Building Evidence of Excellence

Challenges, Opportunities and Outcomes

Register Now!

ISHA CONVENTION 2014
INDIANAPOLIS MARRIOTT EAST
April 3rd-5th

REGISTER ONLINE WWW.ISLHA.ORG
“Building Evidence of Excellence: Challenges, Opportunities and Outcomes.” This is what we strive for in our professional lives. This year the ISHA annual convention will offer opportunities to learn new ways to meet the challenges we face in order to achieve our hoped for outcomes.

This will begin with the keynote speaker, Elaine Hall, referred to by the New York Times as “the child whisperer.” She is the mother of a nonverbal autistic son, Neal, and will share the journey as she sought guidance and rallied creative people to join Neal’s world and brought him out of his isolation. The relationship approach she developed became The Miracle Project, a theatre-based socialization program profiled in the Emmy winning HBO film, AUTISM: The Musical. Not only will attendees have the opportunity to hear Elaine’s story in person, she has graciously agreed to introduce the film Friday night and will be holding a book signing offering her two books as well as copies of the film.

Patty Prelock, immediate past president of ASHA, will be sharing evidence-based interventions to support social communication in children with ASD as well as a session on skill development in advocacy and leadership. We will also have a session from an ASHA health care policy expert who will be available for questions for an additional half hour so you can “ask the expert”. Audrey L. Holland, a giant in our field, will share her expertise with adults with aphasia and neurologic communication disorders. We are lucky to have numerous talented and knowledgeable individuals in Indiana who will be sharing some of their latest research and methods. Some of the speakers you will have an opportunity to hear include Susan Latham, Joshua Deihl, and Beth Helton. There are speakers across the breadth of disorders and age groups.

The Business meeting at 8:00 am on Thursday morning will give you an opportunity to hear updates concerning legislation on the state level and learn about other initiatives by the various task force groups. The Friday lunch and learn will be back as our opportunity to recognize students and others receiving awards from ISHA. Patty Prelock will share ASHA initiatives and Audrey L. Holland will be our featured speaker sharing her wisdom and insights about using positive psychology to improve our workplace.

Many people have put in untold numbers of hours developing a program that will offer our members an opportunity to expand their knowledge in a variety of areas. Thank you to all who have put their time and talents into planning the 2014 convention including Lori Carmichael-Howell the Vice President of Professional Development, the committees who work with her, and to the Central Office staff that help with the many administrative tasks.

We hope you will join us as we BUILD TOGETHER in 2014.

Ruth Ann Morrell
President
**SPECIAL THANKS TO OUR PRE-REGISTERED EXHIBITORS!!!**

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**CONVENTION 2014 LOCATION INFORMATION**

**CONVENTION LOCATION:**

Indianapolis Marriott East  
7202 East 21st Street  
Indianapolis, IN 46219

**REQUIRE OVERNIGHT ACCOMMODATIONS?**

Two options to make reservations:

- **By Telephone:**  
  Indianapolis Marriott East  
  (317) 322-3716

- **Or Online:**  
  Online Reservations: [http://www.marriott.com/meeting-event-hotels/group-corporate-travel/groupCorp.mi?resLinkData=Indiana%20Speech%20Language%20Hearing%20Association%5Einddt%60ECCECA%60109%60USD%60true%604%5F14%6064%5F14%6063%5F14%5F14%5Fapp=resvlink&stop_mobi=yes](http://www.marriott.com/meeting-event-hotels/group-corporate-travel/groupCorp.mi?resLinkData=Indiana%20Speech%20Language%20Hearing%20Association%5Einddt%60ECCECA%60109%60USD%60true%604%5F14%6064%5F14%6063%5F14%5F14%5Fapp=resvlink&stop_mobi=yes)

**BE SURE TO MENTION “ISHA” TO RECEIVE THE DISCOUNT RATES $109.00 (SINGLE/DOTBLE) $120.00 (TRIPLE) - $139.00 (QUAD)**

**DEADLINE FOR ALL HOTEL ROOM BLOCKS - MARCH 1, 2014**

**DIRECTIONS:**

**FROM I-69 - 69 S TO 465 S TO 70 W (EXIT 44A) TO SHADELAND AVENUE (EXIT 89), TURN RIGHT ON SHADELAND, & LEFT AT FIRST INTERSECTION (21ST ST. –2ND LIGHT), WILL BE ON THE LEFT.**

**FROM I-74W - 74 TO 465 N TO 70 W (EXIT 44A), TO SHADELAND AVENUE (EXIT 89), TURN RIGHT ON SHADELAND, & LEFT AT FIRST INTERSECTION (21ST – 2ND LIGHT), WILL BE ON THE LEFT.**

**FROM I-74E - 74 TO 465 S TO 70 E, TO SHADELAND AVENUE, (EXIT 89), TURN RIGHT ON SHADELAND, & LEFT AT THE FIRST INTERSECTION (21ST STREET), WILL BE ON THE LEFT.**

**FROM I-65 EITHER NORTH OR SOUTH - TAKE 70 E TO SHADELAND AVENUE EXIT (89), TURN RIGHT ON SHADELAND, & LEFT AT THE FIRST INTERSECTION (21ST STREET), WILL BE ON THE LEFT.**

**FROM HWY 31 EITHER NORTH OR SOUTH - TAKE TO 70 E TO SHADELAND AVENUE (EXIT 89), TURN RIGHT ON SHADELAND, & LEFT AT THE FIRST INTERSECTION (21ST STREET), WILL BE ON THE LEFT.**

**FROM BLOOMINGTON - 37 NORTH TO 465 E TO 70 W (EXIT 44A) TO SHADELAND AVENUE (EXIT 89), TURN RIGHT ON SHADELAND, & LEFT AT FIRST INTERSECTION (21ST STREET – 2ND LIGHT), WILL BE ON THE LEFT.**

**FROM I-70 EITHER EAST OR WEST - GET OFF AT SHADELAND AVENUE (EXIT 89), TURN RIGHT ONTO SHADELAND, & LEFT AT THE FIRST INTERSECTION (21ST), WILL BE ON THE LEFT.**

**PARKING:** Parking is available in all of the parking lots adjacent and behind the Marriott, including the parking areas of the LaQuinta and the Fairfield Inn.
IMPORTANT INFORMATION

ANNUAL BUSINESS MEETING & LEGISLATIVE UPDATE:
Thursday, April 3, 2014 - 8:00 - 9:00 am
The Annual Business Meeting will include a legislative report by ISHA Lobbyist, Mark Scherer, accomplishments of the Association throughout the past year, plans for the coming year, as well as reports by Officers and Vice Presidents.
Please check-in early! The registration desk will be closed from 8am - 9:15am & from 9:30am - 10:30am.
CONTINUING EDUCATION: ASHA CE Participant Forms /ASHA no longer accepts social security numbers on the participant forms. Be sure to have your ASHA membership number with you to complete the necessary forms. Many members now store their ASHA account number in their cell phone under contacts - ASHA number. This course is offered for up to 1.8 ASHA CEU’s and 1.6 AAA CEU’s.
HANDOUTS: Speaker Handouts will be available for download on the ISHA website Mid March. Save paper! Download the handouts on your iPad, Netbook or E-Reader and bring your device to convention! 2GB Flash Drive’s loaded with the handouts are available for purchase prior to convention.
MOTHERS ROOM: A guest room will be available for nursing mothers throughout the convention. Please check at registration for more information. Please do not bring small children to speaker sessions.
BE PREPARED: There will be a café area set up in the exhibit hall for attendees to purchase lunch each day. The Marriott also has a full-service restaurant in their lobby area open all day. There are also many great restaurants in the area that require a short walk/drive.
RECEPTION, BREAKFAST & BREAKS:
Thursday, April 3rd Bring a donation for Gleaner’s Food Bank!
Bring in a donation for Gleaners Food Bank, & receive 1 extra ticket for exhibitor giveaways! Visit our website at www.isha.org to view the list of needed items!
7:00 am - 8:00 am: Registration Open - Please Note: The registration desk will be closed from 8am - 9:15am & from 9:30am - 10:30am.
8:00 am - 9:15 am: Annual Business Meeting & Legislative Update - Registration Desk Closed
9:15 am - 9:30 am: Coffee Break
9:30 am - 10:30 am: Keynote Session - Registration Desk Closed
11:00 am - 12:30 pm: Indiana Spotlight Sessions: Research to Practice
12:30 pm - 1:30 pm: Exhibit Hall Grand Opening/Lunch Break on Your Own
3:00 pm - 3:30 pm: Snack Break with Exhibitors
5:00 pm - 5:30 pm: Ask the Expert with Tim Nanof, MSW
5:00 pm - 7:00 pm: Exhibit Hall Reception & Prize Giveaway
7:00 pm - 9:00 pm: Celebrate ISHA with Movie Night—Gather with colleagues to celebrate!
Friday, April 4th Don’t forget to wear your college logo-gear!
Friday is University Day! Show school pride by wearing your university apparel! Don’t forget to pick up your university ribbon by the registration desk!
7:30 am - 8:30 am: Registration Open - Coffee & Pastries w/Exhibitors
10:00 am - 10:30 am: Break
12:30 pm - 12:30 pm: Exhibit Hall - Last Chance for Prizes!
12:30 pm - 2:30 pm: Awards/Lunch & Learn* Additional $25.00 fee applies
2:30 pm - 3:00 pm: Student Poster Presentations
4:30 pm - 5:00 pm: Student Poster Presentations - Repeated
Saturday, April 5th
7:00 am - 8:00 am: Registration Open - Coffee & Pastries
9:30 am - 10:00 am: Break
OVERNIGHT ACCOMMODATIONS:
Indianapolis Marriott East (317) 322-3716 ~ $109.00 (single/double) $120.00(triple) $139.00 (quad)
Online Reservations: http://www.marriott.com/meeting-event-hotels/group-corporate-travel/groupCorp.mi?resLinkData=Indiana%20Speech%20Language%20Hearing%20Association%3Eindd%60EECEFCA%60109%60USD%60true%603/14%60true%605/14%60true%603/14%60true%605/14%60true%60false
CALL FOR PAPERS: A “Call for Papers,” was distributed to gather great topics for this convention. Speakers who were selected have been denoted with the following symbol:
Thursday, April 3, 2014
Registration Opens 7:00 am      Exhibits 12:30 pm – 7:00 pm      Sessions 8:00 am - 9:00 pm

Building Evidence of Excellence—Challenges, Opportunities and Outcomes

7:00 am - 8:00 am
REGISTRATION - Please check-in early as the registration desk will be temporarily closed during the Business Meeting and the Keynote Session.

8:00 - 9:15 am (Registration Desk Temporarily Closed)
Business Meeting and Legislative Update

The Annual Business Meeting of the Association is your opportunity to hear from ISHA’s Executive Council Officers, Executive Director, and Lobbyist as they update you on the issues that matter most! Agenda topics will include:

✦ Officer Reports
✦ Strategic Plan Update
✦ President’s Update
✦ A Word from our President Elect, Rachel Ross-Kroemer
✦ Election Slate
✦ Member & Volunteer Recognition
  (eg. 25 year pins)

9:15 am – 9:30 am
COFFEE BREAK

9:30 am - 10:30 am - KEYNOTE SPEAKER
(Registration Temporarily Closed)

Keynote Speaker:
Elaine Hall

Be the Change:
Confessions of an Accidental Activist

Elaine will interweave her personal experiences as a mother of a nonverbal autistic son, with the contributions from leaders who have changed the face of autism and speech-language pathology.

Elaine Hall “Coach E!, referenced by The New York Times as “the child whisperer,” and nominated by LA Magazine as one of “Los Angeles’ 50 most inspiring women,” was a top Hollywood children’s acting coach whose life changed dramatically after her son Neal, adopted from a Russian orphanage, was diagnosed with autism. When traditional therapies didn’t work, she sought guidance from luminaries in the field of autism, such as Dr. Barry Prizant and the late Dr. Stanley Greenspan. Inspired by a relationship approach to understanding her son’s autism, she rallied creative people to join Neal’s world, which brought Neal out of his isolation.

Elaine developed these methods to create The Miracle Project, a groundbreaking theatre-based socialization program, profiled in the EMMY winning HBO film, AUTISM: The Musical.

Elaine has appeared on CNN, CBS, Oprah Radio, NPR, and featured in The LA Times, the Boston Globe, New York Times and Wall Street Journal. Her memoir, Now I See the Moon, was chosen by the United Nations for World Autism Awareness Day 2011 and as selected reading by the International Jewish Disability Awareness Month Consortium, February 2013. A champion for Inclusion, she is an international keynote speaker, a workshop leader, blogs for the Huffington Post and LA Parent Magazine, and was an invited to speaker at The United Nations for World Autism Awareness Month 2009, 2011 and 2013. In 2013, her son joined her at The United Nations using assistive technology to present to an audience of over 400 people.

How we engage families during early intervention sessions is critical for change. This session will provide practical tools and examples of how to collaborate with caregivers in providing early intervention services and supports. Learn several coaching tools to help families know how to promote their child’s communication skills throughout daily activities. **LEVEL—Beginner**

- Beth Helton, MA, CCC-SLP, CBIS
- **Overview of GIST: For Social Competence**

Traumatic brain injury causes a wide range of challenges, including changes in pragmatics or social skills. These changes can cause misunderstanding, arguments, embarrassment and social isolation, and result in a poor rehabilitation outcome. The Group Interactive Structured Treatment (GIST) program was developed to help survivors of TBI become more socially competent and confident in their ability to participate in social situations. The GIST intervention is being examined to determine its efficacy in a multi-centered, clinical trial. Audience can expect to learn information about the components of GIST, the research study, and specific facilitator techniques. **LEVEL—Beginner**

- Hala Elsisy, PhD, CCC-A
- **Assessment of CAPD Evaluation Protocol in Clinical Setting**

A review of clinical records of patients evaluated for central auditory processing disorders (CAPD) was conducted to investigate the effectiveness of the referral, screening, and assessment protocol implemented in a university clinic setting. Results indicated that the clinic protocol was effective in reducing the number of patients requiring CAPD assessments by more than half (55%). It also showed that screening with the SCAN test positively identified patients with CAPD with a hit rate of 46%. Overall, about 20% of the patients referred were diagnosed with CAPD. **LEVEL—Intermediate**

- Jeanette Leonard, MA, CCC-SLP/A
- **AR Panel—Principles and Practices in Adult Aural Rehabilitation: A Client and Family Perspective**—with Donna and William Bigg

This session focuses on the organizing principles and current practices in Aural Rehabilitation with adults with hearing loss for AuDs and SLPs. The importance of optimum amplification, improved environmental conditions and assistive devices, auditory perception skills, social interaction strategies, and receptive and expressive communication skills will be addressed. An adult client and her husband will provide helpful insight into their beneficial services and interactions with AuDs and SLPs, and provide recommendations for current and future professionals. **LEVEL—Intermediate**

**Thursday, April 3, 2014**
Exhibits 12:30 pm - 7:00 pm  Sessions 8:00 am - 9:00 pm

**Building Evidence of Excellence—Challenges, Opportunities and Outcomes**

**Indiana Spotlight: Research to Practice**

**11:00 am - 12:30 pm**

- **Susan Latham, PhD, CCC-SLP**
  - Engaging Families During Early Intervention: Coaching Strategies that Make a Difference

**1:30 pm - 3:00 pm**

- **Megan Roberts, PhD, CCC-SLP**
  - Teaching Parents to Be Communication Partners: The Effectiveness of Parent-Implemented Language Interventions/Part 1

**Assessment of Children with Phonological Disorders/Part 1**

The first part of this presentation will cover assessment of phonological disorders in children. I will demonstrate implications for clinical practice in terms of selection of assessment tools, interpretation of results, and selection of treatment goals. Children with phonological disorders often have difficulties with phonological processing, as shown by their poor speech perception and phonological awareness skills. During the second part of his presentation, I will discuss the benefits and research evidence of intervention procedures that involve providing high quality input to these children, and demonstrate the application of input-oriented approaches in clinical practice. **LEVEL—Intermediate**

- **Françoise Brosseau-Lapré, PhD, CCC-SLP**
  - Assessment of Children with Phonological Disorders/Part 1

**A Team Collaboration Approach to the Effective Assessment and Treatment of the Athlete with Vocal Cord Dysfunction (VCD)**

This session will discuss a model collaborative approach to the diagnosis and treatment of the athlete with Vocal Cord Dysfunction (VCD). The speakers will combine their athletic training, speech-language pathology, and medical-otolaryngology expertise into a step-by-step approach that will give the attendees an easy to follow program to provide quality services to the beginning and elite athlete. We will focus on the description and causes of VCD. In addition, we will present case studies along with the most recent clinical updates regarding identification and treatment. Practical suggestions and additional resources will be discussed. **LEVEL—Intermediate**
to think!

for ethical inquiries, and then discuss real-life examples. Come ready
scribe a model for ethical decision making, discuss recurring themes
sufficient to resolve our ethical dilemmas. Instead, we must learn to
Simply having a code of ethics does not make us ethical, nor is it
ty of dilemmas that challenge us to walk the walk of ethical practice.
Speech-language pathologists and audiologists regularly face a varie-

near baseline levels after the three month survey.

tation, however, their behaviors of hearing conservation fall back to

ous Decibels presentation. Each student in the experimental group
control groups. Experimental groups were given the 50-minute Danger-

5th and 6th grade students were divided into experimental and con-

completed a baseline, immediate post, and three month survey
Preliminary results suggest that both the 5th and 6th grade experimental
groups’ knowledge and behaviors immediately change after presen-
tation, however, their behaviors of hearing conservation fall back to

d the ethical dilemmas. Instead, we must learn to
use ethical decision making to construct solutions to the dilemmas
we face. This presentation will look at basic principles of ethics, de-
scribe a model for ethical decision making, discuss recurring themes
for ethical inquiries, and then discuss real-life examples. Come ready
to think! **LEVEL—Intermediate**

**Elaine Hall**
Using Creativity and Joy to Enhance Communication
and Foster Inclusion

When traditional therapies did not work for her son, Neal, who was
diagnosed with autism at age three, Elaine Hall sought out creative
people (actors, musicians and writers) to join Neal’s isolated
world. Through shared creative activities, Neal slowly emerged into
being a most social, communicative, (still nonverbal) and happy
young man. In this session, Hall will share how experts in the field
of autism and speech-language pathology encouraged her to use her
theater and expressive arts background to reach seemingly unreachable
children. She will highlight examples from The Miracle Project,
an award winning theatre arts program she created for individuals of
all abilities. Through this multi-media, interactive workshop, Elaine Hall will present strategies that she uses to develop abstract thinking,
communication, self-expression, self-regulation, self confidence,
friendships, body awareness, and more; and how to include individu-
als of all abilities. Leadership training, self-advocacy and low-cost
interventions will be discussed, as well as how to rally community
support for creative interventions and socialization programs. **LEVEL—Beginner**

**Jillian Wendel - Purdue**
**Chelsea Humpert, BA - IU**
**Jennifer Thomson, BA - Ball State**

**AuD Student Panel:**
Efficacy of the Dangerous Decibels Program in a Local School

5th and 6th grade students were divided into experimental and con-
trol groups. Experimental groups were given the 50-minute Danger-
ous Decibels presentation. Each student in the experimental group
completed a baseline, immediate post, and three month survey that
asked questions regarding knowledge of, and hearing conservation
behaviors. The control group was given the baseline and three month
survey. Personal music player levels were also measured. Prelimi-
nary results suggest that both the 5th and 6th grade experimental
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**Françoise Brosseau-Lapré, PhD, CCC-SLP**
Treatment of Children with Phonological Disorders:
Input-oriented Approaches/Part 2

The second part will discuss the benefits and research evidence of
intervention procedures involving providing high quality input to
these children, and demonstrate the application of input-oriented
approaches in clinical practice. **LEVEL—Intermediate**

**Tim Nanof, MSW**
Affordable Care Impact for SLPs, NOMS and G-codes

This session will address how the passage and ongoing implementa-
tion of the Affordable Care Act has and will impact speech-
language pathology practice. Challenges and opportunities for the
profession will be addressed as well as specific opportunities to
engage stakeholders at the national state and local level. Other
recent federal policy changes impacting practice and reimburse-
ment will also be discussed. **LEVEL—Intermediate**

**Judy Page, PhD, CCC-SLP**
Addressing the Challenges of Students with Severe Disabilities
and Complex Communication Needs

Students with the most significant disabilities and complex
communication needs (CCN) pose special challenges to SLPs working
in school settings. This presentation will present data on commu-
ication needs of these students and offer evidence-based strate-
gies for embedding communication into the academic setting and
facilitating participation in the general curriculum. Video exam-
iples of students will be presented and discussed. Participants will
be challenged to identify strategies they can implement immedi-
ately. This presentation reports on a project supported by a KY
state Personnel Development Grant (Kearns, Kleinert, & Page)
sponsored by the KY Dept of Education. **LEVEL—Intermediate**

**Elaine Hall**

Questions and Answers on Affordable Care Impact

**Ask the Expert**

5:00 pm - 7:00 pm
Exhibit Hall Reception & Prize Giveaways

**Elaine Hall**
ISHA Night with a Movie
Friday, April 4, 2014
Registration Opens 7:30 am   Exhibits 7:30 am – 3:00pm   Sessions 8:30 am - 6:30 pm

Building Evidence of Excellence—Challenges, Opportunities and Outcomes

Friday is University Day!
Wear university colors and be sure to pick up your university ribbon at the table by registration!

8:30 am – 10:00 am
Cathy Robinson, MA Ed
First Steps
Indiana's First Steps System is a family-centered, locally-based, coordinated system providing early intervention services to infants and young children with disabilities or who are developmentally vulnerable. First Steps brings together families and professionals from education, health and social service agencies. By coordinating locally available services, First Steps is working to give Indiana's children and their families the widest possible array of early intervention resources. Families who are eligible to participate in Indiana's First Steps System include children ages birth to three years, experiencing developmental delays and/or have a diagnosed condition that has a high probability of resulting in developmental delay. **LEVEL—Beginner**

♦ Sarah Peterson, MS, CCC-SLP

Basic Concepts and Processing & Listening: Literacy and Brain-Based Strategies for Active Student Participation
Participants will receive numerous materials and innovative ideas to support literacy and incorporate brain-based learning in therapy for students who have language deficits related to Basic Concepts and Processing & Listening. Material may be used with students in traditional pullout models of therapy and in classroom-based approaches for grades K-12. Participants will receive comprehensive scope and sequence hierarchies for Basic Concepts and Processing & Listening. They will obtain fresh ideas to strengthen skills for concepts like description/position/location/direction, quantity, and temporal/time. They will also receive materials to strengthen skills for Processing & Listening, like auditory discrimination, direction following, question comprehension, main idea/details, and note taking. Online resources and interactive game sites will be included as well! These materials incorporate a variety of visual, auditory and kinesthetic learning styles in order to facilitate students’ active participation. **LEVEL—Intermediate**

♦ Dawn Wetzel, MAT, CCC-SLP

Individualized Dysphagia Plan (IDP):
Using Evidence to Develop a Unique Plan of Care for your Patient with Dysphagia/Part 1
In the past couple decades there has been tremendous growth in the research that directs our evaluation and treatment of dysphagia. We recognize that ideas that we held true in the past are just not so. Not everyone who aspirates will get pneumonia. PEG tubes help some but not all. How do we apply current research to direct our decision-making along the continuum of evaluation/treatment? These presentations will discuss the application of research findings as we interpret the medical history and swallowing behaviors, and make decisions and recommendations. Case studies and videofluoroscopic swallowing studies will be reviewed and discussed. **LEVEL—Intermediate**

8:30 am - 10:00 am (continued)

♦ Julie Schulte, MA, CCC-A
Early Hearing Detection and Intervention: What's Happening in Indiana?
The presenter will discuss the overarching goals and objectives of the Indiana EHDI program related to newborn hearing screening, diagnosis and early intervention. Data will be shared to further describe Indiana’s progress toward meeting the identified goals and objectives. Additional information will be shared to briefly discuss EHDI’s recent programmatic move into the newly formed Center for Deaf and Hard of Hearing Education at the Indiana State Department and method through which professionals and families can access services. **LEVEL—Intermediate**

♦ Sara Smith, MS, CCC-SLP

Expanding Expression: Multisensory Strategies for Improved Oral & Written Language
Colleagues will learn a treatment technique for improved language organization using a multi-sensory approach to aid students in developing more detailed descriptions and definitions. Strategies will be provided for assisting students to improve oral expression, vocabulary comprehension, similarities and differences, written expression, associations, categorization, functions and more. Student samples and hands-on activities are part of the session. **LEVEL—Introductory**

♦ Audrey L. Holland, PhD, Regents' Professor Emerita
Counseling in the Management of Adult Neurogenic Communication Disorders/Part 1
Counseling is central to good clinical practice, yet it is under-represented in most curricula and is therefore not typically integrated into clinic practice. This presentation is geared to providing some of this important information. Although much of it will center on lecture videotaped presentations concerning how to incorporate counseling into their standard neurogenic communication practice, opportunities for discussion and hands-on practice will also be provided. **LEVEL—Intermediate**
This presentation will review the need for such features and describe the technical solutions that have been fitted on patients. This session is an introduction to Listening and Spoken Language services for children with hearing loss, using an integrated coaching model developed out of early intervention practices and adapted for teletherapy with children of all ages. The presentation will offer perspectives of teachers of children with hearing loss, as collaborators with school professionals in providing services for children with hearing loss and their families. **LEVEL—Beginner**

**Sarah Peterson, MS, CCC-SLP**

Language-Based Critical Thinking & Self-Expression: Literacy and Brain-Based Strategies for Active Student Participation

Participants will receive numerous materials and innovative ideas to support literacy and incorporate brain-based learning in therapy for students who have language deficits related to Language-Based Critical Thinking and Self-Expression. Materials may be used with students in traditional models of pullout therapy and in classroom-based approaches for grades K-12. Participants will receive comprehensive scope and sequence hierarchies related to Language-Based Critical Thinking and Self-Expression. They will obtain fresh ideas to strengthen skills related to Language-Based Critical Thinking like compare/contrast, problem solving, figurative language, and self-advocacy. They will also receive materials to strengthen skills related to Self-Expression like grammar, defining/describing, telephone skills, and writing. These materials incorporate a variety of visual, auditory and kinesthetic learning styles in order to facilitate students’ active participation. **LEVEL—Intermediate**

**Dawn Wetzel, MAT, CCC-SLP**

Individualized Dysphagia Plan (IDP): Using Evidence to Develop a Unique Plan of Care for your Patient with Dysphagia/Part 2 **LEVEL—Intermediate**

**Christine Jones, AuD**

Sound Choices in Frequency Lowering

A body of work in the professional literature in the 2000s suggested that modern hearing instruments provided insufficient access to high frequencies. This assertion sparked a gold rush of sorts in the hearing industry. Manufacturers raced to improve the performance of their products through an array of novel frequency lowering techniques and since that time millions of devices with this technology have been fitted on patients. This presentation will review the need for such features and describe the technical solutions that have been brought to market. Fitting techniques, candidacy, limitations and new clinical tools will all be discussed. **LEVEL—Intermediate**

**Wayne Secord, PhD**

Speech Sound Disorders: Let’s Get Practical/Part 1

Effective management of speech sound disorders is all about doing a few things well. This program will describe a number of GIT-R-DONE ideas and strategies that can be used to produce change in children with speech sound disorders. It will show clinicians how to (1) identify the key components of the phonological system, (2) use a practical 10 step assessment and interpretation process, (3) identify a variety of techniques for eliciting new sound behaviors, (4) describe a variety of practical intervention strategies, (5) describe a “super-practical” top-10 intervention approach, and (6) outline a practical process for determining when enough (treatment) is indeed enough! **LEVEL—Intermediate**
There are more than one million people with aphasia in the U.S. yet the lack of awareness and information about aphasia is as devastating as the disorder itself. A critical goal is to encourage the development of community resources, advocacy strategies and support networks. Increased awareness and advocacy tools need to be incorporated into the assessment and intervention process; ideas for unique programs and implementation of community education tools will be addressed. Future implications for helping people with aphasia move forward with their lives and suggestions for local initiatives will be discussed. Participants will have the opportunity to share ideas. **LEVEL—Intermediate**

**Wendy Switalski, MBA, AuD**

Maximizing Fittings Using Probe Microphone Measurements /Pt. 1

Today’s hearing instruments have evolved from relatively straightforward amplifiers into complex hearing systems that offer a range of sophisticated features, including wireless connectivity. These systems can allow for new opportunities to hear and connect, but can present fitting and troubleshooting challenges without the proper techniques. This session will provide an overview of how to use probe microphone measurements (PMM) during the fitting process, as well as how to examine and troubleshoot various instrument features. Designed to provide attendees with an overview of the value of PMM as well as the relative ease of implementation into even a busy clinical setting, this session includes both general applications and specific techniques. The emphasis throughout is on real-world clinical applicability. **LEVEL—Intermediate**

**Bob Queasal, PhD, CCC-SLP, BRS-FD**

**Bill Murphy, CCC-SLP**

Strategies for Helping Children Who Stutter

Deal With Bullying and Teasing/Part 1

This presentation is designed to help SLPs working with school-aged children who stutter learn effective methods to handle bullying behavior. Discussion and video vignettes will demonstrate procedures to aid clients, peers, and others in understanding the nature of bullying and how to intervene in a variety of environments. In addition, we will discuss how the ideas presented can also be used to help children work on speech fluency and stuttering modification strategies. **LEVEL—Intermediate**

**Beth Ahmad, MA, CCC-SLP, AAC Specialist**

The AAC Evaluation: Assessment and Funding Considerations

This presentation will outline the AAC evaluation process highlighting assessment and funding considerations such as differentiating between funding sources, assembling a collaborative evaluation team, preparing a funding packet, and navigating the appeal process. The role of the speech-language pathologist, physician, occupational therapist, and other professionals in the AAC evaluation process will be defined. An outline of Medicare’s Regional Medical Review Policy (RMRP) will be examined. The RMRP is a set of guidelines that most funding sources use to delineate what an SLP should include in an AAC evaluation report. A checklist of required forms will be provided and tips for completing the forms will be shared. **LEVEL—Beginner**
Assessment of Specific Skills Related to Refined Jaw Movements in High-Risk Feeding Population/Part 1

This intermediate level, 2-part course is designed to provide a comprehensive appraisal of the oral sensorimotor skills needed for successful development of mastication, biting, and open cup drinking—all three requiring complex, precise jaw manipulations. We will examine three of these skills from multiple perspectives including: developmental, anatomic and physiologic. Including a thorough review of the relevant sensory and motor components necessary for successful completion of these tasks. Although information from these perspectives will be discussed initially within the context of normal developmental milestones, the second half of this course will be focused on treatment. No single approach will be utilized and no single population examined. Rather, the approach that will be taken in this course is to examine the different components of these developmental skills within a variety of high risk, feeding populations. Within this context, best practice treatment options to most effectively diminished/aberrant chewing, biting, and open cup drinking will be explored.

LEVEL—Intermediate

Implementing Evidence Based Practices for Autism Spectrum Disorders and School Wide Impact

When teachers are working hard to implement all they know how to do with students on the autism spectrum but feel like they are still “losing the battle”, they feel lost, students’ outcomes don’t improve and families become frustrated. This presentation will focus not only on the evidence based practices for autism spectrum disorders but how the implementation of those practices on a school wide practice will result in a sustainability of change.

LEVEL—Intermediate

Netting" EVIDENCE-BASED Information for Building Evidence of Excellence—Challenges, Opportunities and Outcomes

This intermediate level, 2-part course is designed to provide a comprehensive appraisal of the oral sensorimotor skills needed for successful development of mastication, biting, and open cup drinking—all three requiring complex, precise jaw manipulations. We will examine three of these skills from multiple perspectives including: developmental, anatomic and physiologic. Including a thorough review of the relevant sensory and motor components necessary for successful completion of these tasks. Although information from these perspectives will be discussed initially within the context of normal developmental milestones, the second half of this course will be focused on treatment. No single approach will be utilized and no single population examined. Rather, the approach that will be taken in this course is to examine the different components of these developmental skills within a variety of high risk, feeding populations. Within this context, best practice treatment options to most effectively diminished/aberrant chewing, biting, and open cup drinking will be explored.

LEVEL—Intermediate

Kristie Lofland, BS SLP, MS AuD, CCC-A

Assessing Speech-language Pathologists and Audiologists: A Self-Assessment

This self-assessment will assist students to determine their areas of need and provide the necessary steps to prepare for certification. The self-assessment will include a review of the ASHA (nationally) and the University of Cincinnati (regionally) certification exams, strategies for success, and a methodology for studying.

LEVEL—Intermediate

Sue Schmidlin, MA, CCC-SLP

Directing the Attention of Children with Autism: Strategies that Work

Attention and focus are at the center of the autism spectrum and children with ASD can have unique challenges gaining and maintaining attention. This course will provide strategies to overcome these challenges and to test out the strategies to determine the best ones for the child.

LEVEL—Intermediate

Judith Kuster, MS, CCC-SLP, Professor Emeritus

"Netting" EVIDENCE-BASED Information for Building Evidence of Excellence—Challenges, Opportunities and Outcomes

This intermediate level, 2-part course is designed to provide a comprehensive appraisal of the oral sensorimotor skills needed for successful development of mastication, biting, and open cup drinking—all three requiring complex, precise jaw manipulations. We will examine three of these skills from multiple perspectives including: developmental, anatomic and physiologic. Including a thorough review of the relevant sensory and motor components necessary for successful completion of these tasks. Although information from these perspectives will be discussed initially within the context of normal developmental milestones, the second half of this course will be focused on treatment. No single approach will be utilized and no single population examined. Rather, the approach that will be taken in this course is to examine the different components of these developmental skills within a variety of high risk, feeding populations. Within this context, best practice treatment options to most effectively diminished/aberrant chewing, biting, and open cup drinking will be explored.

LEVEL—Intermediate

Tina Childress, MA, CCC-A

What We’ve Learned From Ultrasound

This presentation will focus on practical information for clinicians to apply to assessment and intervention of their clients who misarticulate /r/, especially for those clients who seem to be resistant to traditional methods of /r/ therapy. This presentation is based on the evidence obtained in the /r/ lab at the University of Cincinnati, as part of a research project using ultrasound as visual biofeedback during articulation therapy for difficult sounds, such as /r/, /l/, and lateralized /s/. Most clinicians do not have access to ultrasound, but the information gained from this research will help new clinicians and more experienced clinicians to better understand the common characteristics of misarticulated /r/; the factors that are critical for proper assessment; effective methods for remediation; strategies to extinguish habits that interfere with progress. The effects of phonetic context, oral-motor functioning, and auditory discrimination will also be discussed. The stages of /r/ therapy will be outlined, according to the most effective methods that have been identified in this research.

LEVEL—Intermediate

Susan Haseley, MS, CCC-SLP

For the Remediation of the /r/ Sound

Tactile Therapy for the Remediation of the /r/ Sound

Children are able to produce an acoustically correct /r/ at the sentence level within 4 hours of therapy after using the Bite-R for less than 2 minutes each session while it helps to develop awareness of tongue placement and tension, allowing for carryover of the /r/ sound without homework. Along with the teaching of traditional and other approaches, the clinician will have a wide range of techniques to help remediate the /r/ sound.

LEVEL—Intermediate
Beth Ahmad, MA, CCC-SLP, AAC, has served as a pediatric Augmentative Communication Specialist at Easter Seals Crossroads in Indianapolis where she completed AAC evaluations and consulted with school-based SLPs on device implementation. She also provided ongoing therapy for children who used a variety of AAC systems. Beth has also worked with Pre-K through grade 12 students presenting with a wide variety of communication disorders and abilities. Beth is currently an ALP, AAC Specialist with Prentke Romich Company.

Cheryl Broekelmann, MA Ed, LSLS Cert. AVEd, is an educator of the hearing impaired. Cheryl currently teaches in the Department of Communication Disorders and Deaf Education at Fontbonne University, Teaching Language in Deaf education.

Francoise Brosseau-Lapré, PhD, CCC-SLP, has worked as a speech-language pathologist in pediatric health care settings since 2002. She obtained her Ph.D. from McGill University in 2013 and is currently an Assistant Professor in the department of Speech, Language, and Hearing Sciences at Purdue University. Her research focuses on normal phonological development and phonological disorders in children, as well as best practices for assessing and treating children with phonological disorders. She has published several peer-reviewed articles and book chapters, and is the co-author, with Dr. Susan Rvachew, of Developmental Phonological Disorders: Foundations of Clinical Practice (2012).

Tina Childress, MA, CCC-A, is an educational audiologist who works in the mainstream school setting and is also a consultant and cochlear implant specialist in the residential school setting. She is a sought out presenter, trainer and adjunct lecturer by families and professionals on a variety of topics relating to hearing loss but especially cochlear implants, assistive technology, aural rehabilitation and the social/emotional impact of hearing loss. Tina’s perspective is unique in that she is a late-deafened adult (she was an audiologist first!) and received her first cochlear implant in 2000 and became a bilateral recipient in 2005. She has a PASSION for mentoring, teaching and helping others navigate through the world of hearing loss and believes in paying it forward with her dual perspective as an audiologist and bilateral cochlear implant recipient. Tina is active on many local and national Boards and Committees where she is a strong advocate for accessibility and sharing resources. She currently lives in Illinois with her husband and two daughters.

Joshua John Diehl, PhD, is a William J. Shaw Assistant Professor of Psychology at the University of Notre Dame, and the Associate Editor of the Journal of Autism and Developmental Disorders. His research focuses on understanding and improving social-communication in individuals with Autism Spectrum Disorder. His work on the clinical uses of robots for ASD treatment has been featured on NBC, PBS, and in the Wall Street Journal, among other outlets.

Hala Elsisy, PhD, CCC-A, is a clinical associate professor in the Department of Speech Language and Hearing Sciences, Purdue University. She provides graduate clinical and didactic education, as well as diagnostic and rehabilitative audiology services to individuals of all ages. Her areas of experience include audio logical assessment and management, auditory processing disorders evaluation, and educational audiology. Dr. Elsisy is a state licensed audiologist and a certified educational audiologist and First Steps provider in Indiana.

Jeanne Flowers, MSDE, MS, CCC-SLP, LSLS Cert. AVEd, is an Early Intervention Therapist and an ihear Therapist. Jeanne has 6 years of experience working with children with hearing impairments. Jeanne’s previous teaching experiences at St. Joseph Institute include teaching in a transition kindergarten classroom and individual speech and auditory sessions.

Ellayne S. Ganzfried, MS, CCC-SLP, ASHA Fellow is the Executive Director of the National Aphasia Association. She is Past President of NYSSLA, LISHA and CSAP. Ellayne is an ASHA Fellow. She has written articles and presented regionally and nationally on a variety of topics including aphasia, rehabilitation and leadership skills.

Elaine Hall - KEYNOTE SPEAKER (see page 5)

Susan Haseley, MS, CCC-SLP, is the owner of Artic Bites, LLC and the inventor of the Bite-R. She currently works in the schools in Hancock County, Ohio. She has 27 years of experience with school speech pathology.

Beth Helton MS, CCC-SLP, CBIS has nearly 30 years experience as a speech pathologist and over 20 years in the area of traumatic brain injury rehabilitation with a focus on cognitive and communication disorders. She utilizes evidence-based treatment strategies and works with clients and their families to reintegrate into their communities, home, work and school. Beth holds a Certificate of Clinical Competence in Speech Pathology from the American Speech Language Hearing Association, current license in the state if Indiana, and hold advanced certification from the Brain Injury Association of America as a Certified Brain Injury Specialist.

All speakers were required to provide a financial disclosure for their presentations.
Find all financial disclosures on the ISHA website: www.islha.org - under the Events tab.
Meet the Speakers

Peter Hillsamer, MD, Otolaryngologist, is a native of Michigan City, IN. He completed his undergraduate work at Indiana University in 1981 and Indiana University Medical School in 1985. After medical school he served one year of general surgery at Riverside Methodist Hospital, Columbus OH. He then received specialized training in Otolaryngology and Facial Plastic & Reconstructive Surgery at Ohio State University from 1986 to 1990. Dr. Hillsamer is Board Certified by the American Board of Otolaryngology-Head & Neck Surgery. He is a member of the American Medical Association, Indiana State Medical Association, Fellow of American Academy of Otolaryngology, Head & Neck Surgery, American Academy of Facial, Plastics & Reconstructive Surgery, American Academy Otolaryngie Allergy, American Rhinologic Society and Fellow of the American College of Surgeons.

Audrey L. Holland, PhD, Regents’ Professor Emerita, has had a long, productive career in Speech and Hearing Sciences, where her major efforts have been concentrated in language disorders in children and adults, with emphasis on the development of innovative approaches to understanding and treating individuals with aphasia and dementia. She retired from the Univ of Arizona, where she was Regents’ Professor of Speech and Hearing, and a former Dept Head. Before moving to Arizona, she was Professor of Otolaryngology, and Associate Professor of Psychiatry and the Univ of Pittsburgh, where she also previously taught in the Dept of Communication Disorders. She has published over 160 research articles. She also has published an assessment measure for adult aphasia and has edited or co-edited 3 books. She is the recipient of the Honors of the American Speech-Language-Hearing Association, the Clinical Achievement Award from the Academy of Neurologic Communication Disorders and Sciences, and the Distinguished Achievement Award from the Council of Graduate Programs in Communication Disorders. She maintains active research and clinical collaborations nationally and internationally. She has served on various review committees and advisory boards for the NIH and VA. At present, she is Director of Research and Training at the Adler Aphasia Center in Maywood NJ, and a consultant to a number of federally funded aphasia research projects, including AphasiaBank.

Chelsea Humpert, BA, Doctorate of Audiology Student, is an AuD student in the Speech and Hearing Sciences Department at Indiana University. She graduated from Indiana University with Distinction and Departmental Honors in May 2013 with a degree in Speech and Hearing Sciences. In her senior year, she completed an honors thesis regarding perceptual tinnitus measures.

Christine Jones, AuD, Christine joined Phonak in 2001. She currently serves as the Director of Pediatric Clinical Research. In this role, Christine is responsible for managing external pediatric clinical research and supporting Phonak’s position as a technology and service innovator across the worldwide Pediatric market. She assists with the ongoing development and substantiation of an evidence-based pediatric roadmap. Christine received her Master’s in Audiology from Vanderbuilt University and her Doctorate of Audiology from Central Michigan University.

Amy Knackstedt, MA Ed, CED, Amy is an ihear Therapist. Amy has a Master of Arts in Early Intervention in Deaf Education from Fontbonne University. Amy has taught at SJI since 2006 and her classroom experience has been with students ranging from ages 3 to 10. Teletherapy for Children with Hearing Loss.

Judith Maginnis Kuster, MS, CCC-SLP, is a professor emeritus from Minnesota State University, Mankato, in the Department of Speech, Hearing and Rehabilitation Services. She has an MS in speech-language pathology from the University of Wisconsin, Madison and an MS in counseling from Minnesota State University, Mankato. Kuster is an ASHA Fellow, has presented extensively in the US and abroad, including being awarded two Fulbright Specialist opportunities in Bulgaria and China. Among her Internet activities are an extensive Internet site on freely-available clinical resources (Examples of Materials That Can Be Adapted for Therapy; a collection of resources), a major database on stuttering (The Stuttering Home Page), and hosting 16 online conferences on fluency disorders. She has published numerous articles on Internet resources for SLPs and audiologists and has written over 100 regular columns on Internet Resources for ASHA from 1995-2010. Her work on the Internet has been recognized by the American Speech-Language-Hearing Foundation with the 1996 DiCarlo Award for recent clinical achievement, the 2003 Distinguished Contributor Award from the International Fluency Association, the 2007 Outstanding Contribution Award from the International Stuttering Association, the 2008 Distinguished Service Award from the American Speech Language and Hearing Association, and the 2009 Hall of Fame award from the National Stuttering Association.

Lata Krishnan, PhD, CCC-A, is a Clinical Professor at Purdue University. She received her BS from the University of Mysore, India, her MS from Rush University and her PhD from Purdue University. She provides student education and clinical services to patients of all ages at the MD Steer Audiology Clinic at Purdue University.

Susan Latham, PhD, CCC-SLP, Dr. Latham is an Associate Professor in the Department of Communicative Sciences & Disorders at Saint Mary’s College. Her areas of research include Speech and Language Intervention for individuals on the Autism Spectrum, Family Centered Care/ Parent Training in Early Intervention, Early Language Development, and the Scholarship of Teaching and Learning (SoTL). She is specifically interested in the role of augmented sensorimotor input on verbal and nonverbal learning.

Dr. Latham received her B.A. from Saint Mary’s College, and her M.A. and Ph.D. from Michigan State University. She had worked in hospitals, schools and early intervention programs. When she arrived at Saint Mary’s College ten years ago, two courses were being offered in speech pathology. The program has become an independent department at the college with 5 faculty and several clinical supervisors educating more than 70 majors. Plans include the graduate program opening in the fall of 2015, the first graduate program at Saint Mary’s College.
Meet the Speakers

Jeanette S. Leonard, MA, CCC-SLP/A, is a Clinical Professor Emerita in the Purdue University Department of Speech, Language, and Hearing Sciences. Mrs. Leonard holds a Certificate of Clinical Competence in both Audiology and Speech-Language Pathology, and she has provided communication intervention services for children and adults with hearing loss for many years. She also supervises clinical practicum in Aural Rehabilitation with both Speech-Language Pathology and Doctorate of Audiology students at the M.D. Steer Speech, Language, and Hearing Clinic at Purdue University.

Kristie Lofland, BS SLP, MS AuD, CCC-A, is an Educational Consultant at the Indiana Resource Center for Autism (IRCA) at the Indiana Institute on Disability and Community at Indiana University, Bloomington. Kristie earned a B.S. in Speech Pathology and a M.S. in Audiology at Indiana State University. She also completed a program for Special Education Administration at Indiana University. Kristie worked in the public school setting and clinical setting for 40 years with students with disabilities, augmentative/alternative communication and technology. During this time, she worked as a Speech Language Pathologist, Audiologist, Autism Consultant, member of AAC teams, and General Education and Special Education administrator. Since joining IRCA in 2010, she has provided training on using visual supports in the home, school and community environments; communication issues; using iPad’s and other technology for communication and computer aided instruction; and evidence based practices for autism spectrum disorders. Kristie travels throughout the state of Indiana collaborating and providing ongoing support to school districts and families. Kristie has presented at many local, state, and national conferences and workshops. Kristie received Honors of the Indiana Speech, Language and Hearing Association in 2007.

William P. (Bill) Murphy, CCC-SLP, is a clinical professor emeritus from Purdue University, whose career was spent specializing in the treatment of stuttering for children and adults. He has presented numerous workshops on the treatment of stuttering throughout the U.S. and Canada. He is an AHSA Fellow.

Tim Nanof, MSW, is ASHA’s Director of Health Care Policy and Advocacy. He leads the Health Care Economics and Advocacy Team focused on reimbursement and regulatory issues related to Medicare, Medicaid, private insurance and other federal programs. Tim is the staff ex-officio to ASHA Health Care Economics Committee and works with the AMA committees that value and create CPT codes. Before coming to ASHA Tim was the American Occupational Therapy Association’s Director of Federal Affairs for 8 years.

Judith L. Page, PhD, CCC-SLP, an ASHA Fellow, is an Associate Professor at the University of Kentucky, where she has served as clinic director, department chair, and program director in Communication Sciences and Disorders. Her primary areas of interest are communication intervention strategies for persons with complex communication needs and augmentative and alternative communication systems. Dr. Page has served as president of the Kentucky Speech-Language-Hearing Association, chair of the Kentucky licensure board, chair of the Council on Academic Accreditation, chair of the Council for Clinical Certification and is currently President-Elect of ASHA.

Sarah Peterson, MS, CCC-SLP, is a full-time practicing speech language pathologist with abundant experience. She has served students of all ability levels from preschool through grade 12. Sarah is a national presenter through the Bureau of Education & Research (BER) and author of A Resource for the School-Based Speech Language Pathologist. Sarah is known for her highly practical approach and for sharing a wealth of proven teaching strategies and resources that are easy to use on a daily basis. Sarah’s seminars are fast-paced, enjoyable and full of useful ideas you can immediately implement to guide your school’s speech language program.

Patricia A. Prelock, PhD, is Dean of the College of Nursing and Health Sciences, Professor of Communication Sciences & Disorders, and Professor of Pediatrics in the College of Medicine at the University of Vermont. Dr. Prelock coordinates parent training programs designed for caregivers of children with autism spectrum disorders and has been awarded more than 11 million dollars in university, state and federal funding as a PI or Co-PI to develop innovations in interdisciplinary training, to facilitate training in speech-language pathology, and to support her intervention work in autism spectrum disorders. She has 144 publications and 432 peer-reviewed and invited presentations in the areas of autism, collaboration, language assessment and intervention, and language learning disabilities. Dr. Prelock received the 1998 Friends Award through the Vermont Parent Information Center and the first annual Autism Society of Vermont Excellence in Service Award in 2000. She also received the University of Vermont’s Kroepsch-Maurice Excellence in Teaching Award in 2000. Dr. Prelock was named an ASHA Fellow in 2000 and a University of Vermont Scholar in 2003. She was awarded the Puppets Choice Award through Kids on the Block of Vermont in 2010 for her work in autism. Dr. Prelock earned her bachelor’s and master’s degrees from Kent State University and her doctoral degree from the University of Pittsburgh. She is a Board Recognized Specialist in Child Language, and a Hanen certified SLP for It takes Two to Talk, More Than Words and Talkability. She was the 2013 President for the American Speech-Language Hearing Association, a member organization of more than 166,000 speech-language pathologists and audiologists and serves as Immediate Past President in 2014.
Meet the Speakers

**Bob Quesal, PhD, CCC-SLP, BRS-FD,** is a professor of Communication Sciences and Disorders at Western Illinois University. He is a Board Recognized Specialist in Fluency Disorders. His research focuses on the psychosocial aspects of stuttering, including the speaker’s experience of stuttering, and teasing and bullying. He is an ASHA Fellow.

**Megan Y. Roberts, PhD, CCC-SLP,** Megan’s work focuses on family-centered early communication interventions for young children with language delays. This clinically-based line of research examines different variations of parent-implemented communication interventions tailored specifically for different populations of children with language delays. Her research has been funded by the National Institute on Deafness and Other Communication Disorders and the Institute of Education Sciences.

**Cathy Robinson, MA Ed,** has been working in Part C administration in Indiana for the past 10 years. In addition to her program policy and system oversight, she is also the parent of a First Steps child who received early intervention services as a toddler. She has a Master’s Degree in Education from Butler University and is licensed as a School Counselor in the state of Indiana.

**Donna R. Scarborough, PhD, CCC-SLP, BRS-S,** is an associate professor and Director of Graduate Studies at Miami University (OH). Dr. Scarborough specializes in developmental and medical speech language pathology and pediatric dysphagia at Miami University. She teaches the graduate level courses in Dysphagia, Trach and Vent; Evidenced Based Practice, Neuroscience, and Research Methods, as well as, a variety of undergraduate courses. She serves birth through school age children both in the University Clinic and through a private practice. In 2004 she established the Clinical Dysphagia Research Laboratory. Her research has focused the development of a treatment technique to decrease hyperactive gag reflex responses and use of ultrasound studies to evaluate hyoid bone movement in preschool children. In 2013 she received a patent related to development of a “smart” training cup in collaboration with the Mechanical and Manufacturing Engineering department. She has also established collaborative efforts with the Neuroscience Center and entrepreneur program in the Farmer School of Business. Dr. Scarborough also received her Board Recognition in Swallowing and Swallowing Disorders (BRS-S) in 2011 and is a pediatric representative on the board of directors for the Dysphagia Research Society.

**Sue Schmidlin, MA, CCC-SLP,** is a clinical professor in the Department of Communication Sciences and Disorders at the University of Cincinnati (U.C.). She earned her B.A in Speech-Language Pathology from Miami University in Oxford, Ohio and her M.A. from U.C. Her experience includes 12 years as a speech-language pathologist in public schools and 6 years in clinical supervision. Mrs. Schmidlin is the lead supervisor for the U.C. Speech and Language Clinic. She is the Primary Investigator for a research study that uses ultrasound as visual biofeedback during articulation therapy. She serves as a supervisor for Fluency Friday Plus, an annual community event for children who stutter. Mrs. Schmidlin is a guest lecturer for (Schmidlin Continued) courses in Child Language and Speech Sound Disorders, and has presented at the local, state, and national level on the topics of articulation therapy with ultrasound and reflective practice in supervision.

**Julie Schulte, MA, CCC-A,** is the Interim Program Director for the Early Hearing Detection and Intervention (EHDI) Program in the newly established Center for Deaf and Hard of Hearing Education at the Indiana State Department of Health. Julie has been with the EHDI program since 2004. Prior to working with the EHDI program Julie worked on the cochlear implant team at Riley Hospital for Children, conducted research evaluating the speech and language development of infants and toddlers with cleft lip and palate, provided in-home aural habilitation through First Steps, and worked as a clinician in a multidisciplinary, private practice providing diagnostic audiology services, central auditory processing evaluations and hearing aid fitting. Julie received her B.S. degree from Miami University and her M.A. from Northwestern University. She lives in Zionsville, Indiana with her husband, two children and her dog Sally.

**Wayne A. Secord, PhD,** is currently a Senior Research Scientist at The Ohio State University. An ASHA Fellow and Honors Recipient, Dr. Secord has authored or co-authored more than 80 publications and served as the editor of LSHSS from 1992 to 1998. His publications and other innovations have helped millions of children with disabilities and empowered thousands of professionals in the field. A former school SLP, Dr.Secord is a frequent conference presenter and a nationally recognized expert on (1) clinical and educational assessment, (2) children with disabilities in speech, language, and literacy, and (3) the delivery of school-based speech-language services.

**Jennifer Simpson, AuD, CCC-A,** is a Clinical Professor at Purdue University. She received her BA from Western Washington University, her MS from University of Colorado, Boulder University and her AuD from the University of Florida. She provides student education and clinical services to patients of all ages at the MD Steer Audiology Clinic at Purdue University.

**Sara L. Smith, MS, CCC-SLP,** is an ASHA certified speech-language pathologist, founder of the Expanding Expression Tool™ (EET), and national speaker. She began her career in the Bay City Public Schools (Michigan) where she focused on developing and teaching language strategies to facilitate academic success. Her interest and continued study of language processing and multisensory approaches to learning have led to her development of the Expanding Expression Program for improved oral and written language. As a speaker, Sara provides insight into learning and demonstrates strategies to use with all children. She received her Bachelor’s Degree from central Michigan University and her Master’s Degree from Bowling Green State University.
Meet the Speakers & Important Reminders

**Barbara Solomon, MA, CCC-SLP,** Barbara’s clinical experience is in the evaluation and treatment of voice disordered individuals. Her responsibilities as a member of the clinical faculty at Purdue University include supervision of graduate students in management programs for children and adults with voice problems, coordinating the healthcare externship program, and team teaching the Voice Disorders and Medical Speech-Language Pathology courses. Barbara Solomon holds the Certificate of Clinical Competence in speech-language pathology from the American Speech-Language-Hearing Association and professional licensure from the state of Indiana. She has been awarded the distinction of Fellow of the American Speech-Language-Hearing Association and Honors of the Indiana Speech-Language-Hearing Association.

**Wendy Switalski, MBA, AuD,** is the audiology development manager at Audiology Systems Inc. Prior to joining the company, Dr. Switalski owned a private audiology practice in metro-Detroit and served as a consultant to Otometrics, a leading manufacturer of hearing and balance equipment. She currently provides quarterly audiology care for the South Pacific territory of American Samoa. Dr. Switalski holds a Master’s degree in audiology from the University of Northern Colorado, an M.B.A. from Saginaw Valley State University, and a doctor of audiology degree from the Pennsylvania College of Optometry School of Audiology.

**Jennifer Thomson, BA,** Jennifer is currently a third year Au.D. student at Ball State University. Interests include pediatric amplification, hearing conservation, and counseling.

**Tiffani L. Wallace, MA, CCC-SLP, BRS-S,** has been an SLP for over 12 years specializing in dysphagia. Tiffani uses her iPad daily in therapy with both adults and pediatrics. Tiffani is a member of the SmartyEars advisory board and a Savvy Guru for YappGuru. Tiffani writes a blog called Dysphagia Ramblings at: www.dysphagiaramblings.net.

**Jillian Wendel,** is a 3rd year Au.D. student at Purdue University. She works as a graduate assistant in the Auditory Electrophysiology Lab, which led to her interest in using FFRs to assess the effects that hearing aid features, such as nonlinear frequency compression, have on the neural encoding of incoming signals.

**Dawn Wetzel, MAT, CCC-SLP,** is a Clinical Supervisor in Speech Language Pathology at Purdue University. She provides clinical education in medical speech-language pathology at an acute care hospital with specialization in the evaluation and treatment of dysphagia and neurogenic disorders of communication. She team teaches the Medical Speech-Language Pathology course and serves as co-coordinator of the Indiana Voice Dysphagia Network. She holds the Certification of Clinical Competence in Speech Language Pathology. Ms. Wetzel was elected to participate in the ASHA Leadership Development Program in Healthcare 2012 and to serve on the ASHA Advisory Council.

**Alice Wilcoxson, PhD, PT, ATC,** Alice’s clinical experience is primarily in the areas of prevention, evaluation and treatment of injuries within NCAA Division I athletics and general outpatient orthopedic rehabilitation. A member of the clinical faculty at Purdue University, she serves as the Coordinator for clinical experiences for the Athletic Training students, oversees the application process for the Athletic Training major, and teaches the Sophomore Clinical Course and the Functional Anatomy course. Alice is the Rehabilitation Supervisor within the Intercollegiate Athletics Department and assists with athletic training coverage of home events as needed. Her responsibilities include serving as a preceptor for athletic training students and providing preceptor training programs. Alice Wilcoxson is a Certified Athletic Trainer and holds professional licensure in Indiana as an Athletic Trainer and as a Physical Therapist.

**Important Reminders:**

**THURSDAY:**

**Gleaner’s Donation** - Bring donation for Gleaners Food Bank, & receive 1 extra ticket for exhibitor prize giveaways! Visit our website at [www.islha.org](http://www.islha.org) to view the list of needed items!

**Please check-in early!** - The registration desk will be temporarily closed from 8am - 9:00am & from 9:30am - 10:30am.

**Be Prepared** - There will be a café area set up in the exhibit hall for attendees to purchase lunch each day. The Marriott also has a full-service restaurant in their lobby area open all day. There are also many great restaurants in the area that require a short walk/drive.

**ISHA Night** - Autism Movie 7:00pm - 9:00pm

**FRIDAY:**

**University Day** - Show school pride by wearing your university apparel!

**Awards Lunch & Learn** - Join in the celebration! Lunch and Awards of the Association followed with a presentation by Audrey L. Holland.

**Student Poster Presentations** - Join our student poster displays in the Atrium 2:30pm-3:30pm & 4:30pm-5:30pm
### Registration Options

1. **YOU CAN NOW REGISTER ONLINE!** Simply go to [www.islha.org](http://www.islha.org) and click on **2014 CONVENTION** (it’s quick, efficient and convenient) -- or 2) complete both sides of this form and fax along with credit card payment to 317-481-1825 or 3) complete both sides of this form and mail along with payment to:

   **ISHA CENTRAL OFFICE ~ 3125 Dandy Trail, Suite 110 ~ Indianapolis, IN 46214-1474**
   (postmarked no later than March 16, 2014)

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### Registration Fees

<table>
<thead>
<tr>
<th>Session Type</th>
<th>Fee In August 2014</th>
<th>Fee After 3.16.14</th>
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<tr>
<td>Entire Convention</td>
<td>$150 ($200)</td>
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<tr>
<td>Saturday Only</td>
<td>$325 ($375)</td>
<td>$125 ($145)</td>
<td></td>
</tr>
<tr>
<td>Student Member*</td>
<td>$30 ($50)</td>
<td>$15.00 ($20)</td>
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</tr>
<tr>
<td>Student Non-Member</td>
<td>$45 ($65)</td>
<td>$25.00 ($30)</td>
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<tr>
<td>Life Member</td>
<td>$75 ($100)</td>
<td>$35.00</td>
<td></td>
</tr>
</tbody>
</table>

**Handouts On 2 GB Flash Drive $10.00**
**Awards, Lunch & Learn $25.00**

### Registration Fee Total

\[ \text{Total Payment: } \text{$_{total}^{}$} \] (Late and on-site fees are shown in parentheses)

### Method of Payment

- Check
- Credit Card (MC or Visa only)
- PO

**PLEASE NOTE NEW ADDRESSES!**

On-Site registration fees are shown in parentheses; *Member Fee also applies to IL, OH, KY, MI Sp/Hrg Association Members. **Life Members (only) may attend on any single day for Saturday rate. Pre-registrations post-marked after March 16, 2014, will be processed as on-site registration fees. Applications for membership must be approved by March 15th to qualify for member rates. Applications for membership will be taken but cannot be approved at the convention. Members of out-of-state associations must submit proof of their membership.

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**Refund Policy:** A refund minus $15.00 will be granted if Central Office receives a written request by March 16, 2014. All refund requests should be mailed to:

**ISHA Central Office– 3125 Dandy Trail, Suite 110, Indianapolis, IN 46214-1474 - Attn: ISHA REFUND**

---

**PLEASE NOTE:** Registration is not complete until session options have been checked on other side.
### THURSDAY, APRIL 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am—9:15 am</td>
<td>BUSINESS MEETING</td>
</tr>
<tr>
<td>9:30 am—10:30 am</td>
<td>KEYNOTE - Hall - Be the Change: Confessions of an Accidental Activist</td>
</tr>
<tr>
<td>11:00 am—12:30 pm</td>
<td><strong>Indiana Spotlight: Research to Practice</strong></td>
</tr>
<tr>
<td></td>
<td>Latham - Engaging Families During Early Intervention</td>
</tr>
<tr>
<td></td>
<td>Deihl - Innovation and Good Science for Autism</td>
</tr>
<tr>
<td>12:30 pm—1:30 pm</td>
<td>Exhibit Hall Grand Opening</td>
</tr>
<tr>
<td>1:30 pm—3:00 pm</td>
<td>Roberts - Teaching Parents to be Communication Partners/Part 1</td>
</tr>
<tr>
<td></td>
<td>Brosseau-Lapré - Assessment of Children with Phonological Disoders/Part 1</td>
</tr>
<tr>
<td></td>
<td>Hillsamer/Wilcoxson/Solomon - A Team Collaboration Approach to the Effective Assessment Treatment of the Athlete with VCD</td>
</tr>
<tr>
<td>3:30 pm—5:00 pm</td>
<td>Roberts - Teaching Parents to be Communication Partners/Part 2</td>
</tr>
<tr>
<td></td>
<td>Brosseau-Lapré - Children with Phonological Disorders/Part 2</td>
</tr>
<tr>
<td>8:30 am—10:00 am</td>
<td><strong>BUSINESS MEETING</strong></td>
</tr>
<tr>
<td>10:30 am—12:00 pm</td>
<td><strong>Communication Partners/Part 2</strong></td>
</tr>
<tr>
<td>12:00 pm—12:30 pm</td>
<td>Break with Exhibitors - Last Chance Prizes!</td>
</tr>
<tr>
<td>12:30 pm—2:30 pm</td>
<td>Awards Lunch &amp; Learn ($25 fee)</td>
</tr>
<tr>
<td></td>
<td>Lunch &amp; Awards</td>
</tr>
<tr>
<td>2:30 pm—3:30 pm</td>
<td>Student Poster Sessions</td>
</tr>
<tr>
<td>3:00 pm—4:30 pm</td>
<td>Prelock - Evidence-Based Interventions to Support Social Communication in Children with ASD</td>
</tr>
<tr>
<td></td>
<td>Secord - Speech Sound Disorders Let’s Get Practical/Part 2</td>
</tr>
<tr>
<td></td>
<td>Ganzfried - Aphasia Advocacy/Part 2</td>
</tr>
<tr>
<td></td>
<td>Switalski - Maximizing Fittings using Probe Microphone Measurements/Part 2</td>
</tr>
<tr>
<td></td>
<td>Queasal/Murphy - Strategies for Helping Children Who Stutter Deal with Bullying and Teasing/Part 2</td>
</tr>
<tr>
<td>3:30 pm—5:00 pm (continued)</td>
<td>Ahmad - The AAC Evaluation: Assessment and Funding</td>
</tr>
<tr>
<td>5:00 pm—5:30 pm</td>
<td>Nanof - Questions/Answers on Affordable Care Impact</td>
</tr>
<tr>
<td>5:00 pm—7:00 pm</td>
<td>Exhibit Hall Reception &amp; Prize Giveaways</td>
</tr>
<tr>
<td>7:00 pm—9:00 pm</td>
<td><strong>ISHA Night with a Movie - Autism: the Musical</strong> - Presented by Elaine Hall</td>
</tr>
</tbody>
</table>

### FRIDAY, APRIL 4

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 am—10:00 am</td>
<td>First Steps</td>
</tr>
<tr>
<td>10:30 am—12:00 pm</td>
<td>Teletherapy for Children with Hearing Loss Awareness, Apraxia</td>
</tr>
<tr>
<td>12:00 pm—12:30 pm</td>
<td>Lunch &amp; Awards</td>
</tr>
<tr>
<td>12:30 pm—2:30 pm</td>
<td>Awards Lunch &amp; Learn ($25 fee)</td>
</tr>
<tr>
<td>2:30 pm—3:30 pm</td>
<td>Student Poster Sessions</td>
</tr>
<tr>
<td>3:00 pm—4:30 pm</td>
<td>Prelock - Evidence-Based Interventions to Support Social Communication in Children with ASD</td>
</tr>
<tr>
<td>4:30 pm—5:30 pm</td>
<td>Student Poster Sessions Repeated</td>
</tr>
<tr>
<td>5:00 pm—6:30 pm</td>
<td>Prelock - Inspiring Leadership: Strategies for Member Success</td>
</tr>
<tr>
<td>5:00 pm—5:30 pm</td>
<td>Switalski - Maximizing Fittings using Probe Microphone Measurements/Part 2</td>
</tr>
<tr>
<td>3:00 pm—4:30 pm (continued)</td>
<td>Ahmad - The AAC Evaluation: Assessment and Funding</td>
</tr>
<tr>
<td></td>
<td>Nanof - Questions/Answers on Affordable Care Impact</td>
</tr>
<tr>
<td></td>
<td>Wallace - iAdult - Using the iPad with Adult Therapy</td>
</tr>
</tbody>
</table>

### SATURDAY, APRIL 5

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am—9:30 am</td>
<td><strong>Communication Partners/Part 2</strong></td>
</tr>
<tr>
<td>10:00 am—11:30 am</td>
<td><strong>Communication Partners/Part 2</strong></td>
</tr>
<tr>
<td>10:00 am—11:30 am</td>
<td><strong>Communication Partners/Part 2</strong></td>
</tr>
<tr>
<td>8:00 am—9:30 am</td>
<td>Scarborough - Assessment of Specific Skills Related to Refined Jaw Movement in High-Risk Feeding Pop./Part 1</td>
</tr>
<tr>
<td>9:30 am—10:30 am</td>
<td>Scarborough - Assessment of Specific Skills Related to Refined Jaw Movement in High-Risk Feeding Pop./Part 2</td>
</tr>
<tr>
<td>10:00 am—11:30 am</td>
<td><strong>Communication Partners/Part 2</strong></td>
</tr>
<tr>
<td>10:00 am—11:30 am</td>
<td><strong>Communication Partners/Part 2</strong></td>
</tr>
<tr>
<td>10:00 am—11:30 am</td>
<td><strong>Communication Partners/Part 2</strong></td>
</tr>
</tbody>
</table>

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**Please send registration form to:**

ISHA CENTRAL OFFICE - 3125 Dandy Trail, Suite 110 - Indianapolis, IN 46214

Or FAX with credit card information to 317-481-1825 – Questions: Call 317-916-4146

Early-bird deadline ends March 16th
### PROGRAM AT A GLANCE

#### Thursday, April 3rd

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 am</td>
<td>Registration Opens</td>
</tr>
<tr>
<td>8:00 am</td>
<td>Business Meeting &amp; Legislative Update</td>
</tr>
<tr>
<td>9:15 am</td>
<td>Break</td>
</tr>
<tr>
<td>9:30 am</td>
<td>Keynote Session - Elaine Hall: Be the Change: Confessions of an Accidental Activist</td>
</tr>
<tr>
<td>11:00 am</td>
<td>Indiana Spotlight: Research to Practice</td>
</tr>
<tr>
<td>Latham - Engaging Families During Early Intervention</td>
<td></td>
</tr>
<tr>
<td>Deihl - Innovation and Good Science for Autism</td>
<td></td>
</tr>
<tr>
<td>Helton - Group Intervention Structured Treatment</td>
<td></td>
</tr>
<tr>
<td>Elsisy - Assessment of Central Auditory Processing Disorders - Evaluation Protocol - Clinical Setting</td>
<td></td>
</tr>
<tr>
<td>12:30 pm</td>
<td>Exhibitor Hall Grand Opening!</td>
</tr>
</tbody>
</table>

#### Friday, April 4th

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 am</td>
<td>Registration Opens</td>
</tr>
<tr>
<td>8:30 am</td>
<td>Robinson - First Steps</td>
</tr>
<tr>
<td>8:30 am</td>
<td>Peterson - Basic Concepts and Processing &amp; Listening</td>
</tr>
<tr>
<td>8:30 am</td>
<td>Wetzel - Individualized Dysphagia Plan/Part 1</td>
</tr>
<tr>
<td>8:30 am</td>
<td>Schulte - Early Hearing Detection and Intervention: What’s Happening in Indiana?</td>
</tr>
<tr>
<td>8:30 am</td>
<td>Smith - Expanding Expression</td>
</tr>
<tr>
<td>8:30 am</td>
<td>Holland - Counseling in the Management of Adult Neurogenic Communication Disorders/Part 1</td>
</tr>
<tr>
<td>10:00 am</td>
<td>Break</td>
</tr>
<tr>
<td>10:30 am</td>
<td>Flowers/Broekelmann/Knacksted - Teletherapy for Children with Hearing Loss</td>
</tr>
<tr>
<td>10:30 am</td>
<td>Peterson - Language-Based Critical Thinking &amp; Self-Expression</td>
</tr>
<tr>
<td>10:30 am</td>
<td>Wetzel - Individualized Dysphagia Plan/Part 2</td>
</tr>
<tr>
<td>10:30 am</td>
<td>Jones - Sound Choices in Frequency Lowering</td>
</tr>
<tr>
<td>10:30 am</td>
<td>Holland - Adult Neurogenic Comm. Disorders/Part 2</td>
</tr>
</tbody>
</table>

#### Friday, April 4th (continued)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 pm</td>
<td>Break with Exhibitors - Last Chance for Prizes!</td>
</tr>
<tr>
<td>12:30 pm</td>
<td>Awards, Lunch &amp; Learn ($25 FEE)</td>
</tr>
<tr>
<td>12:30 pm - 1:15 pm</td>
<td>Lunch &amp; Awards</td>
</tr>
<tr>
<td>1:30 pm - 2:30 pm</td>
<td>Holland - Psychology</td>
</tr>
<tr>
<td>2:30 pm</td>
<td>Student Poster Sessions (2:30 pm - 3:30 pm)</td>
</tr>
<tr>
<td>3:00 pm</td>
<td>Prelock - Evidence-Based Interventions to Support Social Communication in Children with ASD</td>
</tr>
<tr>
<td>4:30 pm</td>
<td>Ahmad - The AAC Evaluation: Assessment and Funding</td>
</tr>
<tr>
<td>4:30 pm</td>
<td>Student Poster Sessions - Repeated (4:30 pm - 5:30 pm)</td>
</tr>
<tr>
<td>5:00 pm</td>
<td>Prelock - Inspiring Leadership: Strategies for Mbr. Success</td>
</tr>
<tr>
<td>5:00 pm</td>
<td>Secord - Speech Sound Disorders Let’s Get Practical/Part 2</td>
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<td>Switalski - Maximizing Fittings using Probe Microphone Measurements/Part 2</td>
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<tr>
<td>5:00 pm</td>
<td>Queasal/Murphy - Bullying/Part 2</td>
</tr>
<tr>
<td>5:00 pm</td>
<td>Wallace - Adult - Using the iPad with Adult Therapy</td>
</tr>
</tbody>
</table>

#### Saturday, April 5th

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>7:00 am</td>
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<tr>
<td>9:30 am</td>
<td>Break</td>
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<tr>
<td>10:00 am</td>
<td>Scarborough - Assessment of Specific Skills Related to Refined Jaw Movement/Part 2</td>
</tr>
<tr>
<td>10:00 am</td>
<td>Childress - Assistive Technology Update/Part 1</td>
</tr>
<tr>
<td>10:00 am</td>
<td>Kuster - Freely-Available Evaluation and Treatment “Internet Gold” for Adolescents and Adults</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>DUAL SESSION /r/ Therapy: Schmidlin - Taming the /r/ Monster: Practical Tips for Clinicians, Based on What We’ve Learned From Ultrasound</td>
</tr>
<tr>
<td>1:30 pm</td>
<td>Haseley - Tactile Therapy for the Remediation of the /r/ sound</td>
</tr>
<tr>
<td>11:30 am</td>
<td>Continuing Education Credits</td>
</tr>
</tbody>
</table>

There will be multiple CE tables in the Plaza Foyer for CE submission. Please have your ASHA bubble sheet and forms prepared and ready for a smooth checkout. Bring your ASHA number with you to convention. Quick Tip from ASHA is to save your number in your cell phone.
This course is offered for up to 1.8 ASHA CEUs
(Various level, Professional Area).

Indiana Speech-Language-Hearing Association is approved by the American Academy of Audiology to offer Academy CEUs for this activity. Approval has been granted 1.6 CEUs this event. Academy approval of this continuing education activity does not imply endorsement of course content, specific products, or clinical procedures.