

**THURSDAY
SESSIONS
10/26/23**

Assessing and Treating Children with Brain Injury

Jessica Salley Riccardi, PhD CCC-SLP, she/her/hers

Jessica Salley Riccardi, PhD CCC-SLP, is an Assistant Professor in the Department of Communication Sciences and Disorders at the University of Maine. Her research lab, the Brain injury, Education, and Rehabilitation (BEaR) Lab, investigates the long term outcomes after childhood brain injury. She is also a practicing speech-language pathologist.

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Description of Presentation: In Maine, over 2000 children receive medical care for an acquired brain injury each year. Speech-language pathologists are likely to interact with these children across settings, from acute medical care through educational settings. This session will provide speech-language pathologists evidence-based practices to best identify, assess, treat, and monitor children with brain injury throughout their recovery and development.

Learner Outcomes:

After this presentation, participants will:

- describe how to identify the history of a likely brain injury in children
- identify evidence-based assessment practices in speech-language pathology for childhood brain injury based on clinical setting
- identify evidence-based treatment and management practices in speech-language pathology for childhood brain injury based on clinical setting

Speaker Financial Disclosures:

Jessica Salley Riccardi received a speaking fee and conference registration from MSLHA for today's presentation

Speaker Non-Financial Disclosures:

Jessica Salley Riccardi serves on the BIAA ME Advisory Council.



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Intermediate Level
0.3 ASHA CEUs



The Language Basis of Dyslexia: Implications for Speech-Language Pathologists

Tiffany P. Hogan, PhD, CCC-SLP, FASHA (she/her/hers)

Tiffany P. Hogan, PhD, is a Professor in the Department of Communication Sciences and Disorders at MGH Institute of Health Professions in Boston, Director of the Speech and Language (SAiL) Literacy Lab, and Research Associate at Harvard University. Dr. Hogan has published over 100 papers on the genetic, neurologic, and behavioral links between oral and written language development, with a focus on improving assessment and intervention for children with Developmental Language Disorder, Dyslexia, and/or Speech Sound Disorders. Her advocacy for children with communication disorders has led her to co-found a DLD informational website: www.dldandme.org, host a podcast (www.seehearspeakpodcast.com), organize an annual conference on implementation science in CSD (<https://info.mghihp.edu/isforall>), and contribute information for articles in numerous news outlets including the New York Times, the Boston Globe, along with several television and radio appearances.

Description of Presentation:

Recent research on the language basis of dyslexia will be reviewed through a developmental lens. Poor reader subgroups- dyslexia and developmental language disorder - will be described with a focus on early identification and intervention within the context of current legislation and advocacy efforts. You will walk away with new insights for evidence-based practice and practical information on how to improve reading outcomes for the children you serve.

Learner Outcomes:

1. Tell an administrator one way dyslexia is the same as developmental language disorder and one way they are different
2. Explain to a colleague the main components of language and how they are linked to dyslexia and developmental language disorder
3. Describe the ways SLPs can impact those with dyslexia and DLD

Speaker Financial Disclosures:

Salary, MGH Institute of Health Professions
Consultant, Tools Chart, ARI
Consultant, Lexia Learning

Speaker Non-Financial Disclosures:

Elected board member, Society for the Scientific Study of Reading
Host, SeeHearSpeak Podcast
Co-founder, DLDandme.org

twitter: @tiffanyphogan, Instagram: @seehearspeakpodcast, Facebook: @sailliteracylab



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Semi-Occluded Vocal Tract Exercises (SOVTEs): Theory and Application

Nicholas May, M.M., M.S., Ph.D., CCC-SLP

Nicholas May, M.M., M.S., Ph.D., CCC-SLP joined the Department of Communication Sciences and Disorders at UMaine as an Assistant Professor in the fall of 2022. He is currently studying nonlinear source-filter interactions in a synthetic silicone vocal fold model. Nick has strong foundations in voice and speech science and in voice performance and pedagogy. His research interests are in the areas of nonlinear source-filter interaction; voice rehabilitation; laryngeal modeling; and aerodynamic, glottographic, and acoustic measurements of speech and voice. Nick's research has been published in the Journal of Voice and the Journal of the Acoustical Society of America. Prior to joining the University of Maine, Dr. May was a PRN speech-language pathologist in multiple SNFs in northwest Ohio and an adjunct lecturer at BGSU, where he earned his Ph.D.

<https://umaine.edu/comscidis/people/2852/>

Description of Presentation:

I will provide a review of the literature on semi-occluded vocal tract exercises. Theoretical underpinnings and practical applications will be reviewed. I will also discuss some research on these exercises that is currently being conducted in my lab at UMaine with silicone vocal fold models.

Learner Outcomes:

1. Learners will be able to summarize some of the literature on SOVTEs,
2. Learners will be able to describe (rationalize) why SOVTEs are used in clinic,
3. Learners will be able to choose appropriate applications for SOVTEs.

Speaker Financial Disclosures:

Dr. May has no relevant financial or non-financial relationships to disclose.

Speaker Non-Financial Disclosures:

Dr. May has no relevant financial or non-financial relationships to disclose.



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Updates in Dysphagia Management

Angela Mansolillo, MA/CCC-SLP, BCS-S

Swallowing Disorders with over 30 years of experience. She is currently a senior Speech-Language Pathologist at Cooley Dickinson Hospital in Northampton, Massachusetts where she provides evaluation and treatment services for adults and children with dysphagia and is involved in program planning and development for inpatient and outpatient programming including quality improvement initiatives, patient education, and clinical policies and protocols. In addition, she is an adjunct faculty member at Elms College Department of Communication Sciences and Disorders in Chicopee, Massachusetts. Over the course of her career, she has worked in a variety of clinical settings, provided numerous regional and national presentations, and developed continuing educational content for a number of live and web-based audiences.

Ms. Mansolillo received her Bachelor of Arts degree in communication from Rhode Island College in 1983 and earned her Master of Arts in Speech-Language Pathology in 1985 from the University of Connecticut. She is a member of the American Speech-Language-Hearing association and is a member of Special Interest Division 13, which focuses on swallowing and swallowing disorders. She is a recent recipient of the Massachusetts Speech Language Hearing Association's Clinical Excellence Award.

Description of Presentation:

Dysphagia clinicians are presented with a great deal of, often conflicting, information. This presentation will provide research-based updates on a number of clinical dysphagia topics including breathing-swallow coordination, cough assessment, and the impact of aging on swallow function. Evidence for therapeutic interventions including swallow exercise, diet modification and liberalization, and sensory interventions will be provided to ensure development of targeted, effective treatment plans.

Learner Outcomes:

Upon completion of this presentation, participants will be able to...

1. Distinguish between normal aging impacts on dysphagia and dysphagia
2. Choose exercise and sensory swallow interventions that are targeted to specific swallow impairments
3. Discuss risks and benefits of dietary modifications for individuals with pharyngeal dysphagia

Speaker Financial Disclosures:

Receiving reimbursement for this presentation

Speaker Non-Financial Disclosures:

None



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The Ethics of Assessment and Treatment in Clinical Practice

Alice E. Smith, Ph.D., CCC—SLP (she/her)

Dr. Smith is a retired Rehab Manager and Professor who worked clinically both with children with clefts and adults with dementia in her career. She has a special interest in best practices in assessment and treatment in international settings.

Description of Presentation:

Identification of individuals who would benefit from SLP services in various settings have widely focused on standardized testing. This presentation will focus on identification of concerns about the use of standardized methods for assessment and treatment and introduce types of materials which better meet the requirements of the ASHA Code of Ethics.

Learner Outcomes:

1. Participants will be able to identify legal requirements of the ASHA Code of Ethics for identification of patients who need SLP services.
2. Participants will be able to identify the pros and cons relative to the ASHA Code of Ethics for using standardized materials for identification of patients needing SLP services.
3. Participants will be able to describe material content that best meets the ASHA Code of Ethics for identification of patients who would benefit from SLP services.

Speaker Financial Disclosures:

As Past-President of the Maine Speech Language Hearing Association, I have been paid mileage, and received free conference registration and a paid hotel room for this year's conference. I am not being paid for this presentation.

Speaker Non-Financial Disclosures:

I have no specific non-financial disclosures regarding my topic although I have a personal friendship with Dr. Cate Crowley of the Leaders Project whose materials I will be discussing as examples of ideal ethical assessment and treatment methods.



****This session fulfills ASHA Ethics requirement****

**FRIDAY
SESSIONS
10/27/23**

AAC in School Settings: Intervention Strategies, Goal Writing, and Progress Monitoring

Amy Wonkka M.A., CCC-SLP

Amy has worked as a speech language pathologist in the Northeast and Midwest. Prior to becoming an SLP she worked for several years as a 1:1 paraprofessional and home service provider for individuals with complex communication needs. She has experience in home-based, public school, nonpublic school, and outpatient environments. Amy's clinical interests include augmentative and alternative communication (AAC), autism and other related needs, typical language development, motor speech, phonology, data collection, collaboration, coaching, and communication partner training and support.

Kate Grandbois, MS, CCC-SLP, BCBA, LABA

Kate is a dually certified SLP / BCBA with over 15 years of clinical experience working in private practice, outpatient clinics, outpatient hospital settings, and consulting to private schools and legal teams. She specializes in augmentative alternative communication, autism and associated disorders, language development, and integrating AAC into the educational/vocational programming of persons with behavioral needs. Her interests are multidisciplinary treatment, collaboration, mentorship and adult education, and implementation science. She is currently the co-host of the SLP Nerdcast podcast, adjunct faculty at Fitchburg State University, has several publications and presents at national conferences. She has served as adjunct faculty at Northeastern University, and is the former president and cofounder of The Speech and Language Network, Inc.

We will cover key considerations when writing goals for students with complex communication needs, including the importance of stakeholder input, the learning environment and tasks, as well as feasibility of progress monitoring. Different types of data collection methods (other than percent correct/independent) will be reviewed, along with when and why those methods might be the best fit for a particular IEP objective. We will also review some key intervention strategies commonly used in AAC intervention, including both modeling and prompt-driven interventions.

Learner Outcomes:

1. Identify 3 components of "good" data collection and describe the influence of "good" data collection on progress monitoring.
2. Identify key components of 2 different AAC intervention approaches.
3. Describe the influence of environmental variables and stakeholder input on goal development.

Website: <https://www.slpnerdcast.com>

Social Media: <https://www.linkedin.com/in/amy-wonkka-6b60a1a7>

Speaker Financial Disclosures:

Amy-Amy is an employee of a public school system and co-founder employee of SLP Nerdcast. She received financial compensation from MSLHA for this presentation.

Kate-I am the owner and founder of Grandbois Therapy and Consulting and Co-Founder of SLP Nerdcast.

Speaker Non-Financial Disclosures:

Kate-I'm a member of ASHA SIG 12 and serve on the AAC Advisory Group for Massachusetts Advocates for Children

Amy-Amy is a member of ASHA, SIG 12, and participates in the AAC Advisory Group for Massachusetts Advocates for Children.



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0.3 ASHA CEUs

Responsive and Proactive Self-Regulation: Teaching the Language of Problem Solving

Danielle Kent, M.S., CCC-SLP - she/her

Danielle Kent is a speech-pathologist located in Central Vermont. She owns her private practice, Piece of Mind Therapy and Consulting, LLC, which provides neurodiversity affirming consultation and evaluation services to school districts in VT in the areas of self-regulation/executive functions and social communication. She also co-owns VT-AAC, LLC, which provides AAC evaluation & consultation services across the state. She is a self-published author (Max Learns to Pause) and runs the Teaching and Raising Problem Solvers Podcast as well as the TRPS Connecters small group coaching program.

daniellekent.com / @msdaniellekent

Description of Presentation: This workshop will provide participants with an understanding of the vital connection between self-regulation and executive functions. Particular attention will be paid to the language of planning/prioritization, organization, flexibility, and metacognition, and ties between these skills and problem solving, as well as the necessity of co-regulation in developing these skills.

Learner Outcomes:

- 1) Analyze self-regulation from a developmental lens, to understand and assess neuroinclusive strategies to use for all students.
- 2) Describe the connection between self-regulation and executive functions and what it means for our students, as well as detailing shifts in observed skill development for elementary age students.
- 3) Describe responsive and proactive regulation skills, with a focus on gradual release of responsibility for proactive regulation skill development including:
 - Teaching kids to 'become their own coach' through skill development and practice
 - Teaching & planning for the strategies for the skills of planning/prioritization, organization, flexibility, and metacognition.
 - Using problem solving language as an anchor

Speaker Financial Disclosures:

Danielle is being compensated for presenting. Danielle earns a profit from sales of Max Learns to Pause.

Speaker Non-Financial Disclosures:

Danielle is currently on the VSHA board.



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Intermediate Level
0.3 ASHA CEUs



Gender, Neurotype and Intersectional Considerations; Trauma Informed Rapport Building Across Settings

AC Goldberg (he/him) PhD CCC/SLP

AC Goldberg (he/him) is a physically disabled intersex/transgender DEI consultant and SLP whose mission is to cultivate affirming spaces for all people. AC's work centers around empathy, humanity and intersectional cultural responsiveness. His continuing education nonprofit, The CREDIT Institute, is dedicated to advancing equity in educational and healthcare settings. AC is the 2022 recipient of the American Speech Language Hearing Association's (ASHA) Outstanding Service Award. If you'd like to get to know him, he's @transplaining and @CREDITsinstitute on Instagram.

Description of Presentation:

During this presentation, participants will learn the basic tenets of trauma-informed care through the lens of working with the TGNC and non-neurotypical populations. Because of institutional trauma and the intersections of race, neurotype and disability, trauma-informed practices are necessary for fostering positive clinical relationships with non-cisgender individuals of all neurotypes and backgrounds. Learning what person-centered care entails when working with transgender and gender non-conforming people will enable participants to act with the cultural and clinical sensitivity required to address the needs of this diverse segment of the population, leading to optimal outcomes. From TBI to strokes to stuttering to mental health to voice disorders to school students...we are more than our pronouns. Every person is more than just a neurotype, race, culture or SES bracket.

Learner Outcomes:

- 1) Participants will list the tenets of trauma-informed care
- 2) Participants will describe how to foster trusting relationships with populations who have experienced institutional trauma
- 3) Participants will define basic terms related to gender, neurotype and intersectionality

Speaker Financial Disclosures:

AC is the founder of Transplaining LLC and The CREDIT Institute Inc. He's a community partner with CHAT Life Changing Speech Therapy and a contractor with Prismatic Speech Services. AC is an associate professor at Northeastern University.

Speaker Non-Financial Disclosures:

AC is a founding member of the Trans Voice Initiative and is a topic area expert in gender for the Informed SLP. He is a 2023 ASHA Convention Planning Committee Diversity Co-Chair. AC serves on the community advisory board overseeing research out of Boston University about the effects of exogenous testosterone therapy on communication in AFAB speakers. He's also on the editorial board of the Journal of Communication Disorders.

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****This session fulfills ASHA DEI requirement****



From Theory to Practice: Advancing AAC Assessment and Intervention for Adult Populations

Szu-Han Kay Chen, Ph.D., CCC-SLP

Dr. Szu-Han Kay Chen Ph.D., CCC-SLP, An Assistant Professor in the Department of Communication Sciences and Disorders at the University of New Hampshire is a researcher in Augmentative and Alternative Communication (AAC). She has both clinical and research experience focused on developing AAC technologies, interventions, and solutions for adults with acquired communication disorders in both English and Chinese speakers. Her current research focuses on using artificial intelligence to help clinicians collect and analyze data in AAC.

<https://chhs.unh.edu/person/kay-chen>

Description of Presentation:

This interactive presentation is designed specifically for speech language pathologists seeking to enhance their skills in Augmentative and Alternative Communication (AAC) assessment and intervention for adult populations with developmental and acquired communication disorders. The workshop offers the latest evidence-based principles, immediate hands-on application opportunities, and insightful discussions on language and cultural considerations to better serve diverse individuals. Participants will gain essential knowledge of assessment guidelines, effective procedures for AAC system selection using the matching person model, and foundational guidelines for implementing interventions.

Learner Outcomes:

1. Describe the steps of AAC assessment
2. Describe three components of the match-person technology model
3. Apply AAC assessment and intervention guidelines in case studie(s)

Speaker Financial Disclosures:

The presenter receives an honorarium from MSLHA for this workshop.
The presenter is an employee of UNH and receives a salary.

Speaker Non-Financial Disclosures:

The presenter is an ASHA member, and ASHA sig. 12: AAC member



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0.3 ASHA CEUs