

Instructional Level: Intermediate

9:00 AM - 11:00 AM Room: 48/50-51

Creating Great Communicators

Courtney Byrd, , Univ. of Texas-Austin; Michael and Tami Lang Stuttering Inst.

Given that effective communication is not defined by fluency and that we cannot predict whether a child’s stuttering will persist, there is a need to target goals that move beyond fluency to communication. This presentation will review the competencies and the related benefits of targeting communication in persons who stutter.
Saturday Sessions

Learning Outcomes:

- Participants will learn how to effectively target communication excellence in children who stutter.
- Participants will learn how to teach self-advocacy in children who stutter.
- Participants will learn how to employ self-disclosure and voluntary stuttering with children who stutter in a manner that will facilitate maximum client benefit.

Instructional Level: Intermediate

9:00 AM - 11:00 AM Room: Hall G Stage
72 How Oral Motor Impacts Articulation and Language Development
Linda D’Onofrio, MS, D’Onofrio Speech & Language

Research in oromyofunctional therapy has progressed beyond speech sounds to more critical symptoms like breathing, sleep, and facial development. This brief presentation moves beyond the debate over whether or not “oral-motor” influences speech, to outline exactly how oral function impacts articulation and language development.

Learning Outcomes:

- Identify areas of oral dysfunction that contribute to articulation distortions.
- Explain how skeletal facial muscles respond to exercise and neuromuscular re-education.
- Describe how oral motor function impacts language acquisition.

Instructional Level: Advanced

11:00 AM - 12:00 PM Room: 26
73 EBP-What It Is and What It Is Not
Travis Threats, PhD, Department of Communication Sciences and Disorders

In both healthcare and education, there is a demand for better results, and preferably with less resource. Evidence based practice is too often reduced to stating that clinicians need to read more research and apply it. In reality, it is a complex and interactive relationship with our clients.

Learning Outcomes:

- Participants will demonstrate knowledge of the three essential pillars of evidence based practice
- Participants will demonstrate knowledge of research designs that might better inform clinical practice
- Participants will demonstrate knowledge of how the World Health Organization’s International Classification of Functioning, Disability, and Health (ICF) could advance evidence based practice.

Instructional Level: Introductory

11:00 AM - 12:00 PM Room: 27
74 Amplitude-Based Treatment in the Pediatric Group Setting
Justine Dombroski, MS, Speech-Language Pathology, The Shirley Ryan AbilityLab

Emerging research suggests that intensive amplitude-based treatment programs can result in improvements in loudness, voice quality, and intelligibility in children with Cerebral Palsy. This presentation will discuss the feasibility and results of an amplitude-based group treatment adapted to the pediatric population.

Learning Outcomes:

- At the conclusion of this session participants will be able to state at least 3 techniques for adapting amplitude-based treatment for pediatric patients.
- At the conclusion of this session participants will be able to discuss 3 pros and 3 cons of group amplitude-based treatment.
- At the conclusion of this presentation participants will be able to list 3 voice outcome measures that can be used in pediatric populations with neurological disorders.

Instructional Level: Intermediate

11:00 AM - 1:00 PM Room: Hall G
75 Student Initiated Research & Clinical Application (SIRCA) Posters

21 At-Home Communication Effects of DIR/Floortime
Angela Lezza, Elmhurst College
Faculty Mentor(s): Jennifer Kremkow, PhD, CCC-SLP, Elmhurst College

This research study assesses the effectiveness of DIR/Floortime for children with ASD by addressing caregivers’ perspectives. Although some studies have focused on the effectiveness quantitatively, there is no research focused on the qualitative effects through caregivers’ perspectives. The researchers created a survey and conducted interviews to gather caregivers’ perspectives.

Learning Outcomes:

- At the end of my poster presentation, observers will be able to describe the method used to conduct the study.
- At the end of my poster presentation, observers will be able to describe how this study’s findings contribute to the evidence base for DIR/Floortime.
Saturday Sessions

- At the end of my poster presentation, observers will be able to describe caregiver’s perspectives of DIR/Floortime.

**Instructional Level: Introductory**

**P-2 Parental Involvement and AAC: A Child with Angelman Syndrome**

Paige Lindauer, Eastern Illinois University
Zoe Staves, Eastern Illinois University
Faculty Mentor(s): Jacki Tish, MS, Eastern Illinois University

This project studied the effect of parental involvement in therapy for improving basic AAC (item-specific) requesting skills in a child with Angelman Syndrome. Results found that incorporating the client’s mother in sessions led to higher scores due to an increase in the client’s independent correct use of her AAC device.

Learning Outcomes:

- Participants will be able to identify positive implications of parental involvement in speech therapy for individuals with developmental disorders
- Participants will be able to explain the importance of parental involvement for generalization from the therapy room to everyday life (e.g. home, school, etc.)
- Participants will be able to discuss additional need for research on Angelman Syndrome and effective teaching strategies

**Instructional Level: Introductory**

**P-3 Pausing vs. cancellation for disfluencies in a child with ASD**

Heather Lindenberg, Eastern Illinois University
Bianca De Monte, Eastern Illinois University
Faculty Mentor(s): Beth Bergstrom, MS, & Rebecca Throneburg, PhD, Eastern Illinois University

This study compared the effectiveness of a pausing and cancellation treatment to reduce the frequency of disfluencies in a child with ASD. Prior to the implementation of both treatments, video playback was used to establish self-awareness. Both approaches were proven to reduce the frequency of disfluencies in the participant’s speech.

Learning Outcomes:

- Participants will be able to identify the lack of research and the need of future research for this population.
- Participants will be able to describe the potential nature of disfluencies in the participant
- Participants will be able to describe the possible effects of treatment on individuals with lower language abilities.

**Instructional Level: Introductory**

**P-4 The Efficacy of Treatment Targeting ToM in Adults with TBI**

Claire Muller, Rush University
Faculty Mentor(s): Richard Peach, PhD, CCC SLP, Rush University

The negative impact of traumatic brain injury on theory of mind in adults is well documented. The literature supporting an impairment-based approach for remediating theory of mind in this population is hopeful yet scant. This project is a scoping review with the aim of determining the efficacy of this approach.

Learning Outcomes:

- Participants will be able to discern between first and second order theory of mind and understand how they are assessed.
- Participants will gain knowledge about impairment-based approaches for treating theory of mind in adults with traumatic brain injury. Participants will be able to speak to the strength of the literature supporting this type of approach.
- Participants will be able to speak to the strength of the literature supporting impairment-based theory of mind treatment for adults with traumatic brain injury.

**Instructional Level: Advanced**

**P-5 In Children with ASD, Is Grammar Related to Motor Abilities?**

Anne O’Dowd, Northern Illinois University
Alexis VanWyhe, Northern Illinois University
Allison Gladfelter, Northern Illinois University
Christina Odeh, Northern Illinois University
Faculty Mentor(s): Allison Gladfelter, PhD, Northern Illinois University

Motor and language systems have a complex, interdependent relationship. Although both are well-known areas of deficit in children with ASD, this relationship has not been widely studied in this population. This exploratory study aimed to uncover any associations between morphosyntactic skills and motor abilities in school-aged children with autism.

Learning Outcomes:

- Participants will be able to describe how closely language and motor systems are related in individuals with autism
- Participants will be able to describe the importance of spontaneous speech measures when working with individuals with autism
- Participants will be able to evaluate the quality of evidence-based literature
Saturday Sessions

Instructional Level: Intermediate

P-6 Quantifying Motor Stability in Singing and Speech Production
Anne Marie Pasternock, University of Iowa
Meredith Saletta, Midwestern University
Faculty Mentor(s): Meredith Saletta, PhD, CCC-SLP, Midwestern University
Kleinow, Smith, and Ramig (2001) assessed speech production stability in adults with Parkinson’s disease when speaking with varied rate/volume. We approximately replicated this study with experienced and naïve singers. We quantified participants’ production stability during singing and speaking under varied conditions. Stability may promote key components of artistic choral singing.

Learning Outcomes:
• At the conclusion of the session, participants will be able to explain how singing and speaking are distinct, though related, modes of phonation.
• At the conclusion of the session, participants will be able to explain how motor production stability may promote goals of artistic choral singing.
• At the conclusion of the session, participants will be able to identify which production-related factors (including rate and volume) facilitate movement stability.

Instructional Level: Intermediate

P-7 The Effectiveness of Constraint Induced Language Therapy on Chronic Aphasia
Alyssa Pressley, Midwestern University
Dena Cortopassi, Midwestern University
Nicolle Puzzella, Midwestern University
Nanette Meyer-Casto, Midwestern University
Faculty Mentor(s): Christina del Toro, PhD CCC-SLP, Midwestern University
This systematic review examined the effects of intensity and aphasia type on outcomes of Constraint-Induced Language Therapy (CILT). Results suggest intensity lower than the original schedule is effective and patients with fluent or nonfluent aphasia can benefit from CILT. Discussion will focus on clinical implications and future directions for research.

Learning Outcomes:
• Participants will be able to describe interdisciplinary core competencies (Values/Ethics, Roles/Responsibilities, Interprofessional Communication, and Teams and Teamwork)
• Session participants will be able to list themes extracted from student perceptions.
• Session participants will be able to describe a format of a university facilitated interdisciplinary event.

Instructional Level: Introductory

P-9 Licensed Counselors: Knowledge of Stuttering and the Populations’ Counseling Needs
Sarah Shoemaker, Saint Xavier University
Faculty Mentor(s): Karen Czarnik, PhD, Saint Xavier University
This study evaluated the level of knowledge licensed counselors possessed about stuttering and the possible counseling needs of those who stutter. Licensed counselors were surveyed to assess their specific knowledge regarding characteristics of stuttering, the social impact of this communication disorder, and treatment methods for this population’s social needs.

Learning Outcomes:
• Participants will be able to discuss the perceived ability of licensed counselors to effectively treat persons who stutter regarding the social impacts of stuttering.
Saturday Sessions

P-10 Perceptions of Communication: Healthcare Professionals & Patients with TBI

Haley Simpson, Elmhurst College

Faculty Mentor(s): Ruiying Ding, PhD, Elmhurst College

The purpose of this qualitative research is to examine the communication experiences between healthcare professionals and their patients with traumatic brain injury (TBI). By understanding the perceptions of communication, a better understanding for training and education of healthcare professionals who are unfamiliar with speech and language disorders will be suggested.

Learning Outcomes:

- Session participants will state at least three common themes found from patients with TBI that affect their communication experiences.
- Session participants will state at least three common themes from healthcare professionals that inhibit their ability to communicate with patients with TBI.
- Session participants will document a minimum of one suggestion (e.g., increased wait time, writing, gestures) that he or she can implement when communicating with an individual who has a TBI.

Instructional Level: Introductory

P-11 Swallowing in infant with myotonic dystrophy: A case study

Allison Szramek, Illinois State University
Kathleen McMillion, Illinois State University

Faculty Mentor(s): Taeok Park, Doctorate, Illinois State University

The purpose of the study was to determine clinical features and temporal characteristics of swallowing in infants diagnosed with myotonic dystrophy. This study found that an infant with myotonic dystrophy suffers from swallowing difficulties. Swallowing interventions are needed to aid in safe swallowing for an infant with myotonic dystrophy.

Learning Outcomes:

- Participants will be able to describe the clinical features of swallowing in an infant with myotonic dystrophy.
- Participants will be able to describe the temporal characteristics of swallowing in an infant with myotonic dystrophy.
- Participants will be able to discuss the evaluation of swallowing for infants with myotonic dystrophy.

Instructional Level: Intermediate

P-12 Assessing the Accuracy of the Illinois Early Intervention Eligibility Criteria

Sarah Thomas, Northern Illinois University
Allison Gladfelter, Northern Illinois University
Christine Nguyen, Northern Illinois University

Faculty Mentor(s): Allison Gladfelter, PhD, Northern Illinois University

In Illinois, a child must show a 30% developmental delay based on age-equivalent scores to qualify for Early Intervention. In an interdisciplinary collaboration with engineering scientists, this study compared the accuracy of using age-equivalent scores, rather than standard scores, when determining qualifications for services. Clinical implications will be discussed.

Learning Outcomes:

- Participants will be able to describe the likelihood of a misdiagnosis using a developmental delay criterion.
- Participants will be able to identify inappropriate provisions of early intervention services using the Illinois eligibility criteria.
- Participants will be able to explain the limitations of using age-equivalent scores for diagnostic purposes.

Instructional Level: Intermediate

P-13 Maintenance Procedures of Persons with Laryngectomies

Ellen Wallace, Saint Xavier University

Faculty Mentor(s): Miriam Alfano, Interdisciplinary Health Sciences, Saint Xavier University

Persons with laryngectomy have specialized needs. There is a wide variance in information and counseling this population receives after surgery and many individuals are left to determine their own strategies to help cope with the new changes that a laryngectomy presents. This research investigated maintenance practices of persons with laryngectomy.

Learning Outcomes:

- Participants will be able to describe maintenance practices of persons with laryngectomy regarding stoma care and mucus management.
- Participants will be able to compare maintenance practices by alaryngeal communication method.
- Participants will be able to discuss implications for speech-language pathologists working with persons with laryngectomy.

Instructional Level: Intermediate
Saturday Sessions

**9:00 AM - 10:00 AM Room: 32-34**

**Nonwords vs real words in phonological intervention**

Rebecca Weil, Eastern Illinois University
Kaitlyn Jones, Eastern Illinois University

Faculty Mentor(s): Jean Smitley, MS, & Rebecca Throneburg, MS, Eastern Illinois University

Two preschool children with phonological disorders and adequate vocabulary were provided the cycles intervention using alternating real and nonwords to assess generalization of phonological processes. Three clusters were targeted throughout sixteen, twenty-minute sessions. Results indicated that nonword intervention was more effective in generalization of untreated words for both participants.

Learning Outcomes:

- Participants will be able to discuss the new intervention approach to target phonological disorders
- Participants will be able to identify the effectiveness of using nonword intervention in preschool children
- Participants will be able to describe why nonword intervention was more effective in generalization

**Instructional Level: Introductory**

**10:00 AM - 11:00 AM Room: 42-43, 45, 47**

**Group Therapy in Aphasia: How is it Beneficial?**

Karolina Zarebczan, Midwestern University
Tanja Noren, Midwestern University
Nicholas Caruso, Midwestern University

Faculty Mentor(s): Christina del Toro, PhD, CCC-SLP, Midwestern University

This study reviewed recent literature on aphasia group therapy to determine the benefits for people with aphasia. Ten studies were qualitatively reviewed. Results suggest group therapy improves linguistic production and quality of life. However, outcome measures and protocols varied across studies, limiting comparison of methodologies.

Learning Outcomes:

- Participants will be able to describe how group therapy is used in aphasia treatment.
- Participants will be able to discuss the benefits of group therapy for linguistic behaviors.
- Participants will be able to discuss the benefits of group therapy for aspects of quality of life.

**Instructional Level: Intermediate**

**11:30 AM - 12:30 PM Room: 32-34**

**How to Succeed with Workload!**

Karen Kockler, MA, Private Practice
Linnea Anderson, MS Communication Disorders and Sciences, Bureau Valley CUSD #340 and PRN at an SNF in Walnut, IL
Diane Barnes-Maguire, EdS, MS, ECHO Cooperative Principal

School-based SLPs and school support personnel have struggled for years to advocate for use of workload analysis for determining caseloads and assignments. During this presentation, attendees will learn relevant history, law, how to analyze work needed, and to advocate for workload analysis in Illinois school districts.

Learning Outcomes:

- Attendees will be able to identify the Illinois state requirements for workload analysis.
- Attendees will be able to identify 3-5 factors critical to include in meaningful workload analysis.
- Attendees will be able to identify at least three focus areas to advocate for achieving workload analysis in the school setting.

**Instructional Level: Introductory**

**11:30 AM - 12:30 PM Room: 42-43, 45, 47**

**Effectiveness of a Structured Literacy Intervention for At-Risk Kindergarten Students**

Megan Rich, MS, Speech Pathology; MS, Educational Leadership, Plainfield School District 202

This study examined the effectiveness of the Read It Again program for at-risk students in a kindergarten intervention program. One group participated in a specialized intervention program provided by a speech/language pathologist, while the other group received only classroom instruction. Literacy skills for both groups were compared through first grade.

Learning Outcomes:

- At the conclusion of the session participants will be able to identify key components of effective literacy intervention programs and the role of the speech/language pathologist for at-risk students.
- At the conclusion of the session participants will be able to analyze the effectiveness of strategies to increase phonological awareness, print knowledge, vocabulary, and narrative skills.
- At the conclusion of the session participants will be able to integrate explicit strategies to support literacy development in young students.

**Instructional Level: Intermediate**
Saturday Sessions

11:30 AM - 1:00 PM  Room: 49/52-53
78 Feeding Children with Tracheostomy Tubes: Cup, Spoon and Solids
Katie Walsh, MA, CCC-SLP, Ann & Robert H Lurie Children’s Hospital of Chicago
Hillary Valentino, MA, CCC-SLP
The placement of a tracheostomy tube may be necessary for some children with medical complications. Children who require a tracheostomy tube, may have alterations in their access or safety to eat by mouth. With that being said, given the right supports many children are able to safely advance their diet.

Learning Outcomes:
- Participants will be able to describe the impact that the placement of a tracheostomy tube has on swallow function.
- Participants will be able to describe 3 different assessments that may be valuable when working with children with tracheostomy tubes (e.g. VFSS, FEES, Speaking Valve Evaluations).
- Participants will be able to describe 2 treatment ideas when given a case example.

Instructional Level: Intermediate

12:00 PM - 2:00 PM  Room: 21-22
79 Dysphagia Treatment for Persons with Dementia: Preserving Eating Enjoyment
Nicole Rogus-Pulia, PhD, CCC-SLP, University of Wisconsin, Madison
This session will provide an overview of approaches to dysphagia management for persons with dementia. We will discuss current reactive approaches to treatment and their drawbacks. A proactive approach will be described with a focus on the use of rehabilitative interventions early in disease progression.

Learning Outcomes:
- Participants will be able to describe the various treatments for dysphagia in individuals with dementia.
- Participants will be able to discuss issues with current reactive approaches to dysphagia management in individuals with dementia.
- Participants will be able to understand the rationale for a proactive patient-centered approach to dysphagia management in persons with dementia.

Instructional Level: Intermediate

12:00 PM - 1:00 PM  Room: Hall G Stage
83 Assessing and treating APDs: PLAYING it old school
Jeanane Ferre, PhD, Private Practice
Technology has made assessing and treating auditory processing disorders (APDs) easier and more accessible. But, what if there isn’t “an app for that”. Session presents low-cost/low-tech games that can identify students at-risk for APDs AND maximize aural rehabilitation goals. Bring notepaper and pen/pencil and be prepared to have some fun!

Learning Outcomes:
- Describe auditory processing elements associated with a variety of simple games.
- Use auditory-language games to enhance benefits of aural rehabilitation for students with central auditory-language processing disorders.
- Use auditory-language games to screen for possible central auditory-language processing disorders.

Instructional Level: Intermediate

12:00 PM - 2:00 PM  Room: 23-24
80 Toolkit for Transition: Using AT to Support Transition to College
Rachel Kruzel, BA - Psychology, Certificate in American Sign Language, University of St. Thomas
A successful transition to college is becoming more critical each year for students. However, Assistive Technology is not always considered during this process. A toolkit full of information, including assistive technology tools and strategies will be presented to help participants provide a more seamless transition to postsecondary for their students.

Learning Outcomes:
- Participants will learn about the transition process and the differences between K-12 and higher education in regard to expectations, laws, and on-campus processes to better support their students as they transition to college.
- Participants will gain knowledge of tools to help gauge students’ knowledge of assistive technology, their level of training on AT tools, and readiness to take these tools to postsecondary education.
- Participants will be able to implement showcased tools with their transition teams and students to help streamline the transition from K-12 to postsecondary education in regards to assistive technology use.

Instructional Level: Introductory
Saturday Sessions

12:00 PM - 2:00 PM  Room: 40-41/44,46
81 Intervention for Apraxia of Speech in Adults
Julie Wambaugh, PhD, University of Utah & VA Salt Lake City Health Care System

Translating research to clinical practice can be challenging from an implementation perspective. This course will provide instruction in the practical application of several evidence-based treatments for apraxia of speech. Emphasis will be placed on developing treatment materials, designing and conducting treatment sessions, and measuring treatment outcomes.

Learning Outcomes:
- The learner will be able to describe approaches to AOS treatment that have substantial evidence supporting their use.
- The learner will be able to describe outcomes associated with AOS evidence-based treatments.
- The learner will be able to select treatment stimuli and administer specific AOS treatments.

Instructional Level: Intermediate

12:00 PM - 2:00 PM  Room: 48/50-51
82 Bilingualism and Stuttering
Courtney Byrd, , Univ. of Texas-Austin; Michael and Tami Lang Stuttering Inst.

Given that typically fluent bilingual children produce types and frequencies of speech disfluencies indicative of stuttering in monolingual English speakers, children who speak more than one language are at risk for false positive diagnosis of stuttering. This presentation will inform best practice for distinguishing linguistic disfluency from stuttered speech.

Learning Outcomes:
- Participants will be able to identify the disfluent speech behaviors that overlap across clinical and typical speakers of more than one language.
- Participants will be able to differentiate the key speech and language behaviors that distinguish clinical versus typical speakers of more than one language.
- Participants will be able to describe the critical assessment considerations that will facilitate differential diagnosis of speakers for whom there may be an increased risk for mis-identification of stuttering.

Instructional Level: Intermediate

12:30 PM - 1:30 PM  Room: 27
84 Redefining Communicative Competence
Julie Pline, MS, Western Illinois University

Previously communicative competence targeted skills across linguistic, operational, social, and strategic domains. Now, the direction has expanded to include psychosocial and environmental factors. This session will focus on how these internal and external considerations influence communication and the role they play in maximizing participation for individuals who utilize AAC devices.

Learning Outcomes:
1. Participants will define four areas of communicative competence as well as contributing psychosocial and environmental factors.
2. Participants will identify ways to remove barriers and provide supports for psychosocial and environmental factors contributing to success for individuals who utilize augmentative/alternative communication (AAC).
3. Participants will name ways to expand generalization of AAC across home and community settings.

Instructional Level: Intermediate

1:00 PM - 2:00 PM  Room: 26
85 Myths, Methods, and Meaning of Research: Analyzing “E” in EBP
Meredith Baker-Rush, PhD, Rosalind Franklin University

Evidenced Based Practice integrates clinical expertise, patient/caregiver perspective, and scientific evidence. This session centers on the scientific evidence of EBP. The myths surrounding research, methods of evaluating the literature, and understanding the meaning/application of the research findings are discussed and practiced through hands on activities.

Learning Outcomes:
- Identify key elements when evaluating research (Blooms Taxonomy: knowledge)
- Discuss applicability of research to clinical practice (Blooms Taxonomy: comprehension)
- Practice evaluating literature through group activity (Blooms Taxonomy: application)

Instructional Level: Intermediate

1:00 PM - 2:00 PM  Room: 32-34
86 School Affairs Update
Karen Kockler, MA, Private Practice
Diane Barnes-Maguire, EdS, MS, ECHO Cooperative Principal
Saturday Sessions

Participants will gain an understanding of volunteer activities and advocacy efforts in which the School Affairs Committee has been engaged during the year. Legislative updates and information relative to licensure, Medicaid, and workload that impact speech language pathology and audiology practitioners within the school setting will be shared as well.

Learning Outcomes:

- Describe current issues in speech language pathology and audiology in Illinois public schools, including, but not limited to, licensure, Medicaid billing, evaluation of SLPs, supervision of SLPAs, continuing education requirements, service delivery option
- Describe legislative and regulatory issues impacting school-based personnel (SLPs, SLPAs, and audiologists).
- Describe advocacy efforts in which participants can engage throughout the state of Illinois.

Instructional Level: Introductory

1:00 PM - 2:00 PM  Room: 42-43/45,47  
87 Speech-Language Intervention for Toddlers with Cleft Palate: Palatoplasty to Preschool

Sarah Vetter, MS CCC-SLP, MA, Ann & Robert H. Lurie Children's Hospital of Chicago
Kari Schriks, MA CCC-SLP, Ann & Robert H. Lurie Children's Hospital of Chicago
Mitchell Barna, M.S. CCC-SLP, Ann & Robert H. Lurie Children's Hospital of Chicago

Children with cleft palate exhibit variations in speech-language development, which negatively impact communication beyond palate repair. Evidence-based intervention techniques and approaches for toddlers with repaired cleft palate will be reviewed to support speech sound development post-palatoplasty through 3-years of age.

Learning Outcomes:

- Participants will explain characteristics of speech sound production in toddlers with repaired cleft palate.
- Participants will review therapeutic goals targeting speech sound production in toddlers with repaired cleft palate.
- Participants will reflect on the integration of 3 evidence-based intervention approaches for this population within their own practice.

Instructional Level: Intermediate

2:00 PM - 3:00 PM  Room: 27  
88 Early Intervention Informational Session for New Providers

Kim Wedoff, MS Speech Language Pathology, Northern Illinois University
Nicole Smith, MS in Speech Language Pathology, Child's Nature

The session is tailored for Speech-Language Pathologists and Audiologists interested in becoming credentialed as an Early Intervention (EI) provider. Issues addressed include an overview of the EI system, introduction to the Central Billing Office (CBO) and Monitoring Program, requirements for credentialing, employment options, and a description of services in EI.

Learning Outcomes:

- After attending this session, participants will be able to describe the standards that govern initial credentialing for Early Intervention services in terms of paperwork and clinical practicum requirements.
- After attending this session, participants will be able to describe types of early intervention services.
- After attending this session, participants will be able to describe different employment options for providing Early Intervention services.

Instructional Level: Introductory

2:00 PM - 4:00 PM  Room: 49/52-53  
89 Pediatrics and Thickened Liquids: An Update in Current Practices

Katie Walsh, MA, CCC-SLP, Ann & Robert H Lurie Children’s Hospital of Chicago
Tyler Johnson, MS, CCC-SLP
Nikki Hill, MS, CCC-SLP

Aspiration into developing lungs can result in recurrent pulmonary problems and permanent lung damage making it critical to ensure thickened liquids are being used properly. Current practices in thickening liquids as well as the products used to thicken are variable making the management of thickened liquids difficult.

Learning Outcomes:

- Therapists will be able to describe the difference between a VFSS and a FEES exam.
- Therapists will be able to identify 3 scenarios in which thickening may be indicated.
- Therapists will be able to describe why variations in recipes for thickened liquids may take place.

Instructional Level: Intermediate
Saturday Sessions

**2:30 PM - 3:30 PM  Room: 26**

**91 Dear Ethics Committee...**

Judith Ball, MS, CCC-SLP, Midwestern University
Amy Burke, MS, CCC/SLP, Western Illinois University

Members of ISHA’s Ethics Education Committee will provide resources and discuss ethical issues and concerns in various workplace settings.

Learning Outcomes:
- Identify at least one option to assist in ethical problem-solving
- Apply the ISHA/ASHA code of ethics to questionable workplace situations

**Instructional Level: Intermediate**

**2:30 PM - 3:30 PM  Room: 32-34**

**92 Legislative and Regulatory Affairs Committee Update**

Kimberly Pritikin, MS, Pearson On-Line & Blended Learning

A review of current legislative and regulatory affairs issues that impact professional practice in Audiology and Speech Language Pathology.

Learning Outcomes:
- Summarize new laws, regulations, and proposed legislative bills that may impact the practices of audiology and speech-language pathology.
- Identify resources for advocacy and monitoring of legislation/regulations that impact their professional practices.

**Instructional Level: Introductory**

**2:30 PM - 3:30 PM  Room: 48/50-51**

**94 Medical Practice Issues discussion forum**

Roger Reeter, BS, MA, RML Specialty Hospital
Michelle Zemsky Dineen, MA

A guided discussion forum for issues related to practice for medical SLPs. ISHA’s Medical Practice Issues committee members will provide input for a problem solving and some hot topics within the field. Participants are encouraged to provide scenarios relative to their practice.

Learning Outcomes:
- Attendees will identify functional strategies for resolving challenges within various levels of care.
- Attendees will evaluate situations through the various lenses of clinician and manager to facilitate ethical resolutions to difficult situations.
- Attendees will integrate current rules and regulations into their solutions to various challenges.

**Instructional Level: Introductory**

**2:30 PM - 3:30 PM  Room: 40-41/44,46**

**93 Action Observation Treatment for Verb Naming in Aphasia**

Christina del Toro, PhD, Midwestern University
Megan Cuellar, PhD, Midwestern University

The purpose of this presentation is to review evidence for a new method of improving verb naming in aphasia termed, action observation treatment (AOT). The presentation will introduce the theoretical basis of AOT and review key factors in the efficacy of the protocols. Clinical recommendations for implementation will be discussed.

Learning Outcomes:
- At the conclusion of the session participants will be able to discuss how sensorimotor integration supports the use of action observation for verb naming in aphasia.
- At the conclusion of the session participants will be able to describe key factors in effective action observation protocols.
- At the conclusion of the session participants will be able to describe the effects of action observation treatments on verb naming in aphasia.

**Instructional Level: Intermediate**
Saturday Sessions

2:30 PM - 3:30 PM Room: 42-43/45,47

96 Evidence-Based Practice Updates

Eileen Brann, PhD, Speech Pathology Services
Allison Bouma
Jeanette Bond
Elaine Rau

This session will address updates and current EBP issues. The committee will review several resources that SLP’s can utilize to make informed clinical decisions related to EBP. This session will include a question and answer segment, as well as an opportunity for participants to discuss EBP issues in their own clinical practice.

Learning Outcomes:
• Update ISHA members regarding EBP committee activities.
• Identify and discuss current resources for clinicians to utilize to make informed decisions regarding their EBP.

Instructional Level: Introductory

2:30 PM - 4:30 PM Room: 21-22

90 Strength vs. Skill Training in Dysphagia Rehabilitation Post Stroke

Kelly Rogers, MA, Shirley Ryan AbilityLab
Valerie Hamilton, MA, Shirley Ryan AbilityLab

Clinicians will learn the difference between strength and skill based treatment approaches when treating patients with dysphagia post stroke. Interactive case studies will be presented focusing on how to use clinical decision making to determine which treatment approach to use based on instrumental and clinical assessments.

Learning Outcomes:
• Participants will be able to differentiate between strength and skill based treatment techniques for management of dysphagia in patients post stroke
• Participants will be able to identify emerging research and trends in dysphagia management of patients post stroke included in recently published stroke research reviews

Instructional Level: Intermediate

3:30 PM - 4:30 PM Room: 27

95 Early Intervention Update Session for Currently Credentialed Providers

Kim Wedoff, MS, Speech Language Pathology, Northern Illinois University
Nicole Smith, MS, Speech Language Pathology, Child’s Nature

This is an update session for currently credentialed EI providers seeking credential renewal and maintenance.

New regulations on credentialing renewal and maintenance as well as billing and monitoring issues will be addressed. Providers’ questions, concerns, and response strategies to changing legislation as they affect service delivery will also be discussed.

Learning Outcomes:
• After attending this session, providers will be able to describe the changes in the early intervention regulations at the federal, state and local levels.
• After attending this session, providers will be able to describe the processes of and be updated on credential renewal, training requirements to maintain credentials, billing, documentation, and monitoring issues.
• During the session, providers will have the opportunity to discuss concerns and exchange ideas with EI Administrative officers about how to respond more effectively to the needs of families served and the providers who serve them.

Instructional Level: Introductory

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ISHA 2020 Annual Convention
Continuing Education Instructions

All participants who need documentation of continuing education hours from convention must register their hours using the online continuing education system. Participants may report their hours:

- Onsite at convention on designated CEU stations.
- The link will also be available on the ISHA website at www.ishail.org under the Annual Convention link.
- **DEADLINE FOR REPORTING ASHA CEUS 5:00 PM CENTRAL TIME MARCH 9, 2020.**
- Upon completion, participants will print off a document which verifies continuing education hours earned at convention. Please keep this document for your records.

<table>
<thead>
<tr>
<th>ASHA CEUs</th>
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</thead>
<tbody>
<tr>
<td><strong>Report ASHA CEUs online</strong></td>
</tr>
<tr>
<td>- Please note: you will need your ASHA account number to complete CE process. You may call ASHA’s Action Center at 1-800-498-2071 during normal business hours to obtain number.</td>
</tr>
<tr>
<td>- Individuals must meet at least one of the following conditions in order to be eligible to earn ASHA CEUs:</td>
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<tr>
<td>- ASHA Member (includes Life member and International affiliates)</td>
</tr>
<tr>
<td>- ASHA Certificate of Clinical Competence (CCC) Holder</td>
</tr>
<tr>
<td>- Licensed by a state or provincial regulatory agency to practice speech-language pathology (SLP) or audiology</td>
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<tr>
<td>- Credentialed by a state regulatory agency to practice SLP or audiology</td>
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<tr>
<td>- Credentialed by a national regulatory agency to practice SLP or audiology</td>
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<tr>
<td>- Engaged in a Clinical Fellowship under the supervision of an individual with their ASHA CCC</td>
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<tr>
<td>- Currently enrolled in a masters or doctoral program in SLP or audiology</td>
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</table>

| ISBE Completion for Professional Development |
|Sign-in AND out EACH DAY at the registration desk using the forms provided by on-site registration staff. |
| ISBE Evaluation for Workshop, Conference, Seminar, Etc. form (green) |
| - Fill out and turn in at the CE desk BEFORE YOU LEAVE CONVENTION. |
| ISBE Evidence of Completion For Professional Development form (pink) |
| - AFTER Convention, complete the required sections (Name of Participant and Number of Professional Development Hours). |
| - The Evidence of Completion for Professional Development form serves to verify participation in this professional development activity and must be maintained for a period of six (6) years by the licensee and produced if requested by ISBE as part of an audit. |

| EARLY INTERVENTION HOURS |
| EI Certificate of Attendance Form (white) |
| - AFTER Convention, circle EI Approved sessions you attended on the EI Certificate of Attendance form. |
| - KEEP THIS INFORMATION IN YOUR RECORDS FOR YOUR CERTIFICATE RENEWAL PROCESS. |

Questions: Direct to convention staff at CE desk
This certifies that the participant named below has attended this continuing education activity provided by the Illinois Speech-Language-Hearing Association.

Executive Director, Illinois Speech-Language-Hearing Association

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<th>Workshop Track/Session No./Title</th>
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<td>Allison Gladfelter &amp; Christine Nguyen</td>
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**TO THE PARTICIPANT:** The following sessions have been approved for Early Intervention Credit. Circle the session number for the session you attended and total the clock hours. KEEP the attendance log for your records. You will need to submit this log when you apply for credential renewal.

I hereby certify that I have attended the entire program of instruction for which continuing education hours are being rewarded.

Signature: ___________________________ Date: __________

Name: _________________________________

Mailing Address: _______________________

________________________________________________________________________
**EDUCATOR EFFECTIVENESS DEPARTMENT**

**DIRECTIONS:** Please complete and return this form to the presenters of the professional development activity. Providers must retain this form for a minimum of six (6) years for ISBE auditing purposes.

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<th>TITLE OF PROFESSIONAL DEVELOPMENT ACTIVITY</th>
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<tbody>
<tr>
<td>Illinois Speech-Language-Hearing Association Annual Convention</td>
<td>February 6-8, 2020</td>
</tr>
</tbody>
</table>

**LOCATION (Facility, City, State)**

Donald E. Stephens Convention Center, Rosemont, IL

**NAME OF PROVIDER**

Illinois Speech-Language-Hearing Association

1. Indicate the outcome(s) of this professional development. *(Check all that apply)*
   - [ ] Increased the knowledge and skills of school and district leaders who guide continuous professional development
   - [ ] Will lead to improved learning for students
   - [ ] Addressed the organization of adults into learning communities whose goals are aligned with those of their schools and districts
   - [ ] Deepened participants’ content knowledge in one or more content (subject) areas
   - [ ] Provided participants with research-based instructional strategies to assist students in meeting rigorous academic standards
   - [ ] Prepared participants to appropriately use various types of classroom assessments
   - [ ] Used learning strategies appropriate to the intended goals
   - [ ] Provided participants with the knowledge and skills to collaborate
   - [ ] Prepared participants to apply research to decision-making
   - [ ] Provided educators with training on inclusive practices in the classroom that examines instructional and behavioral strategies that improve academic and social-emotional outcomes for all students, with or without disabilities, in a general education setting
   - [ ] None of the above describes the effects of this professional development

2. Identify those statements that directly apply to this professional development. *(Check all that apply)*
   - [ ] Activities were of a type that engaged participants over a sustained period of time allowing for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being.
   - [ ] This professional development aligned to my performance as an educator.
   - [ ] The outcomes for the activities relate to student growth or district improvement.
   - [ ] The activities offered for this event aligned to State-approved standards.
     - [ ] Professional Development Standards
     - [ ] Illinois Content Area Standards
     - [ ] Professional Educator Standards
     - [ ] Illinois Professional Leader Standards
   - [ ] This activity was higher education coursework.
   - [ ] None of these statements apply to this professional development

3. For each statement below, write the number (4 to 1) that best describes how you feel about your experience in this professional development.

<table>
<thead>
<tr>
<th>4 — Strongly Agree</th>
<th>3 — Agree</th>
<th>2 — Somewhat Agree</th>
<th>1 — Disagree</th>
</tr>
</thead>
</table>
   A. _____ The outcomes of this professional development were clearly identified as the knowledge and/or skills that I should gain as a result of my participation.
   B. _____ This professional development will impact my professional growth or student growth in regards to content knowledge or skills, or both.
   C. _____ This professional development will impact my social and emotional growth or student social and emotional growth.
   D. _____ Overall, the presenter appeared to be knowledgeable of the content provided
   E. _____ The materials and presentation techniques utilized were well-organized and engaging
   F. _____ The professional development aligned to my district or school improvement plans.
EVIDENCE OF COMPLETION FOR PROFESSIONAL DEVELOPMENT

This is to certify that the undersigned has completed the professional development activity described herein and that the provider is approved by the State Superintendent of Education at the time of completion. This form serves as evidence to verify participation in this professional development activity and must be maintained for a period of six (6) years by the licensee and produced if requested as part of an audit.

IMPORTANT: THE LICENSEE MUST ENTER THIS ACTIVITY INTO THE EDUCATOR LICENSURE INFORMATION SYSTEM (ELIS) BEFORE THE END OF HIS/HER CURRENT RENEWAL CYCLE OR FORFEIT ANY PROFESSIONAL DEVELOPMENT CREDIT FOR THIS ACTIVITY.

NAME OF PARTICIPANT (Last, First, Middle Initial)

TITLE OF PROFESSIONAL DEVELOPMENT
Illinois Speech-Language-Hearing Association 60th Annual Convention

DATE(S) OF ACTIVITY
February 6-8, 2020

LOCATION (Name of Facility, City, State)
Donald E. Stephens Convention Center, Rosemont, Illinois

NAME OF APPROVED PROVIDER
Illinois Speech-Language-Hearing Association

REGION, COUNTY, DISTRICT, TYPE CODE

NAME OF PROVIDER (if authorized by the approved provider)
Illinois Speech-Language-Hearing Association

NAME OF PRESENTER

NUMBER OF PROFESSIONAL DEVELOPMENT HOURS

_________________________  February 6, 2020
Signature of Approved Provider’s Representative  Date

_________________________  _______________________
Signature of Participant  Date
### 2020 Exhibitors

<table>
<thead>
<tr>
<th>Artic Bites, LLC</th>
<th>PresenceLearning</th>
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<tbody>
<tr>
<td>Brookes Publishing</td>
<td>RCM Health Care Services</td>
</tr>
<tr>
<td>CaptionCall</td>
<td>Shared Voices</td>
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<tr>
<td>Chicago Public Schools</td>
<td>SimplePractice</td>
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<tr>
<td>Chu Buddy</td>
<td>Special Education District of Lake County</td>
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<tr>
<td>Clinic Source</td>
<td>Speech Corner</td>
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<tr>
<td>CompHealth</td>
<td>Spotter Staffing</td>
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<tr>
<td>EarlyVention LLC</td>
<td>St. Ambrose University</td>
</tr>
<tr>
<td>Invo Healthcare</td>
<td>Super Duper Publications</td>
</tr>
<tr>
<td>Lewis University</td>
<td>The PROMPT Institute</td>
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<tr>
<td>MBS Imaging, LLC</td>
<td>Therapy Care, Ltd.</td>
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<tr>
<td>Multi-Health Systems (MHS)</td>
<td>Therapy Materials Vault</td>
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<tr>
<td>Northwestern Illinois Association</td>
<td>TherapyTravelers</td>
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<tr>
<td>Omni Therapeutics</td>
<td>Usborne Books &amp; More</td>
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<tr>
<td>Positive Outcomes</td>
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SOME OF OUR BENEFITS INCLUDE:

- CF Supervision and Peer Mentor Program
- Excellent Compensation
- Group Health Benefits (Medical, Dental & Vision)
- Flexible Spending Account (FSA) and Dependent Care Account (DCA)
- AD&D and Life Insurance
- 401k Savings Plan With Company Match
- Unlimited CEUs, Company Provided CEU Inservices and Nationally Acclaimed Speakers
- Employee Only Private Facebook Group

Ask us about our tuition reimbursement and $3,000 sign-on bonus.

Visit our Booth #214 to discuss your career goals!

(630) 761-0900 | info@therapycare.com | www.therapycare.com