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change

KSHA ANNUAL CONFERENCE • WICHITA • OCTOBER 4-6, 2018

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2018 Conference Committee

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Lara DiLollo.....	Co-chair & Audiology Program
Gina Riggs.....	Adult/Medical Program
Joanna Wyckoff.....	Adult/Medical Program
Karissa Marble-Flint.....	Pediatric/School Program
Colleen Novak.....	Pediatric/School Program
Angela Bateman.....	Audiology Program
Carmen Schulte.....	Exhibits
Laura Bonin.....	Food/Beverage
Amanda Popp.....	Food/Beverage
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Doug Parham.....	Registration
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Mackenzie Thrush.....	Student Representative

Location & Hotel

Hyatt Regency Hotel
400 West Waterman · Wichita, KS 67202

KSHA asks that you support the conference by booking a room at the hotel. This helps keep conference expenses down.

To receive the reduced room rate of \$129 plus taxes and fees, please reserve your room by **September 12, 2018**. <https://aws.passkey.com/go/kshaconf2018> or by calling **(316) 293-1234** and mentioning KSHA.

PARKING \$5 per day in the Hyatt parking garage, or complimentary self-parking in the open lot south of the garage.

Conference Schedule at a Glance

Thursday, October 4, 2018

9:30	Audiology Learning Lab begins Ends at 4:00 ***ADDITIONAL \$95 FEE REQUIRED***
10:00	New Board Orientation
11:00	Executive Board Meeting
5:30	Exhibitor set-up begins
5:30	Audiology & Speech-Language Pathology Sessions Begin
8:30	Audiology Sessions End
9:00	Speech-Language Sessions End

Friday, October 5, 2018

7:30	Continental Breakfast & Exhibits Open, Poster Set-Up Begins (7:30-9:30)
8:30	Sessions Begin
10:00	Break – Exhibits, Snacks, Poster Session
10:30	Sessions
12:00	Luncheon (Pre-registration required) • Colleague recognitions • Scholarships awarded • KSHA Annual Business Meeting • SLP18
1:30	Sessions
3:00	Break – Exhibits, Snacks, Poster Session
3:30	Sessions
5:00	Sessions End
5:00	Poster Session (Ends at 6:00) *Earn up to 2.0 hours
6:00	Tailgating for Praxis Bowl
6:30	Prairie Cup Praxis Bowl (snacks & cash bar; ends at 8:00)

Saturday, October 6, 2018

7:30	Continental Breakfast
8:30	Sessions Begin
10:00	Break
10:30	Sessions
12:00	Sessions End

Speaker Handouts

Handouts will not be available on-site. Handouts provided by speakers will be available on our website prior to the conference. The link will be provided to those who register by Sept. 14.

Register by **September 14** to be eligible for door prizes and reduced conference rate. For registration costs, please see the registration form at the back. Members of the Iowa, Missouri, Nebraska and Oklahoma state associations may register at the member rate. Please provide membership verification.

Please keep a copy of your registration form and your cancelled check for your tax records. Online registrations will receive an email receipt. If this documentation will not meet your reimbursement requirements, please contact the Central Office at 316-202-2288 or email ksha@ksha.org.

Consider bringing a sweater as hotel meeting room temperatures may be cool. To pick up your nametag and registration packet or to register on-site, please go to the KSHA Registration Desk.

Thursday, October 4 8:00 am – 8:00 pm

Friday, October 5 7:30 am – 6:00 pm

Saturday, October 6 7:30 am – 9:00 am

Program Planner/Instructional Personnel Relationship Disclosure Form

In compliance with the American Speech-Language-Hearing Association's Continuing Education Board requirements, the Kansas Speech-Language-Hearing Association requires program planners and instructional personnel to disclose information regarding any relevant financial or non-financial relationships related to course content prior to and during course planning. This information is located at www.ksha.org/Convention/Speakers

Exhibits

Please take time to visit the exhibitors who support this conference. Please see listing and ads. Exhibits and breaks are in the foyer of the Grand Eagle Ballroom.

Cancellation Policy

If received in writing at least one day before the program begins, KSHA will refund your registration after a \$30.00 administrative fee. Cancellations not received by the date required will not be eligible for refund. No-shows will be billed.

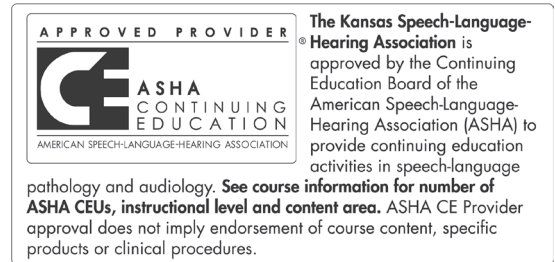
Information

For additional information concerning the conference or membership in the Association, please call the KSHA Central Office at 316-202-2288 or go to www.ksha.org.

Continuing Education

ASHA This course is offered for up to 2.10 ASHA CEUs (various levels; professional areas). To utilize the ASHA CE Registry (requires the payment of a fee to ASHA when ASHA dues are paid): 1) check X ASHA below your name; and 2) drop BOTH your ASHA Participant Form AND the yellow copy of your CE Record Form in the designated boxes at the registration table. If both forms are not submitted, KSHA assumes that

the participant is using a self-documentation process to record ASHA CEUs that are required to maintain CCC.



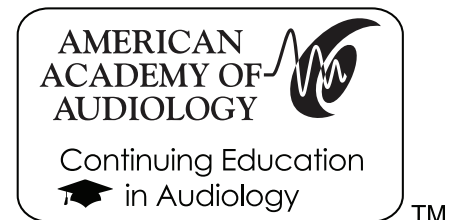
KDADS Approved for a maximum of 21 Audiology and 16 SLP continuing education clock hours for Kansas-licensed audiologists and speech-language pathologists by the Kansas Department of Aging and Disability Services.

Your CE Record will be provided on-site.

- No codes required. Mark an X by the title of each session attended and total your hours.
- Sign your CE Record form.
- Leave the yellow copy of your CE Record Form at the registration table. A copy is required by KDADS to meet the requirements for Long Term Sponsorship.

KBHAE This conference has been approved for 17.5 regular hearing aid hours. Approval number 19.002.

AAA KSHA is approved by the American Academy of Audiology to offer Academy CEUs for this activity. The program is worth a maximum of 1.75 CEUs. Academy approval of this continuing education activity is based on course content only and does not imply endorsement of course content, specific products, or clinical procedure, or adherence of the event to the Academy's Code of Ethics. Any views that are presented are those of the presenter/CE Provider and not necessarily of the American Academy of Audiology.



NEW THIS YEAR!

Posters will be available for viewing during the morning and afternoon breaks on Friday, as well as from 5:00-6:00pm.

Also NEW this year!

The first annual Prairie Cup Praxis Bowl! Graduate students from each of the state's SLP programs will compete in a knowledge bowl sponsored by EBS. One team will win the Prairie Cup and free Praxis registration! Join us Friday evening for this energetic and interactive event. Professionals who attend will earn 1.5 hours of continuing ed!

Cheer on your favorite university! Snacks and cash bar available during the Tailgating Party at 6:00.

2018 INVITED SPEAKERS

Joshua Alexander, PhD, CCC-A, is an associate professor at Purdue University in West Lafayette, Indiana. At the University of Wisconsin- Madison, he received a BS, MS, and PhD in Audiology (psychoacoustics) and researched speech perception as a post-doctoral scientist. He also completed clinical and post-doctoral fellowships at Boys Town National Research Hospital in Omaha, Nebraska. The central goal of Dr. Alexander's research is to improve speech understanding and decrease listening effort in hearing aid users. To assist in these efforts, he has developed a PC-based hearing aid simulator that is capable of replicating key features of commercial hearing aids. This tool combined with laboratory measures and models of processing at the sensory, neural, and cognitive levels allow him and his collaborators to explore how and why certain features of hearing aids affect perception and to explore factors that might explain individual differences in hearing aid benefit. Dr. Alexander has used his research tools to make significant contributions to the field in the area of frequency lowering, one of the least understood features of hearing aids. He is an internationally recognized expert on the topic, having a patent, five review articles, and over two dozen invited presentations on frequency-lowering amplification. He has transformed this knowledge into a set of online clinical tools that have been utilized by clinicians in over 85 countries worldwide.

Brian Anderson is the Manufacturing Training Manager for Starkey manufacturing. His main responsibility as a trainer is working with internal and external customers on manufacturing Starkey hearing aid products.

Loni Arrese, PhD, is an Assistant Professor in the Department of Otolaryngology - Head and Neck Surgery and Director of the Swallowing and Swallowing Disorders Laboratory at The Ohio State University. Dr. Arrese has dedicated her career to the assessment and treatment of head and neck cancer-induced dysphagia. Her current research is focused on upper aerodigestive tract functioning in oncology patients.

Taylor Axtell is a behavioral neuroscience undergraduate student at the University of Kansas. She serves as the undergraduate research coordinator at the University of Kansas Medical Center's Baby Lab under Brenda Salley, PhD.

Cammy Bahner, AuD, is an Education and Training Audiologist for Interacoustics and Micromedical Technologies in the U.S. and is a licensed audiologist in Minnesota. She received her MS from the University of Nebraska - Lincoln in 1999 and her AuD from A.T. Still University, Arizona School of Health Sciences in 2016. She has several years of clinical experience and has extensive experience in the area of vestibular diagnostics and electrophysiologic assessment. She has served as a guest speaker at state, national and international conventions and is a contributing author on published articles in hearing industry journals. Cammy is currently a member of AAA and ASHA.

Gabby Bux, BA, is currently pursuing a Master of Arts in Speech-Language Pathology at the University of Kansas. She received her Bachelor of Arts in Speech-Language-Hearing: Sciences & Disorders from the University of Kansas. Gabby's areas of interest include pediatric language and dysphagia.

Dennis Cairns, MA, CCC-SLP, is a speech language pathologist and a person who stutters. He works for Hutchinson Public Schools and is also a private practice SLP with high interest in treating fluency disorders. In addition, Dennis is co-director of the annual Fluency Camp for kids who stutter at WSU.

Stacie Clarkson has been a speech language pathologist for 17 years and is the Associate Executive Director of The Southeast Kansas Education Service Center - Greenbush. Stacie oversees several educational programs that Greenbush supports including adult education services for the Kansas Department of Corrections, IDEA Part C- Infant Toddler services, and Low Incidence Special Education Services. In 2010, she developed and implemented Greenbush Connects, a program designed to meet the needs of school districts facing shortages of related service providers for occupational and speech-language therapy using a tele-practice model. Stacie holds a bachelor's degree in Education and a master's degree in Communication Disorders and Sciences from Wichita State University, as well as a master's degree in Educational Leadership from Pittsburg State University. She is a member of the SEAC, the State Special Education Advisory Council for Kansas, the treasurer of KASEA, the Kansas Association of Special Education Administrators, and additionally serves on the Wichita State College of Education Advisory Council. Stacie resides in Independence, KS and in her spare time enjoys spending time with her three daughters and husband at Grand Lake in Northeast Oklahoma.

Jessica Collins, BA, is a Graduate Student studying Speech-Language-Pathology at the University of Kansas.

Jeanne Copeland, MS, CCC-SLP, is a Speech-Language Pathologist (SLP) and Regional Clinical Director (RCD) for Genesis Rehabilitation Services. Jeanne is a regular presenter at local, state and national conference events, and recently co-authored an interdisciplinary article for the Special Interest Section Quarterly Practice Connections published by The American Occupational Therapy Association. Jeanne strives to effect widespread change by educating and motivating clinicians to embrace everyday opportunities for leadership and advocacy when working with older adults. Her goals are to inspire and lead therapists to communicate compassionately, to strive for excellence, and to create a positive work environment by celebrating success.

Kalee Cromer, BA, received a Bachelor of Arts in Psychology and Health Systems at Hastings College. She then received a bachelor's degree in Communication Sciences and Disorders at FHSU. She is currently working on obtaining a master's degree at FHSU. She loves

working with all age groups but really hopes to work with geriatric patients in a stroke unit.

Debora B. Daniels, PhD, CCC-SLP, is a speech-language pathologist and a Clinical Associate Professor in the Hearing and Speech Department at the University of Kansas Medical Center. Her research examines language and emergent literacy development in typically and atypically developing young children.

Sydney Dinicola is a graduate student at Fort Hays State University. She graduated from Fort Hays State University with her bachelor's degree in Communication Sciences and Disorders in May 2017. Upon completion of her master's degree, she hopes to work as a speech-language pathologist in the medical setting.

Morgan Drinnon, BGS, is a graduate student studying speech-language pathology at Fort Hays State University. She is from Lawrence, Kansas and hopes to work in the medical setting with individuals of all ages.

Cari Ebert, MS, CCC-SLP, is a pediatric speech-language pathologist in private practice in the Kansas City, Missouri area. She received her Bachelor of Arts degree from the University of Iowa in 1993 and her Master of Science degree from Southern Illinois University at Carbondale in 1995. Cari is a therapist, consultant, author and nationally recognized speaker who gets paid to do what she loves most---TALK! She works exclusively with young children, birth to age five, and their families and believes that early intervention is the key to future success. She has dedicated her career to helping young children achieve their maximum potential with speech, language and social development. Cari's son has autism spectrum disorder and apraxia, allowing her to engage audiences both as a clinician and a parent of a child with special needs. She has an energetic personality and this translates to a high-energy speaking style. Join Cari as she explores important issues for enhancing the development of young children. You'll be glad you took the time!

Carol Ellis, PhD, CCC-SLP, is an assistant professor in the Communication Sciences and Disorders Department at Fort Hays State University in Hays, Kansas. The focus of her research is applied phonetics and phonology with interests in speech intelligibility and Accent Modification.

Dawn Franz, MA, CCC-SLP, has been a speech language pathologist for 25 years focusing on young children and the multi handicapped population. She has done extensive training and gathering knowledge in the area of feeding, autism, and reflex integration therapies. She practices at Cooper Early Education Center in Newton, KS.

Trisha Funk, MS, CCC-SLP, earned her master's degree in Speech-Language Pathology from the University of Nebraska, Lincoln. In 2005, Trisha joined the staff at QLI in the Speech and Life Skills Department and has since become a published author and sought-after presenter. Trisha's areas of expertise include traumatic brain injury, motor speech disorders, adults with neurodegenerative diseases, and assistive and augmentative communication. Recently, Trisha

has joined the Admissions Department as a Clinical Admissions Liaison. She completes on-site evaluations of each rehabilitation candidate, prior to their admission. In this role, Trisha is able to blend her 10 years of clinical expertise with her love of traveling.

Julie Gatts, MA, CCC-SLP, received her BGS and MA in Speech Language Pathology from the University of Kansas. She is a Clinical Assistant Professor at the Schiefelbusch Clinic at the University of Kansas. Areas of interest include teaching and applied research with adults with acquired communication disorders (augmentative communication, cognitive communication, aphasia, dysarthria and head and neck cancer). Julie is working on her Speech Language Pathology Clinical Doctorate at the University of Kansas with an area of emphasis in AAC/SGD system use by adults with acquired disorders.

Celeste Gould, BS, is a graduate student studying speech-language pathology at Fort Hays State University in Hays, Kansas. Celeste is originally from Arcadia, Nebraska and is interested in working with the birth to three population.

Terre Graham, PhD, CCC-SLP, worked for the Sedgwick County Special Education Cooperative from 1983-1997 as a Speech-Language Pathologist. She then began working on her Doctorate and supervised in the WSU Speech-Language & Hearing Clinic. In 2001, Dr. Graham completed her PhD and taught at Rockhurst University from 2001-2005 in the Communication Sciences and Disorders program. She returned to WSU and taught in the Curriculum and Instruction department in the Special Education-Functional program. In 2007 she returned to the Sedgwick County Special Education Cooperative as an Early Childhood Special Education teacher where she has worked until her retirement in the spring, 2018. Dr. Graham has been a member of KSHA since 1983 and served as president in 2009. She continues to teach courses at Wichita State University in the Early Childhood Unified program.

Sue Hale, MCD, CCC-SLP, is a retired Associate Professor of Hearing and Speech Sciences at Vanderbilt University. Her roles at Vanderbilt included Director of Clinical Education (2000-2016) and Director of the Master of Science Program in Speech-Language Pathology (2013-2016). She served as the 2009 President of the American Speech-Language-Hearing Association (ASHA) and as Vice President for Quality of Service in Speech-Language Pathology (2002-2004). She also served as chair of the Council on Academic Accreditation, the Council for Clinical Certification, and the Blue Ribbon Panel on Clinical Supervision. She has been a member of the Board of Ethics, the Committee on Honors, and numerous other working groups, councils, and boards. An ASHA Fellow and 2016 recipient of the Honors of ASHA, she lectures and publishes in the areas of ethics, counseling, and clinical supervision.

Mary Hamilton, BA, BS, is currently earning her Master of Arts in Speech-Language Pathology at the University of Kansas. Her research focus is on language acquisition and disorders of infants, toddlers, and preschool age, as well as parent training in dialogic

reading skills, to promote language acquisition for these children.

Meredith Poore Harold, PhD, CCC-SLP, is a scientist and clinician, working to find realistic solutions to implement our field's best research in practice. She is an Assistant Professor at Rockhurst University in Kansas City, where she supports future clinicians. She is also the founder and owner of The Informed SLP, which is a website dedicated to connecting clinicians and scientists with each other's work.

Sarah Haverkamp, BS, is a graduate student at Fort Hays State University. She graduated from Kansas State University with a Bachelor of Science in Communication Sciences and Disorders in May 2017. Upon completion of her master's degree she hopes to work as a speech-language pathologist in the school or early intervention setting.

Katie Hipp, BS, is a Graduate student studying Speech-Language Pathology at Fort Hays State University.

Raymond Hull, PhD, is Professor of Communication Sciences and Disorders, Audiology-Neurosciences, Wichita State University. He has 21 published books, sixty articles, and presenter of over 600+ presentations and workshops across the U.S. and other countries. An ASHA Fellow, he has received numerous awards for his work in hearing loss, aural rehabilitation, other disorders of communication, and the art of communication in professional life.

Susan Jackson, PhD, CCC-SLP, received her BA in Experimental Psychology (1984) and her M.Sc. in Human Communication Disorders (1986) from Dalhousie University in Halifax, Nova Scotia; and her PhD in Speech-Language Pathology from the University of Pittsburgh in 1992. Since 1992, she has been a faculty member at the University of Kansas.

Jacque Jacobs, MS, CCC-SLP, is the Clinic Coordinator at Fort Hays State University.

Barbara Jacobson, PhD, is Associate Clinical Professor and Associate Director of Medical Speech Pathology and Clinical Education at Vanderbilt University Medical Center. She serves as ASHA's VP for Standards and Ethics in Speech Pathology. Previously, she was VP for Legislative Affairs for the Tennessee Association of Audiology and Speech Pathology (TAASLP) from 2008 to 2014. She teaches courses in dysphagia, voice disorders, medical speech pathology, and professional issues. She also provides clinical services at Vanderbilt University Medical Center Hospital and has administrative oversight for the Medical SLP Division at the Vanderbilt Bill Wilkerson Center. Prior to her current position, she was Assistant Professor in Otolaryngology/ Vanderbilt Voice Center. She is the co-editor (with Alex Johnson) of Medical Speech Pathology: A Practitioner's Guide (3rd ed., Thieme). She co-authored The Voice Handicap Index (VHI) (1997) and Dysphagia Handicap Index (DHI) (2011). Her clinical and research interests include patient-reported outcomes, neurogenic voice disorders, and dysphagia. She is an ASHA Fellow.

Russell Johnston, MA, CCC-SLP, is a former school-based speech language pathologist and doctoral candidate at the University of Kansas, where he studies language acquisition in children with complex communication needs who use augmentative and alternative forms of communication. Russell's areas of research and clinical interest relate to language development and meaningful participation for school-aged users of AAC.

Ashwini Kanade is a graduate student at Wichita State University.

Coulter Kane, BA, is a graduate student studying Speech-Language Pathology at Fort Hays State University.

Madison Kaus is a graduate student at Fort Hays State University. Her research interests include educating others about how noise affects the auditory system. Upon completion of her master's degree, she hopes to work as a speech-language pathologist in the medical setting.

Renee Kinder, MS, CCC-SLP, RAC-CT, is Director of Clinical Education for Encore Rehabilitation. Additionally, she serves as Gerontology Professional Development Manager for the American Speech Language Hearing Association's (ASHA) gerontology special interest group, is a member of the University of Kentucky College of Medicine community faculty, and is an advisor to the American Medical Association's Relative Value Update Committee (RUC) Health Care Professionals Advisory Committee (HCPAC).

Jessica Kriss, BS, is a graduate student at Fort Hays State University. Her research interests include hearing conservation and learning about the importance of educating individuals about hearing health. Upon completion of her master's degree, she hopes to work as a speech-language pathologist in the medical setting or the school setting.

Shobana Kubendran, MBBS, MS, CGC, is a board-certified genetic counselor at Wesley Pediatric Specialists. She is the director of the Genetics division at Kansas University School of Medicine-Wichita Department of Pediatrics and serves as the only pediatric genetic counselor at KUSM-Wichita. Her areas of practice are prenatal and pediatric genetic counseling. She helps families understand results of genetic testing and its impact on a child's health and development. She works with geneticists and health care providers to facilitate appropriate and cost effective genetic testing to determine the etiology of fetal anomalies, birth defects, autism, hearing loss or seizures. She also provides inpatient consults at Wesley Children's Hospital. Kubendran enjoys teaching genetics in academic and clinical settings. She developed a unique telegenetics service model that increases access to genetic services and promotes integration of genetics into primary care. The enriching interactions and experiences she has with children and their families feeds her passion to work in genetics.

Connie Lay-Ngo, BS, is a second-year MA-SLP student in the Department of Communication Sciences and Disorders at Wichita State University. She earned

her Bachelor of Science degree in Speech and Hearing Science from the University of Illinois at Urbana-Champaign.

Elizabeth Leatherman, MA, recently received her Master of Arts in speech-language pathology at the University of Kansas and is continuing coursework to pursue her doctoral degree. Her clinical and research interests are in the area of augmentative and alternative communication, specifically how it is implemented in the school setting and the impact of AAC on families.

Cindy Logan, MS, MLS, has worked at Kansas State University Libraries for several years. The last 2 years, she has worked intensely with the Communication Sciences and Disorders curriculum in teaching the students how to search the professional literature and find evidence-based research. Additionally, she works with CSD students on the proper format for citing articles and creating reference pages.

Susan Loraine, MA, CCC-SLP, is a Director for EBS Healthcare who is responsible for district management including overseeing quality assurance, providing and coordinating district-specific training, and the "first-responder" to any needs of the district. Susan obtained her Master of Arts in Speech-Language Pathology from the University of Kansas. Her clinical experience includes educational, home-based, and clinical settings across the pediatric age span. She specializes in working with school-aged children, bridging the gap between language and literacy and working with children who are deaf or hard of hearing, as well as children with multiple disabilities. Susan's passion is in finding practical solutions to generate increased educational outcomes. She has held seats on committees and teams that are working to implement programs or processes, such as RTI. She has been involved with task forces to increase accountability, and improve data collection. She is a published author and editor of educational software programs and language assessments. She enjoys spreading the understanding that collaboration is essential and progress happens most effectively when the team's arrows are aligned. She has supervised graduate students and mentored Clinical Fellows as well as provided support and training to school-based therapists throughout their career.

Holly Lyon, MA, CCC-SLP, graduated with her master's degree in Speech-Language Pathology from Wichita State University in 1999. She also has a minor in Anthropology. She worked for the Wichita Public Schools and has had opportunities to evaluate, diagnose, and provide treatment for children ranging from preschool through high school for the past 17 years. In Spring of 2017, Holly partnered in opening Bilingual Speech Therapy of Kansas, LLC, a speech therapy clinic serving our mostly Spanish bilingual speaking community. Since 2005, Holly has worked with students who are bilingual or predominantly Spanish speakers. While she does not speak much Spanish, she is in the process of learning the language (sometimes from her students!), and enjoys sharing in that sequential language learning process with her students. Holly also has a passion for treating students who stutter. Holly lives with her husband, her four sons, and two cats. She enjoys reading, camping, &

taking road trips with her family.

Tara Marshall, MS, CCC-SLP, is an Instructor at Fort Hays State University.

Kyra Martiny, MA, CF-SLP, is a 2018 graduate from the Intercampus Program in Communicative Disorders at the University of Kansas. During her master's program, she held a scholar position on the personnel preparation grant: 'Augmentative Alternative Communication in the Schools,' providing support and coursework modifications/accommodations to students with complex communication needs in their general education classrooms. She is completing her CF in the Kansas City, Kansas Public School District.

Lauren Mason, BA, is currently pursuing a Master of Arts in Speech-Language Pathology at the University of Kansas Medical Center. She received her Bachelor of Arts in Speech-Language Hearing and a minor in Applied Behavioral Science at the University of Kansas. Lauren's areas of interest include pediatric speech, language and literacy development.

Elle McClenny, BA, is currently earning her Master of Arts in Speech-Language Pathology at the University of Kansas. Her research focus is on language acquisition and disorders of infants, toddlers, and preschool age, as well as parent training in dialogic reading skills, to promote language acquisition for these children.

Evynn McGinn is an undergraduate student at Fort Hays State University. She will graduate from Fort Hays State University with her Bachelor of Science degree in Communication Sciences and Disorders in May 2018. Upon completion of her master's degree, she hopes to work as a speech-language pathologist in a school or medical setting.

Kirstin McGuffin, MS, CF-SLP, completed her master's degree in Speech Language Pathology through Fort Hays State University in May 2018. While at FHSU, she, along with the help of three other classmates, ventured into the field of psychoacoustics with their lead professor, Dr. Ries. Psychoacoustics research provided Kirstin with a deeper background in neurological realm of information processing of auditory stimuli specific to an individual that she applies to many aspects of treatment and evaluation. This understanding provides another element to clinician knowledge and client preference when considering the realms of effective evidence based practice for more individualized treatment sessions. She is currently working as an SLP in the Manhattan, Kansas school district and enjoys spending time with her family at K-State football games, frequenting local coffee and donut shops and hiking the Konza.

Hannah Miller, BS, is a graduate student studying speech-language pathology at Fort Hays State University. She is from Meade, Kansas and hopes to work with children in the school setting.

Carlos Montes-Aviles, MA, CCC-SLP, is a bilingual speech and language pathologist and a person who stutters. He works with diverse populations and has a high interest in working with fluency disorders.

Rachel Nakao, BA, is a graduate student studying speech-language pathology at Fort Hays State University. She is from Indianapolis, Indiana and hopes to work with adults and children in a hospital or rehab clinic.

Sara Neumann, AuD, is an audiologist who serves as Audiology Clinic Coordinator and Deaf Education Consultant at Hearts for Hearing in Oklahoma City, Oklahoma. She specializes in pediatric audiology and cochlear implants for children and adults and has also participated in several research studies evaluating clinically relevant outcomes with different hearing technologies. She has co-authored several articles and textbook chapters with Jace Wolfe, PhD, on pediatric amplification, implantable hearing devices, and cochlear implant programming. Dr. Neumann has also traveled with the Global Foundation for Children with Hearing Loss to train clinicians in Vietnam to serve children with hearing loss. She has a BS in Deaf Education from Northern Illinois University (2003), serving as a deaf educator for six years. She obtained her Doctorate of Audiology (AuD) from Illinois State University in 2012.

Lauren Oldham is an undergraduate student at Fort Hays State University. She will graduate from Fort Hays State University with her Bachelor of Science degree in Communication Sciences and Disorders in May 2018. Upon completion of her master's degree, she hopes to work as a speech-language pathologist in a school or medical setting.

Francesca Orvis is pursuing a Master of Arts in Speech-Language Pathology at the University of Kansas.

Angela Parco-Tucker, MA, CCC-SLP, LSVT, is the Lead Speech-Language Pathologist at Via Christi. She has spent 16 years at Via Christi, working in acute care, but also with voice outpatients. Angela works with all ages, from NICU to geriatric. She provides community education/presentations, and serves on several committees, including the Nutrition and Pharmacy Subcommittee at Via Christi and the Sedgwick County Early Childhood Coordinating Council.

Douglas F. Parham, PhD, CCC-SLP, is an Associate Professor and Graduate Coordinator in the Department of Communication Sciences and Disorders at Wichita State University. He researches early speech and language development. He is the current Professional Development Manager of SIG 19: Speech Science. Dr. Parham is a Past President of both the Kansas Speech-Language-Hearing Association (KSHA) and the Council of State Speech-Language-Hearing Association Presidents (CSAP).

Kristin Pedersen, SLPD, CCC-SLP, is a Clinical Associate Professor in the Department of Speech-Language-Hearing at the University of Kansas where her work focuses on evidence-based early intervention practices. Kris also serves as KSHA Legislative Liaison.

Jennifer Pike, MA, CCC-SLP, is originally from Emporia, Kansas. Jen earned her BS in Communication Sciences and Disorders from Kansas State University, followed by an MA in Speech-Language Pathology from Wichita State. Jennifer joined QLI in 2014, specializing

in providing speech, language and cognitive therapy and services to individuals recovering from traumatic brain injury or spinal cord injury at QLI. Her strong clinical expertise and natural ability for relationship building have built her an impressive reputation with staff, clients and families. In 2016, Jen was awarded the O'Donnell Demonstrated Excellence Award.

Andrea Pittman, PhD, CCC-A, is an Associate Professor in the Department of Speech and Hearing Science at Arizona State University. She is the Director of the Pediatric Amplification and Auditory Prosthesis Laboratories. She earned her PhD in Hearing Science from the University of Wisconsin-Madison with post-doctoral training at Boys Town National Research Hospital. Her research has been funded by the NIH, ASHA Foundation, Industry Research Consortium, Oticon Foundation, Oticon Medical, the Knowles Foundation, and several local organizations. Her current research focuses on the effect of new hearing devices and signal processing on children's and adults' ability to manage and learn new information in complex environments.

Amanda Platt, BA, is currently a master's student in speech-language pathology in the Intercampus Program in Communicative Disorders at the University of Kansas, and she will graduate with an MA in May 2019.

Ashley Plenert, BS, is a graduate student studying speech-language pathology at Fort Hays State University in Hays, Kansas. She is from McPherson, KS and looks forward to working with individuals of all ages.

Randi R. Pogash, AuD, CCC-A, is currently Manager, Clinical Studies for Oticon, Inc. Dr. Pogash is an audiologist with over 35 years of extensive experience. In addition to working as an audiologist in both medical and hearing aid dispensing settings, she has worked as a clinical supervisor before joining Oticon in 2000. She has frequently lectured at the state, national and international level on various topics in the hearing healthcare arena.

Elizabeth A. Porter, BA, is currently earning her Master of Arts in Speech-Language Pathology at the University of Kansas. Her research focus is on language acquisition, attention, and disorders of infants, toddlers, and preschool age.

Karmen Porter, PhD, CCC-SLP, is an Assistant Professor at Fort Hays State University and a certified speech-language pathologist. She earned her PhD from Louisiana State University in 2015. Her research interests and teaching are related to the areas of counseling and collaboration, child language acquisition in multi-cultural populations, and fluency.

Janae Powell is an undergraduate student at Fort Hays State University. She will graduate from Fort Hays State University with her Bachelor of Science degree in Communication Sciences and Disorders in May 2018. Upon completion of her master's degree, she hopes to work as a speech-language pathologist in the school setting.

Brian Ray, MA, CCC-SLP, is a Senior Clinical Educator and Board Certified Specialist in Fluency Disorders. He is also a person who stutters and has been involved in stuttering support groups for many years. In addition, Brian is co-director of the annual Fluency Camp for kids who stutter at WSU.

Alaethea Remmers, BS, is a graduate student at Fort Hays State University. She graduated from Fort Hays State University with her Bachelor of Science in Communication Sciences and Disorders in May 2017. Upon completion of her master's degree, she hopes to work as a speech-language pathologist in the school setting or early intervention.

Tasha Reyes is a Special Education Coordinator and is part of the USD 259 Bilingual Speech Therapist Team.

Brenda Salley, PhD, is a clinical developmental psychologist and Assistant Professor of Pediatrics at the University of Kansas School of Medicine. Her research examines early social, cognitive and language development in typically and atypically developing young children.

Erin Schuweiler, M.S.Ed., is the Sound START (Birth-Three) Coordinator at the Kansas School for the Deaf (KSD). Erin has worked at KSD for 15 years, two years as a preschool teacher and thirteen years in birth to three. Erin provides services and resources to service providers and families who have children ages birth to three who are deaf and hard of hearing throughout the state of Kansas. Erin graduated from the University of Kansas with a master's degree in Early Childhood Deaf Education and Early Childhood Special Education.

Trisha L. Self, PhD, CCC-SLP, is an Associate Professor and the Paul M. Cassat Distinguished Chair in the Communication Sciences and Disorders Department at Wichita State University in Wichita, Kansas. She teaches courses, supervises, and conducts research in ASD. She is a Board Certified Child Language Specialist with over 30 years experience working with children demonstrating complex communication needs, including ASD. She is the coordinator of the Autism Interdisciplinary Diagnostic and Treatment Team Lab at WSU.

Jeffrey Simmons, AuD, CCC-A, is an audiologist at Boys Town National Research Hospital (BTNRH) in Omaha, Nebraska, where he has been on staff since receiving his MA from the University of Northern Colorado in 1996. He is presently coordinator of the Cochlear Implant Clinic in the Lied Learning and Technology Center at BTNRH. His duties include diagnostic evaluations and fitting of hearing aids and cochlear implants with both pediatric and adult populations. He is also involved in outreach and training through the Auditory Consultant Resource Network (ACRN) in the Center for Childhood Deafness at BTNRH. In the course of his 22 years as an audiologist, Jeffrey has been involved in research, publications, and/or presentations involving topics such as otoacoustic reflectance, cochlear implants, ethical decision-making, pediatric amplification, newborn hearing screening, and auditory neuropathy spectrum disorder.

Amanda Smith, BS, is a graduate student studying speech-language pathology at Fort Hays State University in Hays, Kansas. She is from Lee's Summit, Missouri and would like to work with birth to school-aged children in a medical and/or a school setting.

Betsy Snell is a junior double majoring in Speech-Language-Hearing and Psychology at the University of Kansas. She is an undergraduate research assistant in the child development lab at the University of Kansas Medical Center.

Shaina Stasi is currently a master's student in Speech-Language Pathology in the Intercampus Program in Communicative Disorders at the University of Kansas, and she will graduate with an MA in May 2019.

Elizabeth Stewart, AuD, PhD, CCC-A, is a Research Audiologist at the Phonak Audiology Research Center (PARC) in Warrenville, Illinois. Her educational background includes a Doctorate in Audiology from the University of Kansas Medical Center (2013) and a PhD in Speech and Hearing Science from Arizona State University (2017). She currently manages in-house pediatric studies in addition to other projects at PARC.

Gretchen Storm, MS, CCC-SLP, is a speech-language pathologist practicing in Denver, CO for the past 8 years. She owns a private practice which targets in-home AAC therapy for all ages. Gretchen also holds a full time position in Littleton Public Schools where she is a center based speech-language pathologist with a caseload of students with significant speech-language disorders. In the summers, Gretchen works at a multi-disciplinary therapy camp called Adam's Camp, teaching functional communication skills to children with Down Syndrome, Autism and Developmental Disabilities during camp activities.

Peyton Suter, BS, is a graduate student at Fort Hays State University. Her research interests include hearing health and learning about the impact of noise on specific populations. Upon completion of her master's degree, she hopes to work as a speech-language pathologist in the medical setting or school setting.

Taylor Swan is currently pursuing her Bachelor of Science in Neuroscience and a minor in Sociology at the University of Kansas. Taylor's areas of interest include neurolinguistics and neurodegenerative diseases.

Breanna Taylor, MA, CCC-SLP, is the Assistant Clinic Coordinator at Fort Hays State University.

Alyssa Thrush, DPT, GCS, CEEAA, is a Physical Therapist and Regional Clinical Director at Genesis Rehabilitation. Alyssa began her career in physical therapy as a Physical Therapist Assistant (PTA). After practicing as a PTA for 9 years, Alyssa continued her education and earned a Doctorate of Physical Therapy from Wichita State University. Since graduating with her doctorate, Alyssa has continued her professional development with extensive education in geriatrics. She currently is a Geriatric Certified Specialist (GCS) and a Certified Exercise Expert for Aging Adults (CEEAA) through the American Physical Therapy Association. As

a Regional Clinical Director with Genesis Rehabilitation, Alyssa is an expert in the medically complex patient and fall risk management. She also provides education on documentation improvement, functional assessments, fall risk management, dementia, reducing hospital readmissions, value based care, and clinical programming and development. Alyssa is a regular presenter at national and state conferences (KSHA, ASHA, AOTA, Kansas Leading Age) on interprofessional practice in the treatment of the medically complex patient.

Lesley Tilley, MS, CCC-SLP, is a Speech-Language Pathologist and speech therapy coordinator for Minds Matter, LLC in Overland Park, KS, Kansas' largest provider of community-based rehabilitation for survivors of traumatic brain injury. She attended Kansas State University for both her bachelor's and master's degrees. She has had experience working in the school setting and the home and community-based settings. Lesley has been working with the adult TBI population for the past four and a half years concentrating on person centered therapy, helping individuals live more independently.

Corinne Walker, MA, is a speech-language pathologist working in private practice and as the lab coordinator for the child development lab at the University of Kansas Medical Center. She is pursuing her PhD at the University of Kansas with a primary area of interest in augmentative and alternative communication.

Jane Wegner, PhD, CCC-SLP, is a Clinical Professor and Director of the Schiefelbusch Speech-Language-Hearing Clinic at the University of Kansas. She directs the Pardee Augmentative and Alternative Communication Resource and Research Laboratory and the Augmentative Communication in the Schools: Access and Leadership Project. She is a Fellow of the American Speech-Language-Hearing Association and a member of ASHA's Advisory Council.

Paige Welborn, BA, is a student at the University of Kansas.

Savannah Wilkins is a junior majoring in Speech-Language-Hearing at the University of Kansas. She is a member of the university's Honors Program and an undergraduate research assistant in the child development lab at the University of Kansas Medical Center.

Gabrielle Wilson is an undergraduate student at Fort Hays State University. She will graduate from Fort Hays State University with her Bachelor of Science degree in Communication Sciences and Disorders in May 2020. Upon completion of her master's degree, she hopes to work as a speech-language pathologist in a school or medical setting.

Jingjing Xu, PhD, is a research scientist at Starkey Hearing Technologies. He received his master's degree in Engineering Acoustics from the Technical University of Denmark and his PhD in Communication Sciences and Disorders from the University of Memphis. Before joining Starkey, Jingjing was a research assistant professor at the University of Memphis Hearing Aid Research

Laboratory. He has been involved in the development of several outcome measure tools, such as the American Four Alternative Auditory Feature test (AFAAF) and the Device-Oriented Subjective Outcome (DOSO) Scale. His research interests include speech recognition, hearing aid outcome measures, and acoustics.

AUDIOLOGY SESSIONS

The Challenge of Change

October 4-6, 2018 • Hyatt Regency Hotel in Wichita

THURSDAY, OCTOBER 4

Thursday 9:30 am - 4:00 pm – Audiology Learning Lab

- **Requires additional \$95 fee**
- **5 hours of Continuing Education**

AUD1 Part One: Using the Device-Oriented Subjective Outcome (DOSO) Scale to Measure Outcomes of Different Hearing Aids

Jingjing Xu, PhD, Research Scientist at Stakey Hearing Technologies

The DOSO is a device-oriented questionnaire, intended to minimize the influence of personality on self-reported measures. It produces scores for six outcome subscales: speech cues, listening effort, pleasantness, quietness, convenience, and use. The DOSO is suitable for quantifying self-reported hearing aid outcomes in both research and clinical settings, especially for comparing outcomes with different hearing aids. This session will review a study which demonstrated improvement in self-reported outcomes, as measured using the DOSO, with advancements to hearing aid technology, over time. (Intermediate)

The learner will be able to: 1) use the DOSO to measure hearing aid outcomes; and 2) discuss the improvement of hearing aid outcomes due to hearing aid technological advancements between 2005 and 2015.

Part Two: Custom Hearing Aid Modifications

Brian Anderson, Manufacturing Training Manager at Starkey Manufacturing

Understanding the cause of a poor fit is important in determining the best course of action related to modifications. This course will review common reasons for modifying a hearing aid and demonstrate modification strategies to achieve the desired result. Hands-on with modification tools will also be provided. (Introductory)

The learner will be able to: 1) patch a custom hearing aid; 2) add a removal handle to a custom hearing aid; and 3) identify the benefits of implementing modifications strategies in your clinic.

Thursday 5:30 pm - 6:30 pm

AUD2 Audiology Research in Kansas (Sponsored by Associated Audiologists, Inc.)

Audiology students from KU and WSU will present their research. (Intermediate)

The learner will be able to: 1) describe two research projects conducted by Audiology doctoral students in Kansas; and 2) identify clinical application of current research findings.

Thursday 6:30 - 8:30 PM

AUD3 The Aging Brain: Considerations for Hearing Loss and Amplification

Randi R. Pogash, AuD, CCC-A, Manager, Clinical Studies for Oticon, Inc.

Hearing is not the only body function that changes in older adults. We also know that the entire cognitive system can become less efficient due to normal age-related changes. As we provide solutions for older adults with hearing loss, we always must keep in mind that speech understanding is a cognitive process and treatment options must also be effective in the presence of these potential age-related cognitive changes. (Intermediate)

The learner will be able to: 1) recognize how the non-linear treatment of speech can affect processing of the speech signal in the aging brain; 2) identify components of the cognitive process as it relates to speech understanding; and 3) list what effects aging has on working memory and listening.

FRIDAY, OCTOBER 5

7:30 am - 8:30 am

- *Continental Breakfast*
- *Exhibits Open*

Friday 8:30 am - 10:00 am

AUD4 Current Trends in Vestibular Assessment: Part I

Cammy Bahner, AuD, CCC-A, Education and Training Audiologist for Interacoustics and Micromedical Technologies

Vestibular assessment technologies are evolving to offer the clinician added flexibility in evaluating vestibular dysfunction. Video Head Impulse Testing (vHIT) and VEMP make it possible to assess all 6 semicircular canals, as well as the utricle and saccule. Rotary Chair and VNG are gold standard vestibular assessment tools, but with new trends that can make these tests even more valuable for the clinician. This course will provide participants with current trends in these technologies. (Introductory)

The learner will be able to: 1) explain the differences between oVEMP and cVEMP; 2) describe the best methods for evaluating SSCD with VEMP; and 3) list the benefits of vHIT for assessment of dizzy patients.

AUD5 Auditory Neuropathy Spectrum Disorder: What Do We Know For Sure - Part I

Jeffrey Simmons, AuD, CCC-A, Audiologist at Boys Town National Research Hospital

Because auditory neuropathy spectrum disorder (ANSD) is a relatively newly identified category of hearing loss, there continues to be some confusion regarding appropriate diagnosis of the disorder and appropriate options for intervention in communication difficulties resulting from this condition. Current literature reports

of outcomes for different intervention options will be covered, and a step-wise protocol leading to potential cochlear implant candidacy will be reviewed. Studies of specific cases of patients with ANSD will be presented. (Intermediate)

The learner will be able to: 1) discuss a stepwise protocol for identification and remediation of ANSD; 2) summarize reported overall outcomes for the population of patients with ANSD who have received hearing aids and/or cochlear implants; and 3) list factors in cases of ANSD that can be used to help formulate realistic expectations for outcomes, and describe instances when proceeding with cochlear implantation may not be warranted or may be contraindicated.

Break 10:00 – 10:30 Snacks, Exhibits, and Poster Session

Friday 10:30 am – 12:00 pm

AUD6 Current Trends in Vestibular Assessment: Part II

Cammy Bahner, AuD, CCC-A, Education and Training Audiologist for Interacoustics and Micromedical Technologies

See **AUD4** for course description

AUD7 Auditory Neuropathy Spectrum Disorder: What Do We Know For Sure – Part II

Jeffrey Simmons, AuD, CCC-A, Audiologist at Boys Town National Research Hospital

See **AUD5** for course description.

Friday 12:00 pm – 1:30 pm LUNCH

KSHA Luncheon, KSHA Annual Meeting, Awards & Recognitions, SLP18

*KSHA Banquet lunch ticket must have been purchased at the time of registration; attendance at SLP18 requires lunch ticket

SLP18 Effective Advocacy for the Professions (12:45-1:30)

Barbara Jacobson, PhD, Associate Clinical Professor and Associate Director of Medical Speech Pathology at Vanderbilt University Medical Center

Audiologists and speech-language pathologists continue to face challenges in promoting their professions. In this session, specific strategies for bringing issues (e.g. legislation, scope of practice) to stakeholders will be discussed. A variety of ASHA resources to help members achieve their advocacy goals will be described. (Introductory)

The learner will be able to: 1) explain the value of advocacy; and 2) identify ASHA resources for effective advocacy.

Friday 1:30 pm – 3:00 pm

AUD8 Adaptive Nonlinear Frequency Compression Reveals Mechanisms for Perception of Frequency-Lowered Speech

Joshua Alexander, PhD, CCC-A, Associate Professor at Purdue University

Adaptive nonlinear frequency compression (ANFC) varies for low- vs. high-frequency emphasis sounds, thereby giving unprecedented control over how individual phonemes are lowered. Normal-hearing adults were tested on 9-10 combinations of ANFC settings for each of three hearing loss severities. A psychoacoustic model and neural equivalent account for 80-90% of the variance in the speech perception data. These models generate predictions for how speech perception is influenced by different ANFC settings, frequency-lowering techniques, and hearing losses. (Intermediate)

The learner will be able to: 1) describe how parameters that control adaptive nonlinear frequency compression may affect speech perception by individuals with a variety of hearing losses; 2) identify the most common speech perception errors associated with frequency lowering; and 3) identify psychoacoustic and neural mechanisms that may be responsible for perception of frequency-lowered speech.

AUD9 Hearing Loss, Hearing Devices, and the Business of Learning

Andrea Pittman, PhD, CCC-A, Associate Professor in the Department of Speech and Hearing Science at Arizona State University

Hearing loss and hearing device benefit are traditionally evaluated using speech perception measures. These measures require the listener to repeat familiar words presented in either a quiet or a noisy listening environment. While this approach is useful for certain diagnostic applications, it may be insensitive to differences in the acoustic quality of hearing devices or device configurations. In this presentation, performance for four measures of auditory perception that vary in stimulus familiarity (real vs nonsense words) will be reviewed for several different hearing devices and hearing device settings including both air- and bone-conduction devices. The four measures are: 1) traditional word recognition, 2) auditory lexical decision in which the listener repeats aloud and indicates the category of real and nonsense words, 3) non-word detection which requires the identification of nonsense words within short sentences, and 4) rapid learning of nonsense words in which listeners learn to associate nonsense words with nonsense images as rapidly as they can. For each device or device setting, it was hypothesized that differences in performance would be evident for auditory tasks that are dependent on the quality of the acoustic signal. Specifically, differences in signal quality will be more apparent for tasks that contain unfamiliar words and require the listener to do more with those unfamiliar words. Results from several studies show no difference in word recognition between devices or device settings but increasingly different performance for lexical decision, non-word detection, and word-learning. The results have implications for hearing device selection and evaluation. (Intermediate)

The learner will be able to: 1) describe the auditory processes involved in learning new words; 2) describe the challenges associated with learning new information in the presence of hearing loss; and 3) identify the potential benefits of a range of hearing devices and device settings for learning new words.

Friday 3:30 pm – 5:00 pm

AUD10 Wide Dynamic Range Compression: The Good, The Bad, and The Ugly

Joshua Alexander, PhD, CCC-A, Associate Professor at Purdue University

Restoring the loss of dynamic range associated with sensorineural hearing loss presents challenges because some of the same methods that promote audibility of the speech signal also introduce distortion, which may ultimately limit its usefulness. For example, while short release times are favorable for audibility they can distort information carried by temporal envelope modulation. Background noise and reverberation can further alter these modulations. This talk will highlight these issues using data collected in my lab. (Introductory)

The learner will be able to: 1) describe the acoustic effects of increasing the number of channels and the speed of compression; 2) identify the effects of wide dynamic range compression on the signal-to-noise ratio (SNR) of speech and steady/modulated noise; and 3) identify alternative methods of compressing speech that attempt to minimize degradations to speech information.

AUD11 Clinical Utility of Genetic Evaluation in Children with Hearing Loss

Shobana Kubendran, MBBS, MS, CGC, Director of Genetics at Kansas University School of Medicine-Wichita Department of Pediatrics

Hearing loss can be caused by genetic mutations, infections or teratogens. Approximately 50% of hearing loss has a primary genetic etiology. Hearing loss due to genetic mutation can be either isolated or associated with health concerns like developmental delay, vision, thyroid or renal abnormalities. Determination of etiology of hearing loss can inform health supervision and discussion of recurrence risk. (Intermediate)

The learner will be able to: 1) review genetic conditions associated with hearing loss; 2) review benefits and limitations of genetic testing for hearing loss; and 3) list the “talking points” to discuss with parents when referring patients for genetic evaluation.

Friday 5:00 pm –6:00 pm Poster Session - Earn up to 2.0 CEUs!

Friday 6:30 pm - 8:00 pm Prairie Cup Praxis Bowl - CEUs available!

- Snacks provided, cash bar available
- See **SLP35** for course description
- Thanks to EBS for sponsoring this event!

SATURDAY, OCTOBER 6

7:30 am – 8:30 am Continental Breakfast

Saturday 8:30 am – 10:00 am

AUD12 Teleaudiology: Bringing Engagement, Ease, and Empowerment to Service Provision

Elizabeth Stewart, AuD, PhD, CCC-A, Research Audiologist at Phonak Audiology Research Center

Telemedicine is a significant and rapidly growing segment of healthcare. This talk will explore the opportunities and growing appetite for applying telehealth in Audiology. A vision will be illustrated for the role of technology in engaging with new patients, improving the ease with which hearing care is accessed, and empowering people to achieve better hearing-related outcomes. Findings from internal and external research will also be shared. (Introductory)

The learner will be able to: 1) name three teleaudiology solutions; 2) describe three outcomes of research; and 3) name three ways in which engagement, ease or empowerment are delivered by teleaudiology solutions.

AUD13 Processes Promoting Quality Pediatric Services & Programs

Sara Neumann, AuD, Audiology Clinic Coordinator and Deaf Education Consultant at Hearts for Hearing

Once children are diagnosed with hearing loss, the journey is just beginning. There are so many facets to a pediatric program to ensure a child has the best outcome possible. All children should receive the same quality of care regardless of age at diagnosis, degree/type of hearing loss, family and socio-economic status, and the presence or absence of additional disabilities or other confounding factors (i.e. bilingual home, limited resources). The purpose of this presentation is to review the cyclical process of ensuring that a child is using appropriate technology (Are hearing aids enough?) and progressing as expected and the steps needed to achieve this. Included in this presentation are discussions about best practices, collaboration among SLPs and audiologists to facilitate better outcomes, use of verification and validation processes in hearing aid fitting and cochlear implant programming and monitoring of a child once they reach school age. Several case studies will be offered as examples for attendees. (Advanced)

The learner will be able to: 1) identify six steps necessary for excellent outcomes for children with hearing loss; 2) name four evaluation methods to establish that hearing technology is appropriately fit; 3) name four components of cochlear implant candidacy for children; and 4) summarize at least two findings from the literature on early cochlear implantation outcomes (longitudinal studies).

Saturday 10:30 am – 12:00 pm

AUD14 Upservicing: Hearing Aids to Cochlear Implants

Sara Neumann, AuD, Audiology Clinic Coordinator and Deaf Education Consultant at Hearts for Hearing

Cochlear implant (CI) candidacy is constantly evolving. We have come a long way from the traditional candidacy guidelines and there seems to be no straightforward guide for referring a patient to a different center for a CI candidacy evaluation. Dispensing audiologists are uniquely positioned to help more individuals benefit from cochlear implant technology. The presenter will provide valuable information on ways to upserve your patients rather than upselling. Topics will include hearing aid fitting and verification and ensuring the patient's technology is well-fit using evidenced based practices, follow up procedures and checklists for referring to a CI center and how to collaborate once a mutual patient has received a cochlear implant. Case studies of patients who have received cochlear implants will be discussed as well. (Advanced)

The learner will be able to: 1) list necessary verification and validation techniques for successful technology use and to ensure best practice outcomes prior to recommending a CI evaluation; 2) determine which patients are proper candidates for a cochlear implant evaluation using a basic checklist; 3) state the criteria necessary to qualify for a cochlear implant; 4) state two ways a dispensing audiologist can collaborate with a cochlear implant programming audiologist; and 5) compare and contrast differences between Hybrid and Traditional cochlear implants in terms of candidacy and outcomes.

AUD15 Addressing Central Auditory Decline in Older Adults through Environmental Design

Raymond Hull, PhD, Professor at Dept. Communication Sciences and Disorders, College of Health Professions, Wichita State University

The presentation will discuss further evidence for serving hearing impaired older adults that are specifically designed to address a decline in central auditory processing that can impact negatively on speech understanding in older adulthood, and that, in turn, can compound the peripheral components of their communication impairment. Techniques for services on behalf of older adults with impaired hearing emphasizing techniques in environmental design will be addressed. (Intermediate)

The learner will be able to: 1) describe procedures in hearing rehabilitation that address the environmental design needs of older adults with impaired hearing; and 2) provide hearing rehabilitation on behalf of older adults who possess impaired hearing that addresses their environmental design needs.

SPEECH-LANGUAGE PATHOLOGY SESSIONS

The Challenge of Change

October 4-6, 2018 • Hyatt Regency Hotel in Wichita

THURSDAY, OCTOBER 4

Thursday 5:30 - 7:00 pm

SLP1 Quality Documentation and Regulatory Standards: What You Need to Know

Renee Kinder, MS, CCC-SLP, RAC-CT, Director of Clinical Education for Encore Rehabilitation

Documenting your unique level of skilled care as an SLP can be a challenging process. This course will outline what the regulatory standards are for documenting SLP services in addition to providing real world case studies to encourage practical application of learned material. (Intermediate)

The learner will be able to: 1) explain Medicare regulations which guide "skilled care"; 2) demonstrate ability to document care which is evidence-based and complex and sophisticated in nature; and 3) describe requirements for completion of and documentation for a hands-on assessment, progress report and daily note.

This session is pre-recorded. Attendees will view the video recorded session. The session moderator will accept questions for the speaker at the end of the session and attendees will receive the speaker's responses after the conference.

SLP2 Understanding and Implementation of the International Dysphagia Diet Standardization Initiative (IDDSI)

Angela D. Parco-Tucker, MA, CCC-SLP, LSVT, Speech-Language Pathologist at Ascension Health - Via Christi

Learn what IDDSI is, why it is necessary, and some ways to initiate implementation. (Intermediate)

The learner will be able to: 1) describe the IDDSI framework; 2) become familiar with food and liquid testing methods; and 3) become familiar with how other facilities have started the implementation process.

SLP3 Treating the Bilingual Child: Challenges and Opportunities

Carlos Montes-Aviles, MA, CCC-SLP, Owner-SLP/ Bilingual SLP at Bilingual Speech Therapy of Kansas, LLC/ USD 259; **Holly Lyon, MA, CCC-SLP**, Speech-Language Pathologist at Bilingual Speech Therapy of Kansas, LLC; **Tasha Reyes, MS, CCC-SLP**, Special Education Coordinator/Speech-Language Pathologist at USD 259 (Bilingual Speech Therapist Team)

As clinicians, we always strive to provide the best services to our schools, clinics, hospitals, or communities where we are employed. ASHA's Code of Ethics gives us an idea of the expectations we have when working with culturally and linguistically diverse children. When we do not speak our client's language, we may feel out of our comfort zone. Let's explore the challenges together, along with the opportunities that may arise from these challenges. (Introductory)

The learner will be able to: 1) recognize how a client's cultural and linguistic characteristics will influence their clinical decisions in therapy; and 2) list resources available to aid them in the therapy process with bilingual students.

SLP4 The 'Y' Behind Therap'Y'

Tara Marshall, MS, CCC-SLP, Instructor at Fort Hays State University; **Breanna Taylor, MA, CCC-SLP**, Assistant Clinic Coordinator at Fort Hays State University; and **Jacque Jacobs, MS, CCC-SLP**, Clinic Coordinator at Fort Hays State University

How do you plan your therapy sessions while efficiently implementing principles of evidence based practice? Do you select your material first, or your intervention approach? In this session, attendees will learn how to synchronize EBP with client goals, intervention approaches, and materials. Collaborate with fellow SLPs to analyze commonly used materials and intervention approaches to support the 'why' behind therapeutic decisions. (Introductory)

The learner will be able to: 1) identify difference between a therapy target, an intervention/approach, and an activity/material; 2) analyze selection of clinical materials in relation to therapy targets and intervention/approaches; and 3) integrate Evidence-Based Practice principles into activity/material selection.

Thursday 7:30 - 9:00 pm

SLP5 Writing Person Centered Functional Goals

Renee Kinder, MS, CCC-SLP, RAC-CT, Director of Clinical Education for Encore Rehabilitation

Are you writing SMART goals? Attend this course to learn best practices for creating functional and measurable goals that are specific, measurable, attainable, realistic and timely. Course will also include case studies for rehab based and maintenance-based care. (Intermediate)

The learner will be able to: 1) describe what it means to write a SMART goal; 2) demonstrate ability to create short term objectives and long-term goals for rehab-based and maintenance-based care; and 3) explain methods for progression, advancement and downgrading of goals.

This session is pre-recorded. Attendees will view the video recorded session. The session moderator will accept questions for the speaker at the end of the session and attendees will receive the speaker's responses after the conference.

SLP6 Seeking Evidence-Based Research: Finding Scholarly Articles Without Frustration

Cindy Logan, MS, MLS, Academic Services Librarian at Kansas State University

Have you struggled finding relevant articles in your evidence-based decisions research? Are you frustrated searching in non-ASHA publications? In this session, a librarian working with the Communication Sciences and Disorders curriculum at Kansas State University

will demonstrate efficient search techniques using two professional databases freely available from the State Library of Kansas. In addition, session attendees will learn how to effectively use specific database tools such as Medical Subject Headings (MeSH) in PubMed. (Introductory)

The learner will be able to: 1) construct and implement a search strategy in order to find evidence-based research using the databases ProQuest Nursing & Allied Health and Psychology & Behavioral Sciences Collection from the State Library of Kansas; and 2) use Medical Subject Headings (MeSH) to find relevant professional literature and articles in the PubMed database.

SLP7 *A Journey from Traditional to Tele-Therapy Model*

Stacie Clarkson, Associate Executive Director at The Southeast Kansas Education Service Center – Greenbush

With the shortages of providers and ever increasing caseloads, school administrators are forced to look at creative solutions for meeting the needs of students who require speech/language and occupational therapy as part of their individual education plan. Many are looking towards using tele-therapy as a way of supporting this need. However, there continues to be a reluctance of some therapists, administrators, and parents to see tele-therapy as a viable service delivery model. This interactive session will discuss the aspects building a successful school based tele-therapy program. (Intermediate)

The learner will be able to: 1) identify the compliance, technology, and ethical requirements for telepractice in the schools; 2) describe situations in which telepractice can be used successfully; and 3) give examples of strategies for treatment and caseload management that enhance the tele-therapy model.

SLP8 *Implementing the Language Assessment Program for Children who are Deaf/Hard of Hearing*

Kristin Pedersen, SLPD, CCC-SLP, Clinical Associate Professor at University of Kansas and **Erin Schuweiler, M.S.Ed.**, Sound Start Coordinator at Kansas School for the Deaf

In June 2016, SB 323 (now KSA 75-5397e) was passed into law which established a language assessment program for children who are deaf/hard of hearing, ages birth through eight. The purpose of this program is to assess, monitor, and track the language developmental milestones of these children in both American Sign Language and English. This presentation will describe the collaborative efforts to develop this program as well as provide information and strategies related to implementation. (Introductory)

The learner will be able to: 1) describe the purpose of the Language Assessment Program (KSA 75-5397e); 2) describe how this program will be integrated into the work of early childhood professionals; and 3) describe the assessment and tracking process.

FRIDAY, OCTOBER 5

7:30 am – 8:30 am

- Continental Breakfast
- Exhibits Open

Friday 8:30 am – 10:00 am

SLP9 *Dementia and Fall Risk Management: An Interprofessional, Value-Based Approach*

Jeanne Copeland, MS, CCC-SLP, Regional Clinical Director at Genesis Rehab & **Alyssa Thrush, DPT, GCS, CEEAA**, Regional Clinical Director at Genesis Rehab

The link between falls and Dementia is staggering. Those with dementia are two times more likely to fall than those without dementia (Kropelin, 2013). In addition, dementia can be exacerbated following a fall (Traumatic Brain Injury, 2013). There is a growing demand for effective fall risk management for those with Dementia and this should involve interprofessional care. Practical techniques and applications for Speech-Language Pathologists in fall risk management will be examined. (Intermediate)

The learner will be able to: 1) define interprofessional practice and its importance in fall risk management for persons with dementia; 2) outline the roles and expectations of key interprofessional team members in interprofessional fall risk management in persons with dementia, with emphasis on the speech-language pathologist's contribution to positive outcomes; and 3) apply interprofessional practice and dementia staging principles to develop meaningful intervention for fall risk management through case examples.

SLP10 *Medical Speech-Language Pathology – Best Practice and Resources*

Barbara Jacobson, PhD, Associate Clinical Professor and Associate Director of Medical Speech Pathology at Vanderbilt University Medical Center

Medical speech-language pathology is an approach to evaluating and treating communication and swallowing disorders with a set of specific clinical processes and expected outcomes. (Intermediate)

The learner will be able to: 1) explain the scope of medical speech-language pathology; 2) describe resources for effective practice; and 3) identify key components for student training.

SLP11 *Sensory for the SLP: How Sensory Motor Issues Impact the Development of Speech, Language, and Social Skills – PART I*

Cari Ebert, MS, CCC-SLP, Pediatric Speech-Language Pathologist at Summit Speech Therapy

The way young children take in and respond to sensory information significantly affects their learning, development and behavior. SLPs will gain confidence and competence by understanding the impact of sensorimotor issues on speech, language, oral-motor and social development. This seminar will provide an overview of the external and internal sensory systems along with observable characteristics of sensory over-responsivity, sensory under-responsivity and sensory craving behaviors. Participants will learn strategies for using a multisensory

approach in speech therapy. (Intermediate)

The learner will be able to: 1) list and describe the external and internal sensory systems; 2) contrast how sensory over-responsivity, sensory under-responsivity and sensory-seeking behaviors present in young children with special needs; 3) summarize how sensorimotor issues can impact the development of speech, language, oral-motor and social skills; 4) recognize how organization of the environment can influence the young child's attention and ability to learn; 5) explain how a sensory meltdown differs from a behavioral tantrum; and 6) integrate multisensory strategies into pediatric therapy sessions and early childhood classrooms to support speech and language development.

SLP12 Coaching Families of Young Children with Communication and Feeding Concerns in the Home

Dawn Franz, MA, CCC-SLP, SLP at Cooper Early Education Center

This session will provide information on assessment and intervention strategies for parents of young children (birth to three). Included in this session will be how to address early issues of nutrition and communication in the home setting using a coaching and routines-based process. The whole child approach will be detailed as well. (Intermediate)

The learner will be able to: 1) describe the coaching process; 2) list strategies clinicians can give to parents whose children are struggling with nutrition issues; and 3) demonstrate communication strategies to utilize when working with young children.

Break 10:00 – 10:30 Snacks, Exhibits, and Poster Session

Friday 10:30 am – 12:00 pm

SLP13 Cognitive-Communication Therapy in TBI population: Functional Based Intervention and Goal Planning

Lesley Tilley, MS, CCC-SLP, Speech-Language Pathologist with Minds Matter

This session will focus on new evidence-based practices with service delivery to persons who have suffered traumatic brain injury. This contemporary model focuses on a holistic and person-centered approach. SLPs are part of a collaborative team that includes cognitive therapists, behavioral therapists, physical therapists, occupational therapists, and transitional living specialists. This session will include various examples of functional based interventions that involve the person in realistic situations. Strategies and tools to address cognitive communication targets will be covered related to function. Learn how to create consumer-driven goals and interventions that get people to relearn, reinvent, and reconnect in their communities. (Intermediate)

The learner will be able to: 1) list benefits and outcomes of this approach to the TBI population; 2) describe the community-based model of intervention for persons with TBI; and 3) demonstrate the process involved in functional goal planning.

SLP14 Stuttering Panel: Sharing Experiences, Challenges, and Accomplishments in Stuttering Therapy

Carlos Montes-Aviles, MA, CCC-SLP, Owner-SLP/ Bilingual SLP at Bilingual Speech Therapy of Kansas, LLC/ USD 259; **Brian Ray, MA, CCC-SLP**, Clinical Supervisor at Wichita State University; and **Dennis Cairns, MA, CCC-SLP**, Speech Language Pathologist at Hutchinson Public Schools

Stuttering is a complex speech disorder often identified by speech language pathologists (SLPs) as difficult to treat. In this session, SLPs will learn about factors that may positively or negatively impact the therapy process in a person who stutters. SLPs will learn practical strategies from a panel of persons who stutter who are also SLPs. (Intermediate)

The learner will be able to: 1) identify important principles of successful stuttering therapy; and 2) identify and describe factors that may positively/negatively impact the therapy process.

SLP15 Sensory for the SLP: How Sensory Motor Issues Impact the Development of Speech, Language, and Social Skills - PART II

Cari Ebert, MS, CCC-SLP, Pediatric Speech-Language Pathologist at Summit Speech Therapy

See **SLP11** for course description

SLP16 Evidence-Based Practice: Cheats, Tricks, and Time-Saving Tips

Meredith Harold, PhD, CCC-SLP, Assistant Professor of Communication Sciences and Disorders at Rockhurst University

SLPs must stay current on research evidence to provide quality services to their clients. However, there are many barriers to accessing and implementing the research evidence in everyday clinical practice. This presentation will share a variety of resources to access, and actions to take, to better implement research evidence in practice. (Intermediate)

The learner will be able to: 1) describe common barriers to accessing and using research in clinical practice; 2) list resources and strategies that can be used to more easily access research; and 3) list group strategies to understanding and implementing research evidence into clinical practice.

SLP17 Your Future Professional Partnerships

Sue T. Hale, MCD, CCC-SLP, Associate Professor (Retired), Vanderbilt University School of Medicine

This session for students will explore the types of partnerships that occur in graduate school and in the workplace. Insights will be provided into how these partnerships may be utilized for personal satisfaction, productivity, and workplace benefit. Team building, relationships with supervisors and colleagues, and other workplace connections will be examined. Strategies will be provided for developing positive partnerships and minimizing the effect of negative partnerships. (Introductory)

The learner will be able to: 1) recognize the types of professional partnerships they encounter; 2) develop

strategies for maximizing the effectiveness of professional partnerships; and 3) develop new partnerships for improving professional success.

Friday 12:00 pm – 1:30 pm LUNCH

KSHA Luncheon, KSHA Annual Meeting, Awards & Recognitions, SLP18

*KSHA Banquet lunch ticket must have been purchased at the time of registration; attendance at SLP18 requires lunch ticket

SLP18 Effective Advocacy for the Professions (12:45-1:30)

Barbara Jacobson, PhD, Associate Clinical Professor and Associate Director of Medical Speech Pathology at Vanderbilt University Medical Center

Audiologists and speech-language pathologists continue to face challenges in promoting their professions. In this session, specific strategies for bringing issues (e.g. legislation, scope of practice) to stakeholders will be discussed. A variety of ASHA resources to help members achieve their advocacy goals will be described. (Introductory)

The learner will be able to: 1) explain the value of advocacy; and 2) identify ASHA resources for effective advocacy.

Friday 1:30 pm – 3:00 pm

SLP19 Framework for Management of Head and Neck Cancer-Induced Dysphagia – Part I

Loni Arrese, PhD, Assistant Professor in the Department of Otolaryngology - Head and Neck Surgery and Director of the Swallowing and Swallowing Disorders Laboratory at The Ohio State University

This course will provide a framework for speech pathology services to optimize functional outcomes of patients with head and neck cancer (HNC). Key principles include: 1) a standardized evaluation paradigm that combines objective instrumental assessments with patient-reported outcome measures, 2) a proactive rehabilitation model that minimizes intervals of disuse or inactivity of swallowing musculature, and 3) systematic methods for surveillance and intensive rehabilitation for late HNC-associated dysphagia. (Intermediate)

The learner will be able to: 1) list key features of a standardized evaluation paradigm for dysphagia management; 2) explain the role of use it or lose it in dysphagia management; and 3) describe pathophysiology of HNC treatment-associated dysphagia.

SLP20 Finding the Right Communication System for Adults with Acquired Disorders

Julie Gatts, MA, CCC-SLP, Clinical Assistant Professor at the Schiefelbusch Clinic at the University of Kansas

This presentation will provide a brief overview of the basic components that need to be considered when fitting an individual with an acquired disorder with an AAC/SGD. Several high-tech systems that are available and fit the needs of adults with acquired disorders will be presented. Discussion of various page sets and layouts within each will occur. Low-tech systems will be discussed very briefly and in the context of fitting individuals with something that provides them with a

voice. Individualization of the page set within a system will be discussed as an important component to fitting and supporting for long term use of a system. Funding issues and resources will be presented. (Intermediate)

The learner will be able to: 1) identify at least two resources to support them with the assessment and funding process for individuals with acquired disorders; 2) identify three different user layouts on a high tech AAC/SGD that would be appropriate for an individual with an acquired disorder; and 3) identify two guiding factors when individualizing a page set for an individual with an acquired disorder.

SLP21 Sensory for the SLP: How Sensory Motor Issues Impact the Development of Speech, Language, and Social Skills - PART III

Cari Ebert, MS, CCC-SLP, Pediatric Speech-Language Pathologist at Summit Speech Therapy

See **SLP11** for course description

SLP22 Supporting Preschool Children with Challenging Behaviors

Terre Graham, PhD, CCC-SLP, Instructor at Wichita State University in the Early Childhood Unified program

Behaviors in the classroom, regardless of age, are challenging for educators to address. Challenging behaviors in preschool children are often more difficult due to the lack of communication skills and delayed social and emotional development. This session will provide a variety of strategies, supports and self reflection opportunities to strengthen the ability to deal with these behaviors. (Intermediate)

The learner will be able to: 1) describe challenging behaviors that may occur in a classroom or therapy session; 2) identify strategies to prevent challenging behaviors from occurring; and 3) apply techniques that will provide support for those children with challenging behaviors.

Break 3:00-3:30 Snacks, Exhibits, Posters

Friday 3:30 pm – 5:00 pm

SLP23 Framework for Management of Head and Neck Cancer-Induced Dysphagia – Part II

Loni Arrese, PhD, Assistant Professor in the Department of Otolaryngology - Head and Neck Surgery and Director of the Swallowing and Swallowing Disorders Laboratory at The Ohio State University

See **SLP19** for course description

SLP24 Supporting Individuals with Aphasia Learning to Use High Tech AAC

Julie Gatts, MA, CCC-SLP, Clinical Assistant Professor at the Schiefelbusch Clinic at the University of Kansas

This presentation will focus on strategies for individualizing user layout, teaching effective use of the device, and communication partner training as components to successful long-term use of an AAC/SGD. Evidence and resources related to use of AAC/SGD systems by adults who have aphasia will be shared.

The importance of incorporating AAC/SGD at all stages of recovery for individuals with aphasia who need augmentation with communication will be emphasized. Funding issues and sustainability of intervention and use will be discussed as this can be a barrier for professionals and consumers. (Intermediate)

The learner will be able to: 1) identify three different strategies to use when teaching an adult with acquired disorders how to effectively use their communication system; 2) describe at least three components of communication partner training and the rationale for it; and 3) express increased comfort with knowing how to do intervention focusing on AAC and identify at least two resources to support them with this process.

SLP25 Sensory for the SLP: How Sensory Motor Issues Impact the Development of Speech, Language, and Social Skills - PART IV

Cari Ebert, MS, CCC-SLP, Pediatric Speech-Language Pathologist at Summit Speech Therapy

See **SLP11** for course description

SLP26 Supporting Diverse Learners in Inclusive Settings: Considerations Across Content Areas

Russell Johnston, MA, CCC-SLP, GTA at University of Kansas; **Elizabeth Leatherman, MA, SLP**, GTA at University of Kansas, & **Jane Wegner PhD, CCC-SLP**, Professor and Clinic Director at University of Kansas

This presentation will cover: (1) considerations for successful inclusive education of students with communication differences and communication disorders, (2) principles of effective instruction, (3) how to develop instructional materials that promote student participation and access to the general education curriculum (4) provide examples of adapted materials across content areas, and (5) considerations for students with significant disabilities who use AAC. (Intermediate)

The learner will be able to: 1) describe principles of universal design for learning; 2) explain how universal design for learning benefits all learners; and 3) describe AAC related considerations for inclusive education.

Friday 5:00 pm- 6:00 Posters

*Earn up to 2.0 CEUs

Friday 6:30 pm - 8:00 pm Prairie Cup Praxis Bowl - CEUs available!

- Snacks provided, cash bar available
- See **SLP35** for course description
- Thanks to EBS for sponsoring this event!

SLP35 Prairie Cup Praxis Bowl

Susan Loraine, MA, CCC-SLP, Director for EBS Healthcare

Graduate students will be given the opportunity to prepare for the Praxis examination in speech-language pathology by using clickers (ARS). Test construction, format, and test taking strategies will be highlighted. Teams from each university will be asked sample Praxis questions from various resources including: previous Praxis exams, SIG's, as well as study resources in a game show format. Subject matter experts will provide clarification and examples for questions requiring greater

focus. Audience members will be encouraged to provide their perspectives. This session is open to both students and clinicians. **CEUs are available for this session.** (Introductory)

The learner will be able to: 1) relate questions to actual clinical and professional practice of Speech/Language pathology; 2) gain knowledge and insights from subject matter experts from speech science, audiology, private practice, medicine, public schools, universities and ASHA as they elaborate on the answers to questions; 3) gain knowledge and insights regarding key issues facing the professions from Professional Association Board Members (state and national); and 4) acquire the most up to date information regarding evaluation, assessment, norms, and standards of practice while refreshing their knowledge in speech science, anatomy/physiology, dysphagia and audiology.

SATURDAY, OCTOBER 6

7:30 am - 8:30 am

• Continental Breakfast, Exhibits Open

Saturday 8:30 am - 10:00 am

SLP27 Management of Head and Neck Cancer: A Multidisciplinary Approach - Part I

Loni Arrese, PhD, Assistant Professor in the Department of Otolaryngology - Head and Neck Surgery and Director of the Swallowing and Swallowing Disorders Laboratory at The Ohio State University

This course will review the increase in prevalence of head and neck cancer (HNC) and the associated oncologic treatment options. Given the impact of oncologic treatment on anatomy, tissue characteristics, and neural inputs to the muscles involved in swallowing, a framework for speech pathology services and dysphagia management will be discussed. Specifically, the role of baseline swallowing assessments and proactive swallowing intervention will be highlighted. (Intermediate)

The learner will be able to: 1) discuss the causes and treatment options for head and neck cancer; 2) describe the oncologic treatment parameters that influence swallowing outcomes; and 3) list the benefits of early speech pathology intervention including baseline swallowing assessments and proactive swallowing interventions.

SLP28 The Application of Errorless Learning Principles in Achieving Successful Daily Routines

Trisha Funk, MS, CCC-SLP, Speech-Language Pathologist at QLI & **Jennifer Pike, MA, CCC-SLP**, Speech-Language Pathologist at QLI

The goal of this session is to educate healthcare professionals on the theory, empirical evidence, and application of errorless learning techniques in the rehabilitation of individuals with brain injuries. Topics to be discussed include learning and memory basics; neuroplasticity, learning, and memory after a brain injury; explicit and implicit memory; errorless learning - meaningful & functional real-life routines; consistency & repetition; positive support; the team; collaboration

and client-centered therapy; defining success - case studies; and educated team transitions plan to home environment for improved long-term effectiveness. (Intermediate)

The learner will be able to: 1) describe the fundamental elements of errorless learning; 2) conceptualize the theory and research supporting the use; and 3) distinguish between explicit and implicit memory.

SLP29 AAC Evaluation - Where Do I Start?

Gretchen Storm, MS, CCC-SLP, Owner of Speech Therapy of the Rocky Mountains, LLC and SLP at Littleton Public Schools

Are you considering the use of Augmentative and Alternative Communication (AAC) for one of your clients or students? Are you wondering where to start with AAC evaluation to determine the appropriateness of an AAC device, choose an AAC assessment tool, fund a communication device and develop AAC goals? If yes, this is the session for you! This session will provide basic AAC assessment information. This session will provide a general overview of assessment tools, AAC device options and the funding process. You will walk away from this session with a set of tools and resources to begin the process of AAC evaluation and funding. (Introductory)

The learner will be able to: 1) identify types of AAC users; 2) identify types of AAC; 3) understand basic data collection tools; 4) utilize tools to determine appropriate AAC; and 5) describe how to work with device companies to fund a communication device.

SLP30 Autism Spectrum Disorder: Somethings New, Somethings Old, Somethings Borrowed, and a Bit about WSU Light it Up Blue: Assessment Practices

Trisha L. Self, PhD, CCC-SLP, Associate Professor at Wichita State University

Assessment of language and communication in ASD is critical in developing evidence-based interventions and supports. The use of valid and informative assessment tools and strategies is fundamental to optimizing communication outcomes. This session will focus on designing assessment protocols for individuals who are school-age (3-21), with ASD, by combining norm- and criterion-referenced tests, observational assessments, communication samples, and parent report measures. The use of visual supports and alternative stimulus presentation (i.e., electronic) strategies will also be discussed. (Intermediate)

The learner will be able to: 1) discuss a best practice framework for assessing the language and communication skills of individuals who are school-age (3-21) and have a diagnosis of ASD; 2) identify supportive tools and strategies that will maximize assessment results and render all individuals with ASD as "ASSESSable" versus "unTESTable"; and 3) interpret assessment results for the purpose of designing an optimal intervention plan.

Saturday 10:30 am – 12:00 pm

SLP31 Management of Head and Neck Cancer: A Multidisciplinary Approach – Part II

Loni Arrese, PhD, Assistant Professor in the Department of Otolaryngology - Head and Neck Surgery and Director of the Swallowing and Swallowing Disorders Laboratory at The Ohio State University

See **SLP27** for course description

SLP32 Supervision in the Real World

Sue T. Hale, MCD, CCC-SLP, Associate Professor (Retired), Vanderbilt University School of Medicine

This session will examine the challenges of providing effective and ethical student supervision in the university training clinic as well as the high-demand workplaces of schools and medical settings. Productivity and caseload requirements often do not allow opportunities for providing students with traditional mentoring and clinical skills development. Strategies for providing effective and ethical supervision while meeting workplace expectations will be given. (Intermediate)

The learner will be able to: 1) develop strategies for effective supervision in their specific workplaces; 2) address workplace demands and supervision needs simultaneously; and 3) develop plans for providing effective supervisory feedback in the fast-paced clinical environment.

SLP33 AAC Implementation- Keeping it Simple and Effective!

Gretchen Storm, MS, CCC-SLP, Owner of Speech Therapy of the Rocky Mountains, LLC and SLP at Littleton Public Schools

This session will provide practical strategies for the implementation of high tech Augmentative and Alternative (AAC). This session is perfect for participants who are just starting to work with high tech AAC to participants familiar with AAC implementation who are looking for new ideas and strategies. Participants will learn about a variety of resources and tools to make the implementation of AAC in school, home, and community environments simple. Strategies for training peers, para professionals, teachers and parents to model and facilitate AAC will also be shared. (Introductory)

The learner will be able to: 1) describe considerations and goals for AAC selection and use; 2) list tools available for implementation of AAC; 3) describe how to model AAC devices to teach users; and 4) coach parents/teachers/paraprofessionals on AAC use.

SLP34 Autism Spectrum Disorder: Somethings New, Somethings Old, Somethings Borrowed, and a Bit about WSU Light it Up Blue: Intervention Practices

Trisha L. Self, PhD, CCC-SLP, Associate Professor at Wichita State University

Students with ASD are unique and complex. The SLP is responsible for establishing goals that will assist these students to initiate spontaneous communication in functional activities and engage in reciprocal communication - across communication partners and settings. This session will focus on developing intervention

plans for school-aged individuals (3-21) with ASD that include (but are not limited to) the following: a multimodal communication system, evidence-based intervention strategies, supportive strategies to maximize progress, and outcomes that target communication competence across social contexts. (Intermediate)

The learner will be able to: 1) discuss a best practice framework for developing an intervention plan for individuals who are school-aged with ASD; 2) identify evidence-based intervention strategies and supports that can be combined to optimize treatment outcomes; and 3) develop communication outcomes that begin with the student's future in mind.

POSTER SESSIONS

Friday, October 5, 2018, 10:00-10:30 am,
3:00-3:30 pm; 5:00-6:00 pm

Earn up to two hours of continuing education. Study and record six posters on your CE record. Study two posters in each 30-minute period to receive full credit. A maximum of two hours of posters per licensure period is allowed. Some of the poster presenters will be available during the morning break, and some will be available during the afternoon break on Friday. All posters will have a presenter during the evening session. Come study, learn, and interact!

PS1 Elementary School Teachers' Perceptions: The Referral Process and Collaboration with Speech-Language Pathologists

Sydney Dinicola, Sarah Haverkamp, Kalee Cromer, Courtney Brackey, Graduate Students at Fort Hays State University & **Karmen Porter, PhD, CCC-SLP**, Assistant Professor at Fort Hays State University

Despite limited training in language development (LD), teachers are expected to make appropriate speech/language referrals. Using a qualitative approach, teachers were asked about their (LD) knowledge, and their experiences collaborating with SLPs. Collectively, teachers believed their LD knowledge was limited, but benefited from SLP collaboration. Participants agreed time was a barrier, but offered suggestions for effective collaboration strategies. (Introductory)

The learner will be able to: 1) describe teacher perceptions of their own strengths and weaknesses in understanding child language development; and 2) identify strategies for successful collaboration with teachers in the classroom.

PS2 Auditory Comprehension and Repetition in Persons with Aphasia

Susan Jackson, PhD, CCC-SLP, Associate Professor at the University of Kansas; **Amanda Platt, BA**, & **Shaina Stasi, BA**, Graduate Students at the University of Kansas

Auditory comprehension and repetition scores were extracted from 110 persons with aphasia from the AphasiaBank database. Correlations between WAB-R sentence-length auditory comprehension scores and several subtests of the AphasiaBank Repetition Test (word span and sentences) were significantly but mainly weakly correlated ($r = .38$ to $.53$). (Intermediate)

The learner will be able to: 1) explain the relation between auditory comprehension and repetition in aphasia; 2) describe measures of sentence-length auditory comprehension and repetition in aphasia; and 3) discuss factors that might contribute to repetition ability in persons with aphasia.

PS3 A Comparison of Presentation Formats of a Hearing Conservation Program With College Musicians.

Jessica Kriss, BS; Peyton Suter, BS; & Madison Kaus, BS; Graduate Students at Fort Hays State University

The purpose of this study was to compare presentation formats (written or oral) of a hearing conservation program (HCP) presented to college-aged musicians. A total of 58 participants were divided into two groups. Results showed no differences between the presentation formats, with each format showing an improvement in knowledge following the HCP. Implications of this study will be discussed. (Introductory)

The learner will be able to: 1) describe the importance of providing hearing conservation information to college-aged musicians; 2) discuss the difference in how a hearing conservation program can be presented; and 3) explain the effectiveness of different hearing conservation program formats in the educational setting.

PS4 Associations between Attention and Language Development in Infants

Lauren Mason, Graduate Student at University of Kansas Medical Center; **Taylor Swan**, Undergraduate Student at the University of Kansas; **Corinne Walker, MA**, Graduate Student and Lab Coordinator for the Child Development Lab at the University of Kansas Medical Center; **Brenda Salley, PhD**, Clinical Developmental Psychologist and Assistant Professor of Pediatrics at the University of Kansas School of Medicine; & **Debora B. Daniels, PhD, CCC-SLP**, Clinical Associate Professor in the Hearing and Speech Department at the University of Kansas Medical Center

This project examines how visual attention regulation relates to joint attention and early language development in infants and toddlers 14-18 months old. Results show concurrent relations between early visual attention regulation, joint attention (socially coordinated attention) and emerging language development. Findings have relevance for early intervention and guidance related to pre-linguistic development. (Introductory)

The learner will be able to: 1) identify the importance of early attention regulation for language learning; and 2) identify possible implications for clinical practice.

PS5 Knowledge of Noise-Induced Hearing Loss and its Effect on Band Members' Attitudes Towards Hearing Protection

Katie Hipp, BS, and **Coulter Kane, BA**; Graduate Students at Fort Hays State University

The two-fold purpose of this study is to examine the effectiveness of a noise exposure questionnaire (NEQ) to identify individuals who may be at greater risk for a NIHL. Additionally NEQ Part 2 examined the effects that education has on individuals' willingness to wear hearing protective devices (HPD). Results from 58 college band members will be presented and implications discussed. (Intermediate)

The learner will be able to: 1) explain the importance of informing adolescents about the dangers of excessive noise and the impact it has on hearing sensitivity; 2) select techniques that may be helpful in informing adolescents about the dangers of frequent noise exposure; and 3) identify potentially dangerous listening

habits that may cause a noise-induced hearing loss and ways to avoid it.

PS6 *Communication Styles used with Persons with Complex Communication Needs*

Kyra Martiny, MA, CF-SLP, Graduate Student at the University of Kansas

This presentation describes 'disability speak' and discusses perspectives of persons without disabilities on its use. This study was conducted as a master's research project, focusing on deconstructing the rationale behind using disability speak with persons with disabilities. A survey, distributed electronically to students and faculty on the KU campus and in KC Metro community locations, featured audio examples of disability speak, and asked participants to rate them. This presentation will discuss themes among responses. (Introductory)

The learner will be able to: 1) identify common characteristics of 'disability speak'; and 2) recognize when 'disability speak' occurs and the importance of advocating for age respectful communication styles.

PS7 *Perspectives of Paraprofessionals who Support Students who use Speech Generating Devices (SGDs)*

Jessica Collins, BA, Graduate Student at University of Kansas

This Kansas-wide survey investigated the perspectives/experiences of paraprofessionals in relation to supporting students who use speech generating devices (SGDs) within schools. Paraprofessional comfort/confidence in using SGDs with students, perceptions on training/feedback/support received regarding SGDs, perceived needs for support regarding SGDs, and overall attitude and feelings towards SGDs will be discussed. Results of the study can serve to influence future training, feedback, and support for paraprofessionals working with students who use SGDs. (Introductory)

The learner will be able to: 1) describe experiences of paraprofessionals in the state of Kansas who utilize SGDs with students regarding training/feedback/support received; 2) describe perspectives of paraprofessionals in the state of Kansas who utilize SGDs with students regarding training/feedback/support they would like to/would have liked to have received regarding SGDs; and 3) identify clinical implications and areas for future research.

PS8 *The Effects of Background Color on Pitch Discrimination Tasks*

Kirstin McGuffin, MS, CFY, Speech-Language Pathologist at USD 383, Graduate Student at Fort Hays State University

Background color can enhance cognitive performance for visual tasks (Mehta and Zhu, 2009; Xia et al., 2016). In the visual modality, a red background improves performance for tasks with a simple-to-moderate level of detail. Conversely, blue is beneficial for those activities involving a higher-level of detail or that invoke creative processes. Here we report on measures obtained from delayed pitch comparison and pitch patterning tasks that vary in potential information load. (Intermediate)

The learner will be able to: 1) describe the difference between auditory and visual tasks and how that neurological process can or can not be affected by external visual stimuli; and 2) describe the impact of working memory on auditory and visual tasks.

PS9 *Perceptions Of Letter Grade Usage In Communication Sciences And Disorders (CSD) In Clinical Education*

Karmen Porter, PhD, CCC-SLP, Assistant Professor at Fort Hays State University; **Lauren Oldham, Janae Powell, Gabrielle Wilson, & Evynn McGinn**, Undergraduate Students at Fort Hays State University

This study examined how clinical educators (CEs) in Communication Science and Disorder (CSD) programs perceive letter grades given to students in relation to clinical competency. Employing a qualitative methodology, the results from an open-ended survey were examined for common themes regarding the interpretation of letter grades and competency in clinic. Across participants, explicit checklists/rubrics that identify supervisory expectations for letter grades were deemed essential. Additionally, participants discussed the need for consensus in interpretation. (Introductory)

The learner will be able to: 1) describe key factors related to clinical competency; 2) discuss how clinical educators assign letter grades to students; and 3) discuss the perceptual differences between an 'A', 'B', or 'C' in a clinical practicum.

PS10 *Clinical Treatment: What Do Kansas SLPs Use to Guide Their Decisions?*

Ashley Plenert, BS; Celeste Gould, BS; Amanda Smith, BS, Graduate Students at Fort Hays State University, & **Carol Ellis, PhD, CCC-SLP**, Assistant Professor at Fort Hays State University

This study investigated whether speech-language pathologists in Kansas use any specific documents and/or processes to guide them when making decisions about treatment for their clients. Two important guides that were targeted in this study included the use of developmental speech norms and critical thinking skills. The results regarding the use of these guides are discussed. (Introductory)

The learner will be able to: 1) describe what treatment differences may occur depending upon the use of various developmental speech norms; 2) describe the relationship between critical thinking skills and effective treatment decisions; and 3) describe how the results of this study may affect how SLPs make future clinical decisions.

PS11 *Evidence-Based Practice: Do Kansas Speech-Language Pathologists Use It?*

Rachel Nakao, BA; Morgan Drinnon, BGS; Hannah Miller, BS, Graduate Students at Fort Hays State University; & **Carol Ellis, PhD, CCC-SLP**, Assistant Professor at Fort Hays State University

This study investigated whether speech-language pathologists in Kansas use evidence-based practice when making clinical decisions. The study identified what specific components speech-language pathologists use the most and whether any particular resources impact

their use of evidence-based practice. Implications of these results are discussed. (Introductory)

The learner will be able to: 1) describe the importance of using evidence-based practice (EBP); 2) describe the effect that various components of EBP may have on treatment decisions; and 3) describe how speech-language pathologists might use the results from this study when making future treatment decisions.

PS12 What Are You Looking At?: Infants' Eye Gaze Patterns During Joint Attention

Betsy Snell; Savannah Wilkins; Undergraduate Students at the University of Kansas; **Corinne Walker, MA,** Graduate Student and Lab Coordinator for the Child Development Lab at the University of Kansas Medical Center; & **Brenda Salley, PhD,** Clinical Developmental Psychologist and Assistant Professor of Pediatrics at the University of Kansas School of Medicine

This study will examine how infants' (age 14 to 18 months-old) eye gaze patterns to the social attention cues of others relates to their concurrent language development. More specifically, we will examine infants' visual fixations during a joint attention opportunity (i.e., an adult shifting gaze to an object to her right or left) and their language development on parent-reported measures of communication. Results will have implications for children who have atypical language development. (Intermediate)

The learner will be able to: 1) describe how joint attention can be measured through eye gaze data; 2) identify the relationship between early joint attention and language development; and 3) identify possible implications for practice.

PS13 Language Use during Parent-Child Interactions

Corinne Walker, MA, Graduate Student and Lab Coordinator for the Child Development Lab at the University of Kansas Medical Center; **Gabby Bux, BA & Francesca Orvis, BA;** Graduate Students at the University of Kansas; **Brenda Salley, PhD,** Clinical Developmental Psychologist and Assistant Professor of Pediatrics at the University of Kansas School of Medicine; & **Debora B. Daniels, PhD, CCC-SLP,** Clinical Associate Professor in the Hearing and Speech Department at the University of Kansas Medical Center

This project examines the language of parent-child dyads (14-18 months of age) during a free play interaction. Both child and parent communication will be analyzed by mode (verbal, vocal, gestural, etc.) and intention (initiation, response, request). The relationship between parent input and child output will be examined to determine the types of parent input that lead to greater frequency and variety of child output. The findings will aid in understanding language development and environmental impacts. (Introductory)

The learner will be able to: 1) identify the relationship between parent input and child's language development; 2) describe different types of parent language input; and 3) identify implications for parent training in early intervention.

PS14 The Relationship between an Infant's Attention Shifting/Disengagement and Social Coordination of Attention

Taylor Axtell, Undergraduate Research Coordinator and Research Assistant at University of Kansas Medical Center

This project examines the relation between an infant's ability to shift/disengage visual attention and joint attention with a partner. Infants age 14-18 months old (n=30) participated in a larger study that involved a series of attention and play-based tasks. A gap/overlap task examined the infants' precise eye movements and tendency toward disengagement. Joint attention was assessed in a semi-structured play interaction. Findings have relevance for understanding joint attention development in typically developing infants. (Intermediate)

The learner will be able to: 1) identify the relationship between attention shifting and joint attention; and 2) describe what influences the development of joint attention.

PS15 Associations between Early Language Development and Locomotor Skills

Paige Welborn, BA, Graduate Student at the University of Kansas; **Corinne Walker, MA,** Graduate Student and Lab Coordinator for the Child Development Lab at the University of Kansas Medical Center; **Brenda Salley, PhD,** Clinical Developmental Psychologist and Assistant Professor of Pediatrics at the University of Kansas School of Medicine; & **Debora B. Daniels, PhD, CCC-SLP,** Clinical Associate Professor in the Hearing and Speech Department at the University of Kansas Medical Center

Recent research points to links between early motor and language skills in young children. The current project includes data on motor milestones and early communication in 12-month-old infants (n=66). Specifically, the relationship between locomotion status and concurrent language abilities will be examined. The findings may be relevant for identifying very young children at risk for language disorders and delays. (Introductory)

The learner will be able to: 1) understand the relationship between motor skills and early language; 2) describe the association between the acquisition of crawling and walking on early language development; and 3) identify possible implications for early identification and intervention for infants and young children at risk for developmental delays and disorders.

PS16 Developing Preliteracy Skills: Training Parents to use Dialogic Book Sharing Strategies with Very Young Children

Mary Hamilton, BA, BS; Elle McClenny, BA, Graduate Students at University of Kansas Medical Center; **Corinne Walker, MA,** Graduate Student and Lab Coordinator for the Child Development Lab at the University of Kansas Medical Center; **Brenda Salley, PhD,** Clinical Developmental Psychologist and Assistant Professor of Pediatrics at the University of Kansas School of Medicine; & **Debora B. Daniels, PhD, CCC-SLP,** Clinical Associate Professor in the Hearing and Speech Department at the University of Kansas Medical Center

This project examines the effect of a parent training intervention on shared reading techniques utilized by the parent. Included is data from the 8-week intervention, and parent report on feasibility. Results support the efficacy and feasibility of the training. Findings from this project have implications for understanding early language development and early intervention strategies with infants and toddlers. (Intermediate)

The learner will be able to: 1) describe a parent training approach to promoting shared book reading for infants; 2) describe developmental outcomes associated with early shared book reading for infants and young children; and 3) identify possible implications of this training approach for practice.

PS17 *Speech Acoustics in Young Children with Autism Spectrum Disorder: Recommendations for Clinical Recording & Intervention*

Connie Lay-Ngo, BS, Graduate Student at Wichita State University; **Douglas Parham, PhD, CCC-SLP**, Associate Professor at Wichita State University; & **Trisha Self, PhD, CCC-SLP**, Associate Professor at Wichita State University

The recording and coding of speech production in young children with Autism Spectrum Disorder (ASD) are critical to providing families and SLPs with skilled therapy information. Yet, both are extremely challenging. As a part of WSU's Autism Interdisciplinary Diagnostic Team (AIDT), this study explored how children's speech production during clinical interaction was captured and coded. We discuss our findings in reference to clinical outcomes, and provide recommendations for assessing speech output in different environments. (Intermediate)

The learner will be able to: 1) identify at least three difficulties with speech recording in everyday settings; and 2) implement at least two ways of improving data collection and analysis when recording the speech production of children with ASD.

PS18 *Speech Breathing Kinematics in Older Adults: Clinical Implications and Recommendations for Therapy*

Ashwini Kanade, Graduate Student at Wichita State University & **Douglas Parham, PhD, CCC-SLP**, Associate Professor at Wichita State University

The purpose of this study was to explore chest wall kinematics during speech and rest in older adults (age range: 70-90 years old) and compare them with those of younger adults (age range: 18-30 years old). This study adds to literature related to breathing mechanics in older adults. The findings relate to expected breathing patterns and changes in chest wall kinematics due to aging, as well as clinical recommendations for speech therapy in older adults. (Intermediate)

The learner will be able to: 1) identify changes in chest wall kinematics due to aging; and 2) describe clinical recommendations for speech therapy in older adults.

EXHIBITORS

e3 Diagnostics
Otometrics
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Forbes AAC
Hamilton Relay
Pearson Clinical Assessment
KS Deaf-Blind Project/Kansas State School for the Blind
Kansas State University
Drawings by Trent
Phonak
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Caption Call
Encore Rehabilitation

And more to come!

NOTES

[illegible]



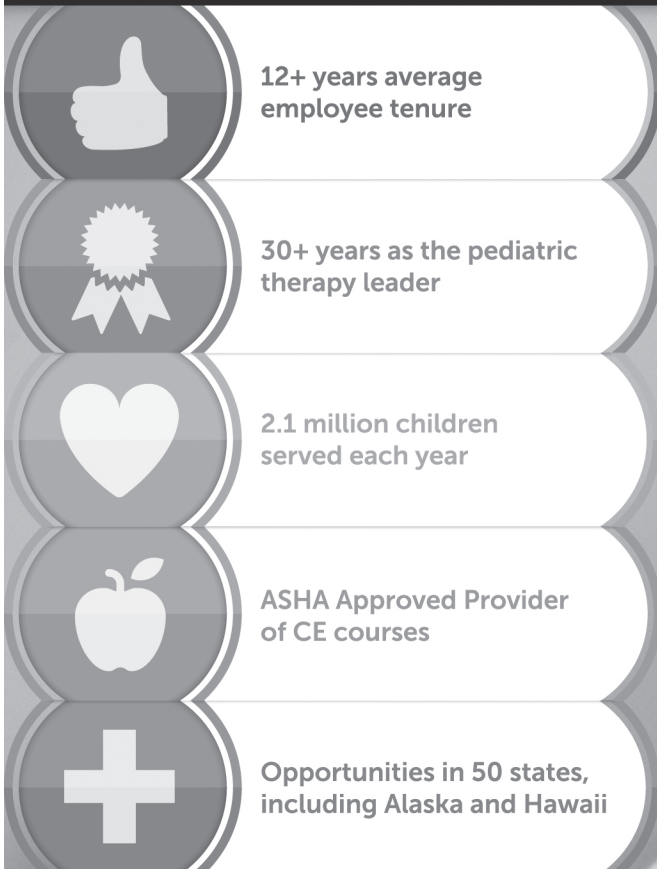
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POSTMARKED: Before 9/14/18 After 9/14/18

Audiology Learning Lab (Thursday 9:30am-4pm): Using the Device-Oriented Subjective Outcome (DOSO) Scale to Measure Outcomes of Different Hearing Aids & Custom Hearing Aid Repair and Modifications	\$95.00	\$115.00
KSHA / Other state-SHA member/ KSHA Life Member	\$155.00	\$175.00
Non-KSHA Member (SLP or Audiologist)	\$275.00	\$295.00
KSHA Student Member / Paraprofessional	\$45.00	\$55.00
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KSHA member-Saturday only	\$75.00	\$95.00
Non-Member Professional - Saturday only	\$195.00	\$215.00
FRIDAY LUNCH - Circle ONE choice: 1) Southwest Chicken with Poblano Cream Sauce 2) Spinach Salad with Beef Sirloin 3) Spinach Salad with Chef's Choice of Entree	\$20.00	NA

TOTAL _____

Do you plan to attend the Poster session? NEW: Posters will be available Friday during breaks and from 5:00-6:00pm.
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☐ AUD 2 ☐ AUD 8 ☐ AUD 14
☐ AUD 3 ☐ AUD 9 ☐ AUD 15
☐ AUD 4 ☐ AUD 10
☐ AUD 5 ☐ AUD 11
☐ AUD 6 ☐ AUD 12

Speech-Language Pathology Sessions

☐ SLP 1 ☐ SLP 7 ☐ SLP 13 ☐ SLP 19 ☐ SLP 24 ☐ SLP 29 ☐ SLP 34
☐ SLP 2 ☐ SLP 8 ☐ SLP 14 ☐ SLP 20 ☐ SLP 25 ☐ SLP 30 ☐ SLP 35
☐ SLP 3 ☐ SLP 9 ☐ SLP 15 ☐ SLP 21 ☐ SLP 26 ☐ SLP 31
☐ SLP 4 ☐ SLP 10 ☐ SLP 16 ☐ SLP 22 ☐ SLP 27 ☐ SLP 32
☐ SLP 5 ☐ SLP 11 ☐ SLP 17 ☐ SLP 23 ☐ SLP 28 ☐ SLP 33
☐ SLP 6 ☐ SLP 12 ☐ SLP 18 (must pre-register for lunch)

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