ASHA CE
APPROVED PROVIDER

Nebraska
Speech-Language-Hearing
Association

Conference is available for up to 1.05 ASHA CEUs, various levels.
DEI Session is available for 0.2 ASHA CEUs, introductory level.

Registration & Agenda

2023 Nebraska Speech Language Hearing Association Convention

September 21-22, 2023

Nebraska Innovation Campus
2021 Transformation Drive
Lincoln, NE 68508

NEBRASKA SPEECH•LANGUAGE•HEARING ASSOCIATION
NSLHA

Nebraska Speech•Language•Hearing Association
8700 Executive Woods Dr, Suite 400 | Lincoln, NE 68512-9612
Phone: (402) 476-1528 | Email: info@nslha.org | https://nslha.org

– NSLHA Fall Convention Registration Form –

Thursday & Friday, September 21-22, 2023
Nebraska Innovation Campus | Lincoln, NE
Registration includes all events, meals, breaks, and parking

Check one: ❑ Graduate ❑ Undergraduate ❑ Audiology ❑ Speech-Language Pathology

Your Name:_____ Credentials:_____

First Name For Badge:_____ ASHA #:_____

Company/Organization/University:_____

Address:_____

City, State, Zip:_____

Phone:_____ Cell:_____ Email:_____

Your Emergency Contact:_____ Phone:_____

PROFESSIONAL REGISTRATION FEES:

❑ In-Person ❑ Virtual – Member $250.00
❑ In-Person ❑ Virtual – Prospective Member $385.00
Dietary Restrictions: ❑ Vegetarian ❑ Gluten-Free

STUDENT REGISTRATION FEES:

❑ In-Person ❑ Virtual $ 75.00
Dietary Restrictions: ❑ Vegetarian ❑ Gluten-Free
❑ YES, ❑ NO I will attend the Student Share Fair
❑ YES, ❑ NO I will volunteer at the convention

ADD MY MEMBERSHIP FEES:

❑ FULL, ❑ ASSOCIATE, ❑ AFFILIATE $135.00
❑ FIRST-YEAR PROFESSIONAL $ 70.00
❑ LIFETIME, ❑ STUDENT $ 50.50

TOTALS:

Registration Fee $_____
Membership Fee $_____
Donate to the NEBRASKA SPEECH-LANGUAGE-HEARING ENDOWMENT FUND $_____
TOTAL DUE (Make Checks payable to NSLHA) **$_____**

Pay with your Credit Card:

Please list Card Number:_____

Expiration Date:_____ Security Code:_____

Billing Address (*if different than above)*:_____

Email *(required for receipt)*:_____

RETURN TO:
Nebraska Speech Language Hearing Association
8700 Executive Woods Dr, Suite 400 | Lincoln, NE 68512-9612
Email: info@nslha.org | Ph: (402) 476-1528

– NO REFUNDS FOR CANCELLATIONS AFTER SEPTEMBER 1, 2023 –

REGISTER ONLINE AT NSLHA.ORG

Hotel Accommodations

Special Rates Until Aug 21

The Scarlet –
(531) 300-6300
2101 Transformation Dr, Lincoln, NE 68508
Rates: $149.00 / plus $22 parking

The Scarlet

Country Inn & Suites / Lincoln North –
(800) 333-3333
5353 N 27th St, Lincoln, NE 68521
Rates: $84.00 / free parking, grab & go breakfast

Country Inn & Suites

Visit the convention page of the association website for links to online reservation forms.

Parking @ Nebraska Innovation Campus

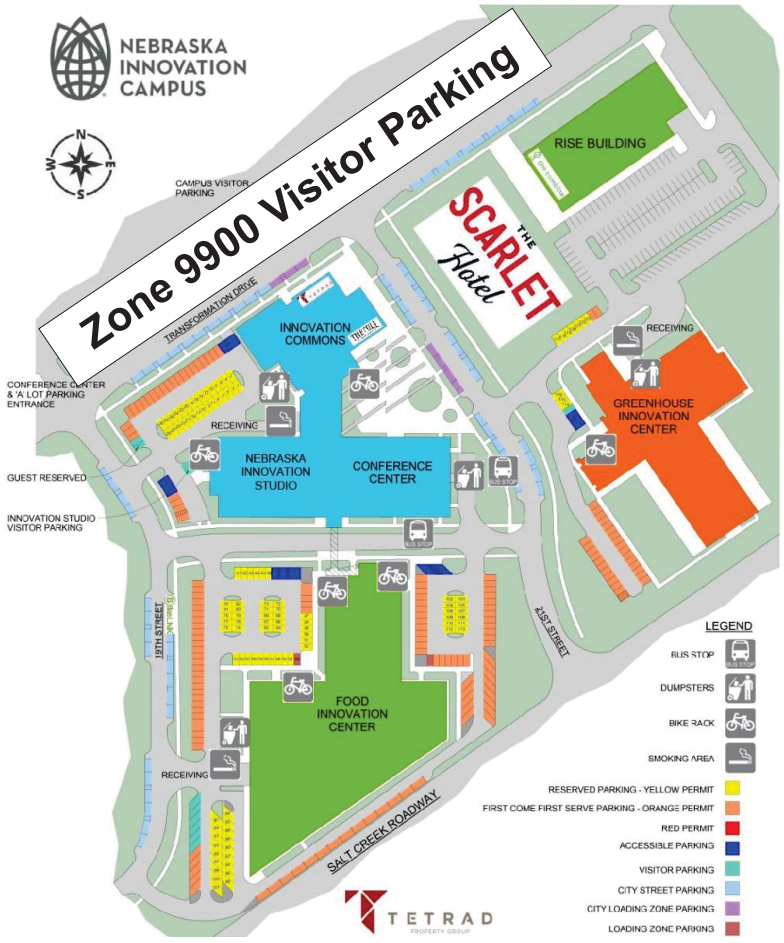
Guest Parking at NIC Using the Passport Parking App Payment (Zone 9900) is **required** for parking in the paved lot north of Transformation Drive. **Paid parking is enforced 8:00 a.m. to 6:00 p.m., Monday through Saturday.** Street Parking can be paid using a physical pay station or your app (Zone 80).

Use the discount code IW6654H on Thursday and the discount code DK1G3LY on Friday in the Passport Parking App to park free in Zone 9900 during the convention.

Not familiar with the Passport Parking app?

- Download the Passport Parking app from the Apple App Store or Google Play store.
- Create an account with your mobile phone number or email address.
- Add your credit or debit card details (required).
- Add your license plate number (required). Codes & payments are accepted after 8 AM.
- Pay for your parking session from your phone using Zone 9900 or Zone 80.

Extend your time remotely if you'd like to stay longer!



2023 NSHLA Convention Agenda

Wednesday, September 20, 2023			
Time	**Presentation**	**Speaker**	**Meeting Location**
6:30-9:00 PM	Student Share Fair		UNL Barkley Center
6:30 PM	NSLHA Board Meeting		UNL Barkley Center

AUDIOLOGY SCHEDULE OF EVENTS – Thursday, September 21, 2023			
Time	**Presentation**	**Speaker**	**Meeting Location**
7:00-8:00 AM	Registration (Breakfast on Your Own)		Top of Stairs-2nd Flr
8:00-9:00 AM	General Session – ASHA's 2023 Public Policy Agenda: Advocacy in Action for Members and Consumers	Dr. Deborah Swain, Ed.D, CCC-SLP	Auditorium
9:00-10:00 AM	NSLHA Member Meeting		Auditorium
10:00-10:30 AM	Break and Visit Exhibits		Banquet Hall
10:30-11:30 AM	Audiology's Future with Over-The-Counter Hearing Aids	Ryan McCreery, Ph.D.	A-1, 2, 3
10:30-11:30 AM	*Student Session - Offered in Person Only, Space is Limited It's No Apples to Apples: Understanding the Job Hunt	Daniel Bombeck, M.S., CCC-SLP Joe Haney, M.S., CCC-SLP	D
11:30-12:00 PM	An Overview of OTC Hearing Aids and Their Application in Private Audiology Clinics	Sam Gillespie, Au.D.	A-1, 2, 3
12:00-1:30 PM	Lunch Provided for Attendees and Visit Exhibits		Banquet Hall
12:00-1:30 PM	Poster Sessions		Banquet Hall
1:30-2:30 PM	Association Between Kidney Disease and the Auditory System	Dr. Marvin Gonzalez-Quiroz, M.D., Ph.D. Stacie Ray, Au.D.	A-1, 2, 3
2:30-3:00 PM	Auditory and Vestibular Deficits Following Chronic Substance Misuse	Michelle Hughes, Ph.D., CCC-A	A-1, 2, 3
3:00-3:30 PM	Break and Visit Exhibits		Banquet Hall
3:30-4:30 PM	Hearing Loss and Dementia in Older Adults	Alison Huang, Ph.D.	A-1, 2, 3
4:30-5:00 PM	The Utilization of ASSR Testing in Current Clinical Protocols	Cassie Garner, Ph.D., CCC-A Danielle Bishop, Au.D., CCC-A	A-1, 2, 3
5:00 PM - ?	Social Networking		Scarlet Hotel - Barred Owl

SPEECH-LANGUAGE PATHOLOGY SCHOOL SCHEDULE OF EVENTS – Thursday, September 21, 2023			
Time	**Presentation**	**Speaker**	**Meeting Location**
7:00-8:00 AM	Registration (Breakfast on Your Own)		Top of Stairs-2nd Flr
8:00-9:00 AM	General Session – ASHA's 2023 Public Policy Agenda: Advocacy in Action for Members and Consumers	Dr. Deborah Swain, Ed.D, CCC-SLP	Auditorium
9:00-10:00 AM	NSLHA Member Meeting		Auditorium
10:00-10:30 AM	Break and Visit Exhibits		Banquet Hall
10:30-12:00 PM	The New Norm: Implementation of Crowe & McLeod (2020) Articulation Norms at ESU 10	Tracy McCoy, M.ED., M.S., CCC-SLP/L Mikki Bohling, MSED, MAED, CCC-SLP/L Sheri Schirmer, M.S., SLP/L Cindy Coffman, M.S., CCC-SLP/L	Auditorium
10:30-11:30 AM	*Student Session - Offered in Person Only, Space is Limited It's No Apples to Apples: Understanding the Job Hunt	Daniel Bombeck, M.S., CCC-SLP Joe Haney, M.S., CCC-SLP	D
12:00-1:30 PM	Lunch Provided for Attendees and Visit Exhibits		Banquet Hall
12:00-1:30 PM	Poster Sessions		Banquet Hall
1:30-3:00 PM	Differential Diagnosis of Speech Sound Disorders	Amy Graham, M.A., CCC-SLP	Auditorium
3:00-3:30 PM	Break and Visit Exhibits		Banquet Hall
3:30-5:00 PM	Choosing the Right Phonological Approach	Amy Graham, M.A., CCC-SLP	Auditorium
5:00 PM - ?	Social Networking		Scarlet Hotel - Barred Owl

SPEECH-LANGUAGE PATHOLOGY MEDICAL SCHEDULE OF EVENTS – Thursday, September 21, 2023			
Time	**Presentation**	**Speaker**	**Meeting Location**
7:00-8:00 AM	Registration (Breakfast on Your Own)		Top of Stairs-2nd Flr
8:00-9:00 AM	General Session – ASHA's 2023 Public Policy Agenda: Advocacy in Action for Members and Consumers	Dr. Deborah Swain, Ed.D, CCC-SLP	Auditorium
9:00-10:00 AM	NSLHA Member Meeting		Auditorium
10:00-10:30 AM	Break and Visit Exhibits		Banquet Hall
10:30-11:30 AM	Advancing the Art and Science of Post-COVID Rehabilitation for Speech, Language, Cognition and Swallowing Challenges	Judith M. Burnfield, Ph.D., PT Danielle Janovec, M.S., CCC-SLP, CBIS Natalie A. Williams, Ph.D.	B-1, 2, 3
10:30-11:30 AM	*Student Session - Offered in Person Only, Space is Limited It's No Apples to Apples: Understanding the Job Hunt	Daniel Bombeck, M.S., CCC-SLP Joe Haney, M.S., CCC-SLP	D
11:30-12:00 PM	Recognition and Navigation of Specific Barriers to Vocal Healthcare Among Nebraska Performers	Camilla Reimer, B.A.	B-1, 2, 3
12:00-1:30 PM	Lunch Provided for Attendees and Visit Exhibits		Banquet Hall
12:00-1:30 PM	Poster Sessions		Banquet Hall
1:30-2:30 PM	Using the Life Participation Approach for Aphasia Across the Rehabilitation Continuum	Allison Carson, M.S., CCC-SLP Katie Johnson, M.S., CCC-SLP	B-1, 2, 3
2:30-3:30 PM	Expiratory Muscle Strength Training for Speech and Swallowing Rehabilitation	Rahul Krishnamurthy, M.S.	B-1, 2, 3
3:30-3:45 PM	Break and Visit Exhibits		Banquet Hall
3:45-4:45 PM	SLP Role in Assessment and Treatment of Disorders of Consciousness	Alli Krase, M.S., CCC-SLP Carly Garcia, M.A., CCC-SLP	B-1, 2, 3
5:00 PM - ?	Social Networking		Scarlet Hotel - Barred Owl

Joint Sessions in Light Gray

2023 NSHLA Convention Agenda

AUDIOLOGY SCHEDULE OF EVENTS – Friday, September 22, 2023			
Time	**Presentation**	**Speaker**	**Meeting Location**
7:00-8:00 AM	Registration (Breakfast on Your Own)		Top of Stairs-2nd Flr
8:00-10:00 AM	General Session – Advancing Your Practice through a Lens of Health Equity (This presentation fulfills trienniual DEI requirement)	Ada Walker, J.D.	Auditorium
10:00-10:15 AM	Break		Banquet Hall
10:15-11:15 AM	Cochlear Implants: Expanding Indications **Bridging the Gap for Care:**	Carla Louisa Reyes, Au.D	A-1, 2, 3
11:15-11:45 AM	Boys Town Research Vehicle: Mobilizing Speech, Language, and Hearing Research	Margaret K. Miller, Au.D., CCC-A Randi Knox, M.S.	A-1, 2, 3
11:45-12:15 AM	Visionmobile: Taking the Road Less Traveled with School Based Vision Care	Dr. Colby Fletcher, O.D.	A-1, 2, 3
12:15 PM	Adjourn		

SPEECH-LANGUAGE PATHOLOGY SCHOOL SCHEDULE OF EVENTS – Friday, September 22, 2023			
Time	**Presentation**	**Speaker**	**Meeting Location**
7:00-8:00 AM	Registration (Breakfast on Your Own)		Top of Stairs-2nd Flr
8:00-10:00 AM	General Session – Advancing Your Practice through a Lens of Health Equity (This presentation fulfills trienniual DEI requirement)	Ada Walker, J.D.	Auditorium
10:00-10:15 AM	Break		Banquet Hall
10:15-11:45 AM	Written Literacy, A Collaborative Approach	Jill Kumke, Ed.D., CCC-SLP Apryl Poch, Ph.D.	Auditorium
11:45-12:00 PM	Break		Banquet Hall
12:00-1:00 PM	Taking the So-So Out of Social Language Groups for Kindergarten-2nd Grade Students	Megan Rich, M.S., CCC-SLP	Auditorium
1:00 PM	Adjourn		

SPEECH-LANGUAGE PATHOLOGY MEDICAL SCHEDULE OF EVENTS – Friday, September 22, 2023			
Time	**Presentation**	**Speaker**	**Meeting Location**
7:00-8:00 AM	Registration (Breakfast on Your Own)		Top of Stairs-2nd Flr
8:00-10:00 AM	General Session – Advancing Your Practice through a Lens of Health Equity (This presentation fulfills trienniual DEI requirement)	Ada Walker, J.D.	Auditorium
10:00-10:15 AM	Break		Banquet Hall
10:15-11:45 AM	Partnership in Management of Head & Neck Cancer: A Multidisciplinary Approach	Abby Crimmins, M.S., CCC-SLP Dr. Elizabeth Bradford-Bell, M.D. Morgan Sheen, LMNT Nina Coughlin, RN	B-1, 2, 3
11:45-12:00 PM	Break		Banquet Hall
12:00-1:00 PM	Embracing Technology to Enrich the SLP's Impact in Cognitive-Communication Interventions Across the Care Continuum	Stacie Delezene, M.S., CCC-SLP Co-Authors: David Gerst, M.S., CCC-SLP Lindsay Larkin, M.S., CCC-SLP	B-1, 2, 3
1:00 PM	Adjourn		

Joint Sessions in Light Gray

Social Networking at the Barred Owl
Scarlet Hotel
Thursday, 5:00 pm

Exhibitors

ATP Assistive Technology Partnership

Boys Town National Research Hospital

CaptionCall

Choice Rehabilitation — "Our Specialty is You."

Hamilton Captel

Heartland Swallowing Solutions

Max★Ability Therapy Services — Occupational, Physical & Speech-Language Therapy for ALL ages

Midwest Special Instruments

Nebraska Relay 711

nebraska total care

Omaha Public Schools

Phonak

prc-saltillo

RehabVisions Physical, Occupational & Speech Therapy

tobii dynavox

Talk To Me Technologies — We bring speech to life™

Sponsors

Boys Town National Research Hospital

Attendee Folders

CaptionCall

Door Prizes

NSLHEF — Nebraska Speech-Language-Hearing Endowment Fund

Amy Graham Sponsored in Part

Talk To Me Technologies — We bring speech to life™

Lanyards Sponsor

Thank You

Speakers – General Sessions

Dr. Deborah Swain, Ed.D., CCC-SLP

ASHA's 2023 Public Policy Agenda: Advocacy in Action for Members and Consumers – *General Session*

The presentation will detail the purpose, strategic objectives, and action items in the Public Policy Agenda and the benefits to ASHA members and the clients that we serve.

Learning Objectives:

- Explain the purpose of ASHA's Public Policy Agenda
- Describe the strategic goals and objectives in the Public Policy Agenda
- Describe the benefits of advocacy and the Public Policy Agenda to ASHA members and the clients that we serve

Deborah Ross-Swain, Ed.D., CCC-SLP is the clinical director and CEO of The Swain Center for Listening, Communicating and Learning. She is Vice President of Government Affairs and Public Policy for the American Speech-Language-Hearing Association and served as chair of the Government Affairs and Public Policy committee. She is past president of the California Speech-Language-Hearing Association (CSHA) and served on the CSHA Board of Directors for 10 years.

Dr. Swain is a former Chief of Speech-Language Pathology at the University of California, Davis Medical Center and held a clinical staff appointment to the School of Medicine. Dr. Swain has received awards from CSHA including Honors and Fellow of the Association, Outstanding Service and Outstanding Achievement and was awarded Outstanding Alumnus in 2016 from California State University, Sacramento. Dr. Swain was honored with the Nancy McKinley Leadership award from the Council of State Association Presidents (CSAP) presented at the American Speech-Language-Hearing Association's annual convention in Boston, MA.

Dr. Swain is a Fellow of ASHA and served as Editor of ASHA SIG 17 Perspectives Journal. She is a Distinguished Scholar and Fellow of the National Academies of Practice. Dr. Swain served as founder and chair for CSHA's Early Intervention and International Committees. She also served as the project coordinator for a tri-state ASHA grant which produced five videos on Interprofessional Practice and Interprofessional Education for assessment and treatment of ASD, Literacy and Early Intervention as well as SLP Scope of Practice and Audiology Scope of Practice. She was the producer of 200 by Two, an information video for physicians on communication development in 2-year-olds.

Dr. Swain has served on ASHA's Legislative Council. Her most recent publication, Confidence and Joy: Success Strategies for Kids with Learning Differences is an Amazon best selling book. She is the author of numerous books and standardized test batteries: Auditory Processing Disorders-Third Edition: Assessment, Treatment and Management; The Receptive-Expressive Social Communication Assessment-Elementary; The Auditory Phoneme Sequencing Test; The RIPA series of tests; The Listening Inventory; The Swallowing Ability and Function Test; Aphasia Rehabilitation: An Auditory and Verbal Treatment Hierarchy and The Cognitive-Linguistic Improvement Program. Dr. Swain is an internationally and nationally recognized speaker and author.

Speaker Financial Disclosure Statement: Dr. Swain is the owner and director of The Swain Center for Listening, Communicating and Learning in Santa Rosa, CA. The Swain Center has been serving clients and families in Sonoma County for 37 years.

Speaker Non-Financial Disclosure Statement: Dr. Deborah Swain has no non-financial relationships to disclose.

Ada Walker, J.D.

Advancing Your Practice through a Lens of Health Equity – *General Session*

This presentation will examine current trends in health equity with a particular focus on how practitioners can use an understanding of identity and cultural competence to create better outcomes for patients, families, and students.

Learning Objectives:

- Clearly define health equity
- Explain the impact of intrapersonal, interpersonal and institutional impacts on equity
- Examine personal identity and build capacity for appreciating the identities of others
- Practice embedding inclusive integrity and motivated awareness into daily practice

Ada Walker, JD, is Nebraska Medicine's inaugural Vice President and Chief Inclusion and Diversity Officer. Most recently, Walker served as Assistant Vice President for Access and Inclusive Excellence for Auburn University's Office of Inclusion and Diversity. In her role, she advised senior leadership on strategies for advancing a holistic framework for diversity, equity and inclusion (DEI). Prior to joining the Auburn team, Walker served as Director of Inclusive Student Excellence at the University of North Carolina at Chapel Hill. Walker has been active in creating, developing and implementing comprehensive DEI strategies for the past ten years. As a seasoned administrator, Walker uses her legal training and insight from her former law practice to have a meaningful, and measurable, impact on outcomes for historically under-represented populations.

Walker received her Bachelor of Arts in Journalism and Juris Doctorate from the University of North Carolina at Chapel Hill.

Speaker Financial Disclosure Statement: Ada Walker is employed by Nebraska Medicine and is a consultant with Wilmor Works, LLC.

Speaker Non-Financial Disclosure Statement: Ada Walker has no non-financial relationships to disclose.

Speakers–Student Session

This presentation is geared towards students and is offered in-person only. No livestream or recording.

Daniel Bombeck, M.S., CCC-SLP
Joe Haney, M.S., CCC-SLP

It's No Apples to Apples: Understanding the Job Hunt

Comparing salary between job offers is easy, but how do benefits figure into the process? It's not all apple to apples! We will explore what a school salary schedule means and sort through the various benefits an employer is offering.

Speakers – Student Session (Continued)

Learning Objectives:

- Analyze the basics of salary schedules typcially found in public schools
- Read a benefits package and understand how those figure into overall compensation
- Be familiar with the Nebraska Public Education Retirement System (NPERS) and what it means to be part of that system
- Be familiar with questions they may want to ask during the interview process related to salary, benefits, and quality of life while on the job

Daniel Bombeck is the Director of Student Services at Bennington Public Schools, with a background as a Speech-Language Pathologist. He holds his Masters of Science in Speech-Language Pathology from the University of Nebraska-Lincoln.

Joe Haney is the Director of Special Services at ESU 9. He is a Speech Language Pathology graduate from the University of Wyoming.

Speaker Financial Disclosure Statement:
Daniel Bombeck is employed by Bennington Public Schools. Joe Haney is employed by ESU 9.

Speaker Non-Financial Disclosure Statement:
Daniel Bombeck and Joe Haney have no financial relationships to disclose.

Speakers – Audiology Track

Ryan McCreery, Ph.D.

Audiology's Future with Over-The-Counter Hearing Aids – *Audiology Track*

The emergence of over-the-counter (OTC) hearing aids over the past 12 months has left audiologists with many questions about their role in providing amplification for adults with hearing loss. In this presentation, we will review the impact of OTC hearing aids on audiology practices and discuss different approaches audiologists can use to managing the new realities of OTC hearing aids.

Learning Objectives:

- Differentiate between OTC hearing aids and prescription hearing aids
- Describe the key elements of the FDA Final Rule on OTC devices
- Implement evidence-based clinical practices to support patients with OTC hearing aids

Ryan McCreery is the Vice President of Research and Director of the Audibility, Perception, and Cognition Laboratory at Boys Town National Research Hospital in Omaha. Ryan has worked as a clinical audiologist, research scientist, and in various administrative roles at Boys Town since 2004. Ryan provides leadership for more than 40 laboratories across five research centers that comprise the Boys Town research program. His own laboratory conducts research to help improve outcomes for children and adults who use hearing aids. He received his Master's and Ph.D. degrees from the University of Nebraska - Lincoln.

Speakers – Audiology Track (Continued)

Speaker Financial Disclosure Statement: Ryan McCreery is employed by Boys Town National Research Hospital, receives research grants from the NIH/NIDCD, and is a paid consultant for the British Columbia Early Hearing Program.

Speaker Non-Financial Disclosure Statement: Ryan McCreery has no non-financial relationships to disclose.

Dr. Samuel Gillespie, Au.D.

An Overview of OTC Hearing Aids and Their Application in Private Audiology Clinics – *Audiology Track*

The presentation will provide an overview of OTC Hearing Aids and their application in private audiology clinics.

Learning Objectives:

- Attendees will be able to apply information learned in providing patients with options for OTC devices, as well as an understanding of the impact (financial and time) that OTC devices can/will have on a private clinic.

Dr. Sam Gillespie attended the University of Iowa where he graduated with a bachelor in Speech and Hearing Science and earned his Doctor of Audiology degree from the University of Kansas Medical Center.

After working for a private practice in Kansas City and Manhattan, KS for eight years, Dr. Gillespie opened Advanced Audiology of Greater Omaha in September, 2017. Dr. Gillespie enjoys playing golf, tennis, and basketball. He and his wife, Cali, love traveling and spending time in the summer at the Lake of the Ozarks and northern Minnesota.

Speaker Financial Disclosure Statement: Dr. Samuel Gillespie owns Advanced Audiology of Greater Omaha.

Speaker Non-Financial Disclosure Statement: Dr. Samuel Gillespie is VP of Advocacy for NSLHA.

Dr. Marvin Gonzalez-Quiroz, M.D., Ph.D.
Stacie Ray, Au.D.

Association Between Kidney Disease and the Auditory System – *Audiology Track*

Chronic kidney disease (CKD) and hearing loss are both major public health challenges, globally. This presentation will focus on the interconnection between chronic kidney disease and the auditory system. We will describe the pathophysiological manifestations of hearing and balance disorders secondary to CKD, and discuss the importance of interdisciplinary collaboration and follow-up with this patient population.

Learning Objectives:

- Review the current evidence between chronic kidney disease and the auditory system
- Describe how the kidneys are connected with hearing and balance
- Explain the importance of multidisciplinary collaboration when evaluating patients with chronic kidney disease

Dr. Marvin Gonzalez-Quiroz is a Medical Doctor in Leon, Nicaragua, specializing in Occupational Medicine and Epidemiology. Dr. Gonzalez-Quiroz received his PhD from the London School of Hygiene and Tropical Medicine. He holds a position as a Researcher at Wuqu' Kawoq - Maya Health

Speakers – Audiology Track (Continued)

Alliance and is completing his Post-Doctoral Research Fellow at Renal Department, University College London. He is a founding member and Co-Chair of the Board (2015-2024) of the Consortium for the Epidemic of Nephropathy in Central America and Mexico (CENCAM). His areas of research focus on community-based environmental and occupational exposure assessments, heat stress, dehydration, and work-related chronic diseases, including chronic kidney disease. He has received grants from the National Institute of Health and from the Medical Research Council from UK.

Dr. Stacie Ray is a Professor of Practice at the University of Nebraska - Lincoln. Her role at the University includes teaching in both the classroom and clinic. Her area of expertise is in amplification with an emphasis on improving accessibility for low-mid income individuals across the lifespan. Dr. Ray has built numerous partnerships with organizations locally, statewide, nationally, and abroad. Ray is committed to providing students with a rich learning environment that fosters cultural understanding and provides an opportunity for students to impact communities.

Speaker Financial Disclosure Statement: Dr. Marvin Gonzalez-Quiroz is a employed by the WUQU' KAWOQ and Renal Department, University College London. He has received NIH grants.

Stacie Ray is employed by the University of Nebraska - Lincoln.

Speaker Non-Financial Disclosure Statement: Dr. Marvin Gonzalez-Quiroz and Stacie Ray do not have any non-financial relationships to disclose.

Michelle Hughes, Ph.D., CCC-A

Auditory and Vestibular Deficits Following Chronic Substance Misuse – *Audiology Track*

There are very few cohort-based studies assessing the effects of substance misuse on the auditory or vestibular systems. None have comprehensively assessed both peripheral and central audiological and vestibular function within the same subject group. The goal of this project is to comprehensively evaluate hearing and vestibular function in adults who misuse illicit drugs, prescription opioids, and/or alcohol. It was hypothesized that individuals who chronically misuse substances (with or without experiencing overdose) would exhibit hearing loss in the extended high-frequency (EHF) range, consistent with typical manifestations of ototoxicity. Furthermore, it was hypothesized that permanent central and/or peripheral vestibular damage would exist, with the severity likely influenced by substance type or duration of use.

Learning Objectives:

- Describe average audiometric outcomes in people who misuse substances versus an age-matched control group
- Describe average vestibular and balance outcomes in people who misuse substances versus an age-matched control group
- Explain the clinical implications for audiological and vestibular management of patients who misuse substances

Michelle Hughes, Ph.D., is a full Professor, audiologist, and the Director of the Cochlear Implant Research Laboratory at the University of Nebraska-Lincoln in the Department of Special Education and Communication Disorders. Dr. Hughes's research interests involve examining the relation between physiology and perception in cochlear implants, investigating ways to incorporate telepractice into cochlear implant service delivery, designing more realistic speech perception tests for people with hearing loss, and examining ototoxicity effects secondary to substance misuse.

Speaker Financial Disclosure Statement: Michelle Hughes is employed by the University of Nebraska-Lincoln. This project was funded by the Nebraska Tobacco Settlement Biomedical Research Development Fund with support from the Rural Drug Addiction Research Center at UNL (NIH, NIGMS P20 Gm130461).

Speaker Non-Financial Disclosure Statement: Michelle Hughes has no non-financial relationships to disclose.

Alison Huang, Ph.D.

Hearing Loss and Dementia in Older Adults – *Audiology Track*

A link between hearing loss and dementia, which impacts more than 6 million older adults in the US, is seen both clinically and, more recently, epidemiologically. Whether hearing loss treatment is an effective intervention is unknown. This presentation will describe the link between hearing loss and dementia in older adults. Drawing from public health and epidemiology, this presentation will review the current evidence, describe proposed mechanisms (e.g., social and mental health), and discuss hearing treatment as a potential intervention.

Learning Objectives:

- Describe the current epidemiologic evidence of the association between age-related hearing loss and dementia
- Describe mechanisms underlying this association and associations between hearing loss and mediating factors
- Describe recent efforts studying hearing loss treatment as a potential intervention

Alison R. Huang, Ph.D., is faculty in the Johns Hopkins Bloomberg School of Public Health Department of Epidemiology. Huang is trained in the epidemiology of aging and studies the impact of age-related hearing loss on cognitive and mental health in older adults. In her role as a Core Faculty Member at the Cochlear Center for Hearing and Public Health, Huang oversees scientific analyses utilizing data from the Aging and Cognitive Health Evaluation in Elders (ACHIEVE) randomized trial. Huang holds a Ph.D. in Mental Health and a Master's in Public Health from the Johns Hopkins Bloomberg School of Public Health and a BS in Neuroscience from the University of Michigan.

Speaker Financial Disclosure Statement: Alison R. Huang, Ph.D., is faculty in the Johns Hopkins Bloomberg School of Public Health Department of Epidemiology.

Speaker Non-Financial Disclosure Statement: Alison Huang has no financial relationships to disclose.

Speakers – Audiology Track (Continued)

Cassie A. Garner, Ph.D., CCC-A
Danielle Bishop, Au.D., CCC-A

The Utilization of ASSR Testing in Current Clinical Protocols – *Audiology Track*

In this presentation we will briefly discuss the history of the Auditory Steady State Response (ASSR), the current clinical utility of ASSR testing and how this differs from ABR testing. We will also discuss the terminology associated with this response, the limitations of the current clinical recommendations for the parameters, and the accuracy of ASSR threshold prediction in the adult and pediatric populations.

Learning Objectives:

- Describe 3 fundamental differences between ASSR and ABR tests
- Identify potential patient populations in which ASSR could be utilized
- Describe the current role and/or limitations of using ASSR testing to estimate behavioral thresholds

Cassie Garner is a Lead Staff Audiologist at Boys Town National Research Hospital. She earned her Ph.D. from the University of Nebraska-Lincoln in 2007. She has been employed at the post-secondary level as an assistant professor at Texas Tech University Health Sciences Center and as an audiologist in various clinical environments.

Danielle Bishop, Au.D., CCC-A is a clinical audiologist and research collaborator at Boys Town National Research Hospital. She earned her clinical doctorate at the University of Illinois Urbana-Champaign, where she studied pediatric audiology and speech perception in adverse listening environments.

Speaker Financial Disclosure Statement: Cassie Garner and Danielle Bishop are employed by Boys Town National Research Hospital.

Speaker Non-Financial Disclosure Statement: Cassie Garner and Danielle Bishop have no non-financial relationships to disclose.

Carla Louisa Reyes, Au.D.

Cochlear Implants: Expanding Indications – *Audiology Track*

This presentation aims to discuss current indications for cochlear implants & to describe how candidacy has changed over the years. Case studies will also be presented, highlighting how patients with more residual hearing can benefit from the cochlear implant.

Learning Objectives:

- Define the 60/60 Guideline for Candidacy Referral
- Name current Medicare guidelines for cochlear implant candidacy & how this is similar to/and or different from standard clinical guidelines
- Describe Off-label use of cochlear implantation

Dr. Reyes is a Senior Staff Audiologist at Boys Town National Research Hospital (BTNRH) where she has been a member of the cochlear implant team for 18 years. She also heads the provision of educational audiology services serving the BTNRH Preschool for students who are deaf and hard-of-hearing. Dr. Reyes received her M.S. in Audiology and Au.D. degrees from Vanderbilt University.

Speaker Financial Disclosure Statement: Dr. Reyes is employed by Boys Town National Research Hospital.

Speaker Non-Financial Disclosure Statement: Dr. Reyes has no non-financial relationships to disclose.

Margaret K. Miller, Au.D, CCC-A
Randi Knox, M.S.

Boys Town Research Vehicle: Mobilizing Speech, Language, and Hearing Research – *Audiology Track*

In May 2022, Boys Town National Research Hospital's Center for Perception and Communication in Children acquired the Boys Town Research Vehicle (BTRV) to overcome barriers to participating in speech, language, and hearing research. In this presentation, we will discuss the impetus for mobilizing our research, the path from vision to practice, our activities to date, and our goals for the future.

Learning Objectives:

- Describe the limitations of recruiting participants to a traditional lab setting
- Summarize the process of acquiring a mobile facility
- Consider the benefits of mobilizing research and how these may relate to clinical services

Maggie Miller is a Senior Research Audiologist in the Human Auditory Development Lab at Boys Town National Research Hospital. Dr. Miller completed her clinical audiology training at the University of Texas in Austin in 2011. Before coming to Boys Town, Dr. Miller worked as a research audiologist at the New York University School of Medicine, with a focus on cochlear implant adaptation and bimodal listening. Currently, Dr. Miller is responsible for recruiting and testing research participants in a wide variety of auditory development studies, as well as providing audiology and research services in the Boys Town Research Vehicle. Dr. Miller's main clinical and research interests include cochlear implants and auditory development in both normal hearing and hard of hearing pediatric and adult populations, including bilingual English-Spanish speakers and individuals with Down syndrome.

Randi Knox is a Technical Research Project Coordinator in the Center for Perception and Communication in Children. She earned her M.S. in evaluation and applied research from Claremont Graduate University ('22) and her B.A. in modern language studies and B.S. in political science from Nebraska Wesleyan University ('18). Randi has supported a diverse portfolio of projects in areas of hearing research, international education, professional development, and child welfare. Her current work focuses on mobilizing speech, language, and hearing research and facilitating community-based participatory research practices.

Speaker Financial Disclosure Statement: Maggie Miller and Randi Knox are employed by Boys Town National Research Hospital. The Boys Town Research Vehicle was funded by the NIH under a Notice of Special Interest (NOSI): Administrative Supplements for Equipment Purchases for NIGMS-funded Center and Core Facilities (3 P20 GM109023-08S1). This presentation is supported with funds from the NIH under award number P20GM109023.

Speaker Non-Financial Disclosure Statement: Maggie Miller and Randi Knox have no non-financial relationships to disclose.

Speakers – Audiology Track (Continued)

Dr. Colby Fletcher, O.D.

Visionmobile: Taking the Road Less Traveled with School Based Vision Care – *Audiology Track*

The presentation will dive into how the Visionmobile came to life, its mission and how it is breaking the access to barrier gap in eye care in and around the Metro.

Learning Objectives:

- Introduce audience to school-based vision program and its start-up
- Discuss vision and reading's impact on socioeconomic status and learning
- Discuss barriers to receiving eye care in the metro area

Dr. Colby Fletcher is a Nebraska native who grew up in the small town of Spencer. He received his undergraduate degree from the University of Nebraska at Kearney and then attended the Indiana University School of Optometry where he graduated with honors.

Upon graduating, he spent his initial optometry years providing family-based eye care in Valentine, NE. In 2018, he joined Children's Hospital and Medical Center in Omaha and shared in launching the Visionmobile program – which prioritizes vision services, including comprehensive eye exams and glasses, to underprivileged youth at schools across the Omaha-metro and surrounding areas. He continues to serve as the optometrist on the Visionmobile.

He's a member of the American Optometric Association and Nebraska Optometric Association. He serves on the board for the Nebraska Foundation for Children's Vision.

Speaker Financial Disclosure Statement: Dr. Colby Fletcher is employed by Children's Hospital and Medical Center.

Speaker Non-Financial Disclosure Statement: Dr. Colby Fletcher has no non-financial relationships to disclose.

Speakers – SLP School Track

Tracy McCoy, M.Ed., M.S., CCC-SLP/L
Mikki Bohling M.S.Ed., M.A.Ed., CCC-SLP/L
Sheri Schirmer M.S., SLP/L
Cindy Coffman M.S., CCC-SLP/L

The New Norm: Implementation of Crowe & McLeod (2020) Articulation Norms at ESU 10 – *SLP School Track*

We will outline ESU 10's timeline with the introduction, exploration, feedback, and full implementation process for putting in place the Crowe & McLeod's (2020) Articulation norms during the 2022-2023 school year. This process involved 20 Speech-Language Pathologists serving 22 different school districts in Central Nebraska.

Learning Objectives:

- Learn the average age English-speaking children learn to correctly produce consonants in the United States according to Crowe & McLeod (2020)
- Compare Iowa-Nebraska and the Crowe & McLeod (2020) Articulation Norms

Speakers – SLP School Track (Continued)

- Contrast why we moved forward with the new norms
- The impact on MTSS and caseload size

Tracy McCoy, M.Ed., M.S., CCC-SLP/L received her Masters of Science in Speech-Language Pathology from the University of Nebraska at Lincoln. She served children from birth through 21 years of age in a variety of school districts in Eastern Nebraska for 25 years. She earned her Masters in Educational Administration from the University of Nebraska at Lincoln and has served as a Special Education Coordinator for three years.

Mikki Bohling, M.S.Ed., M.A.Ed., SLP-CCC/L received her Bachelor of Arts and Masters of Science in Speech-Language Pathology from the University of Nebraska at Kearney. She was a Speech-Language Pathologist for six years in central Nebraska. She earned her Masters in Educational Administration from the University of Nebraska at Kearney and has been a Special Education Coordinator for ESU 10 for 5 years.

Sheri Schirmer, M.S., SLP/L received her Bachelor of Science and Masters of Science in Speech-Language Pathology from the University of Nebraska at Kearney. She has been a Speech-Language Pathologist for ESU 10 for 17 years and serves students from Birth through 21 years of age at Ansley Public Schools.

Cindy Coffman, M.S., CCC-SLP/L received her Bachelor of Science and Masters of Science in Speech-Language Pathology from the University of Nebraska at Kearney. She has been a Speech-Language Pathologist for 24 years and serves students from Birth through 21 years of age. She works for ESU 10 and serves Anslemo-Merna and Sandhills Public Schools.

Speaker Financial Disclosure Statement: Tracy McCoy and Mikki Bohling are Special Education Coordinators for ESU 10. Sheri Schirmer and Cindy Coffman are ESU 10 Speech-Language Pathologists.

Speaker Non-Financial Disclosure Statement: Tracy McCoy, Mikki Bohling, Sheri Schirmer, and Cindy Coffman have no non-financial relationships to disclose.

Amy Graham, M.A., CCC-SLP

Differential Diagnosis of Speech Sound Disorders – *SLP School Track*

Differential diagnosis of speech sound disorders is key to ensuring appropriate interventions are chosen. This presentation will address how to differentially diagnose speech sound disorders with a thorough evaluation, including how to dynamically administer articulation assessments, conduct an oral-facial exam, interpret case history, intelligibility measurement, obtain sound inventories, phonological analysis, as well as determining when an assessment of phonological awareness skills and/or a dynamic motor speech evaluation is warranted.

Learning Objectives:

- Identify key components of a thorough SSD assessment
- Describe how differential SSD diagnosis can inform therapy approach
- Discuss reasons to refer to other specialists given various evaluation results

Speakers – SLP School Track (Continued)

Amy is a speech-language pathologist and owner of Graham Speech Therapy, a private practice in Colorado Springs that specializes in pediatric speech sound disorders. She received both her bachelors and masters degrees in Communicative Disorders from California State University, Fullerton and has been an SLP for over 20 years. Amy is the creator of numerous speech therapy resources, has been a guest on numerous SLP podcasts, and is listed on the Apraxia Kids Directory of SLPs with expertise in Apraxia. She has a particular interest in supporting and equipping SLPs to help them provide evidence-based treatment by posting frequent therapy videos and practical therapy tips on social media.

Speaker Financial Disclosure Statement: Amy has developed materials available for purchase on her private practice website, GrahamSpeechTherapy.com, Bjorem Speech Publications, Teachers Pay Teachers, Boom Learning, and Holland Healthcare. Although this course does not focus specifically on any of these products, they may be mentioned during the course of this presentation. Amy also receives Medbridge revenue share.

Speaker Non-Financial Disclosure Statement: Amy has no non-financial relationships to disclose.

Amy Graham, M.A., CCC-SLP

Choosing the Right Phonological Approach – *SLP School Track*

Children with phonological deficits require different intervention approaches than those with articulation errors and/or motor speech deficits. This course will provide rationales and overviews of several evidence- based phonological interventions, including complexity theory, cycles, minimal pairs, multiple oppositions, and the stimulability approach. Videos of actual therapy sessions will be shown demonstrating implementation.

Learning Objectives:

- Identify one new approach to phonological intervention that has not previously been used in practice
- Discuss how phonological approaches differ from traditional articulation intervention
- Describe one reason you might or might not choose each of the above treatment approaches given the nature of the child's errors

Amy is a speech-language pathologist and owner of Graham Speech Therapy, a private practice in Colorado Springs that specializes in pediatric speech sound disorders. She received both her bachelors and masters degrees in Communicative Disorders from California State University, Fullerton and has been an SLP for over 20 years. Amy is the creator of numerous speech therapy resources, has been a guest on numerous SLP podcasts, and is listed on the Apraxia Kids Directory of SLPs with expertise in Apraxia. She has a particular interest in supporting and equipping SLPs to help them provide evidence-based treatment by posting frequent therapy videos and practical therapy tips on social media.

Speaker Financial Disclosure Statement: Amy has developed materials available for purchase on her private practice website, GrahamSpeechTherapy.com, Bjorem Speech Publications, Teachers Pay Teachers, Boom Learning, and Holland Healthcare. Although this course does not focus specifically on any of these products, they may be mentioned during the course of this presentation. Amy also receives Medbridge revenue share.

Speaker Non-Financial Disclosure Statement: Amy has no non-financial relationships to disclose.

Dr. Jill Kumke, Ed.D., CCC-SLP
Dr. Apryl Poch, Ph.D.

Written Literacy, a Collaborative Approach – *SLP School Track*

Written expression is an area in which many students with disabilities struggle. Speech-Language Pathologists (SLP) and Special educators are two school-based providers who support students in this area. However, both commonly report not having received sufficient preparation to support intervention in this area. This presentation will be practitioner focused and provide tools to facilitate effective evidence-based writing intervention in a school setting (SLP/SPED collaboration).

Learning Objectives:

- Articulate the importance of written literacy interventions within their own practices
- Explore interprofessional intervention strategies
- Gain functional evidence-based writing interventions

Jill Kumke, Ed.D., CCC-SLP (B.S. UNL, M.S. UNK, Ed.D. UNO)
Apryl Poch, Ph.D. (B.A. Keuka College, M.A. University of Rochester, NY; Ph.D. University of Missouri)
Jenna Caton (B.S. UNO, anticipated M.S. in SLP May 2024)
Diedra Reeves (B.S. UNL, M.S. UNO, Ed.S. (school psychology) anticipated May 2024

Drs. Kumke and Poch teach courses in communication disorders and special education, have previously worked in K-12 classrooms, and regularly present at state and national conferences. Mrs. Reeves and Ms. Caton are graduate students at UNO with extensive practicum experiences in their respective fields.

Speaker Financial Disclosure Statement:
Jill Kumke is employed by UNO. Apryl Poch is employed by UNO.

Speaker Non-Financial Disclosure Statement: Jill Kumke and Apryl Poch have no non-financial relationships to disclose.

Megan Rich, M.S., CCC-SLP
Taking the So-So Out of Social Language Group for Kindergarten-2nd Grade Students – *SLP School Track*

This presentation will review elements of effective social language groups focusing on social interaction and social cognition skills for K-2nd grade students. Hands-on, high interest activities addressing social attention; participating in small and large groups; understanding expanded feelings/emotions; understanding classroom and school expectations; perspective taking; thought flexibility; and building positive peer relationships will be presented. In addition, examples using popular children's literature; original

Speakers – SLP School Track (Continued)

games/activities; adapted commercial games; and dramatic play elements will be provided. Suggestions for goal writing and promoting generalization of skills to the classroom/school environment will also be reviewed.

Learning Objectives:

- Describe components of an effective social language group incorporating social interaction and social cognition skills for K-2nd grade students
- Implement effective social language group sessions for K-2nd grade students using children's literature, games, and dramatic play elements to facilitate hands-on, authentic learning
- Develop measurable goals and objectives targeting requisite social interaction and social cognition skills appropriate for K-2nd grade children

Ms. Rich received her Master of Science Degree in Speech-Language Pathology from the University of Nebraska-Lincoln in 1988 and her Master's Degree in Educational Leadership from the University of St. Francis in 2004. She has been a practicing speech-language pathologist for 34 years and has worked in a variety of hospital, private clinic, medical, and educational settings as both a treating clinician and an administrator. She currently works for Plainfield School District in Plainfield, Illinois serving students in K-5th grades. Ms. Rich is a member of her district's autism team and serves as a resource to social workers and speech-language pathologists for implementing effective social language groups.

Speaker Financial Disclosure Statement: Megan Rich is employed by Plainfield School District 202.

Speaker Non-Financial Disclosure Statement: Megan Rich has no non-financial relationships to disclose.

Speakers – SLP Medical Track

Judith M. Burnfield, Ph.D., PT
Danielle Janovec, M.S., CCC-SLP, CBIS
Natalie A. Williams, Ph.D.

Advancing the Art and Science of Post-COVID Rehabilitation for Speech, Language, Cognition and Swallowing Challenges – *SLP Medical Track*

SARS-CoV-2 (COVID-19) has had an unprecedented impact on individuals across Nebraska and the nation. In addition to medical consequences, patients hospitalized with severe COVID-19 can experience profound functional limitations, including challenges with speech, language, swallowing, cognition, and mental health. Even those with relatively mild cases of COVID-19 can experience lingering or worsening symptoms, referred to as Long COVID, that disrupt day-to-day activities. Through lecture, case studies, and interactive discussions, this presentation will explore rehabilitation models and strategies that can help patients impacted by the lingering challenges of COVID-19 achieve their best possible outcomes.

Learning Objectives:

- Explain pathophysiology underlying speech, language, swallowing, cognitive and mental health challenges faced by individuals recovering from COVID-19
- Discuss clinical treatments and strategies for addressing COVID-19 related speech, language, swallowing, cognitive and mental health challenges
- Describe the value of integrating a comprehensive model system approach to advance rehabilitation care, outcomes, and science for individuals impacted by COVID-19

Speakers – SLP Medical Track (Continued)

Judith M. Burnfield, Ph.D., PT, is a nationally recognized physical rehabilitation clinician, researcher and scholar. Dr. Burnfield is the Vice President of Research, Director of the Institute for Rehabilitation Science and Engineering, and Clifton Chair in Physical Therapy and Movement Science at Madonna Rehabilitation Hospitals. She completed her B.S. in Physical Therapy at the State University of New York at Buffalo, her Ph.D. in Biokinesiology at the University of Southern California, and her postdoctoral studies at the Los Amigos Research and Education Institute in California. She draws on over three decades of physical rehabilitation clinical and research experience to direct Madonna Rehabilitation Hospitals' Model System of Rehabilitation Care for Patients Post-COVID-19 (Federal Award Identification Numbers: SLFRP1965 and SLFRP1615). Dr. Burnfield holds faculty appointments in the clinical sciences and engineering at multiple universities and has over 70 peer-reviewed manuscript publications and numerous book chapters in areas relevant to physical rehabilitation. She has served as PI and Co-PI for grants funded by NIDILRR, NIH, and NSF. She currently serves as an advisor for a multi-center study funded by the National Association of Long Term Hospitals (NALTH) examining rehabilitation outcomes following Post-COVID-19 care in long-term acute care hospitals and as the Madonna site PI for an NIH-funded study focused on the neurologic consequences of COVID-19.

Danielle Janovec, M.S., CCC-SLP, CBIS, is a speech-language pathologist with a wide range of clinical and research experiences. Mrs. Janovec received her Certified Brain Injury Specialist certification from the Brain Injury Association of America. She currently works in outpatient services at Madonna TherapyPlus Main Campus in Lincoln, NE and serves on the Post-COVID Model System Research team at Madonna Rehabilitation Hospitals. She completed her B.S. in Speech-Language Pathology with a minor in Education at the University of Nebraska at Lincoln and her M.S. in Speech-Language Pathology at the University of Nebraska at Omaha. Her career at Madonna Rehabilitation Hospital over the past 7 years has involved clinical work on multiple levels of care including inpatient rehabilitation, rehabilitation day program, long-term acute care, ventilator acute unit, and outpatient rehabilitation. Mrs. Janovec currently serves as the lead Speech-Language Pathologist clinician researcher within Madonna Rehabilitation Hospitals' Model System of Rehabilitation Care for Patients Post-COVID-19 (Federal Award Identification Numbers: SLFRP1965 and SLFRP1615). She is also serving on a multicenter NIH-funded study focused on the neurologic consequences of COVID-19.

Natalie A. Williams, Ph.D. is the Director of the Translational Behavioral Health Psychology Clinical Research Center within the Institute for Rehabilitation Science and Engineering at Madonna Rehabilitation Hospitals. Dr. Williams completed her B.A. in History at Colgate University and earned a Master's

Speakers – SLP Medical Track (Continued)

degree in Psychology and a dual Ph.D. in Clinical and Developmental Psychology from the University of Missouri. She then completed a residency in Clinical Psychology at the University of Mississippi Medical Center, followed by a postdoctoral fellowship in Behavioral Medicine at St. Jude Children's Research Hospital in Memphis, TN. Dr. Williams' holds an academic appointment at the University of Nebraska-Lincoln and has published over 35 peer-reviewed research papers in areas such as family caregivers' stress and coping, health behaviors, and psychological adaptation following injury and illness including COVID-19. She is a Licensed Psychologist and provides outpatient neuropsychological evaluations at Madonna TherapyPlus Main Campus in Lincoln, NE for Madonna's post-Covid treatment program. Dr. Williams currently serves as the lead clinician-researcher psychologist within Madonna Rehabilitation Hospitals' Model System of Rehabilitation Care for Patients Post-COVID-19 (Federal Award Identification Numbers: SLFRP1965 and SLFRP1615). She is also serving on a multicenter NIH-funded study focused on the neurologic consequences of COVID-19.

Speaker Financial Disclosure Statement: Judith Burnfield, Danielle Janovec, and Natalie Williams are employed by Madonna Rehabilitation Hospitals. Madonna Rehabilitation Hospitals has received external funding to develop a COVID Model System of Rehabilitation Care for Patients Post-COVID (Federal Award Identification Numbers: SLFRP1965 and SLFRP1615). For the Model System, Dr. Burnfield serves as the Project Director and Principal Investigator, Danielle Janovec as the Speech Therapy Clinician Researcher, and Dr. Williams as the Psychologist Clinician Researcher.

Speaker Non-Financial Disclosure Statement: Judith Burnfield, Danielle Janovec, and Natalie Williams do not have any non-financial relationships to disclose.

Camilla Reimer, B.A., Medical Student UNMC

Recognition and Navigation of Specific Barriers to Vocal Healthcare among Nebraska Performers – *SLP Medical Track*

This presentation discusses the results of a survey that highlighted the specific barriers to healthcare experienced by recreational and professional performers across Nebraska. Despite a high prevalence of vocal symptoms among performers, many will not seek professional care. Some aspects of these deterrents to care relate to a lack of knowledge on available resources, so educational outreach efforts could be a first step in promoting Nebraska's vocal health and reducing performers' barriers to professional healthcare.

Learning Objectives:

- Recognize the most prevalent self-reported barriers to vocal health care experienced by Nebraska vocal performers
- Compare and contrast health care barriers of professional versus recreational vocalists
- Indentify performers' hesitation to seek professional healthcare for vocal symptoms
- Identify specific areas of education needed to improve access to and understanding of professional voice care for Nebraska vocalists

Camilla Reimer is a current medical student at the University of Nebraska Medical Center, seeking a career in otolaryngology. She received her Bachelor of Arts in Chemistry at Hastings College in Hastings, Nebraska before pursuing her M.D. at UNMC in Omaha. She has worked closely with Dr. Jayme Dowdall, a practicing laryngologist at UNMC, to understand the current needs of voice health among vocal performers across the state of Nebraska.

Speaker Financial Disclosure Statement: Camilla Reimer has no financial disclosures.

Speaker Non-Financial Disclosure Statement: Camilla Reimer has no non-financial relationships to disclose.

Allison Carson, M.S., CCC-SLP
Katie Johnson, M.S., CCC-SLP

Using the Life Participation Approach for Aphasia Across the Rehabilitation Continuum – *SLP Medical Track*

The presenters will describe the Life Participation Approach to Aphasia (LPAA) and provide examples of how to effectively utilize this approach with aphasia patients. Case scenarios will be provided to allow participants opportunities to identify functional treatment targets and interventions that can be applied across the continuum of care.

Learning Objectives:

- Describe the LPAA (Life Participation Approach for Aphasia)
- Identify treatment targets for utilization of techniques when given patient scenarios for both acute rehab patients and outpatients

Allison Carson graduated from The University of Kansas with a Bachelor of Science in Communication Sciences and Disorders in 2012 and from Rockhurst University with a Master's of Science in Speech-Language Pathology in 2014. Allison has practiced in Skilled Nursing, Acute Rehabilitation, and Outpatient Rehabilitation settings. Allison's specific patient treatment expertise is in aphasia, dysphagia, and cognitive-communication treatment primarily for Post-Stroke and Post-COVID populations. Allison is also a facilitator for some of Madonna's monthly Support Groups. Outside of work, Allison enjoys spending time with her husband and two children, traveling, cheering on her Kansas Jayhawks, and trying out fun new restaurants.

Katie Johnson received her Bachelor's and Master's degrees in Speech-Language Pathology from Fort Hays State University. Katie has experience in acute care, acute rehabilitation, outpatient and home health care. Katie held her board certification in swallowing and swallowing disorder for 10 years and also provides treatment in the areas of cognitive-communication disorders, aphasia, dysarthria, trach/vent and the application of manual release for voice and swallowing disorders. Katie enjoys spending time with her husband Paul, two children and puppy Daisy. She also enjoys reading, hiking and travel.

Speaker Financial Disclosure Statement: Allison Carson and Katie Johnson are both employed by Madonna Rehabilitation Hospital.

Speaker Non-Financial Disclosure Statement: Allison Carson and Katie Johnson have no non-financial relationships to disclose.

Speakers – SLP Medical Track (Continued)

Rahul Krishnamurthy, M.S.

Expiratory Muscle Strength Training for Speech and Swallowing Rehabilitation – *SLP Medical Track*

The presentation will focus on expiratory muscle strength training (EMST) as a rehabilitative option for remediating speech and swallowing deficits. The following elements will be covered:

1) Theoretical rationale for the use of EMST

2) EMST devices commercially available in the market and basis for their selection

3) Validity and reliability of various commercially available EMST devices

4) Building and prescribing an exercise regime for speech and swallowing deficits using EMST devices

Learning Objectives:

- Describe the foundational principles underlying the use of EMST in speech and swallowing rehabilitation
- List some commercially available EMST devices
- Critically evaluate the reliability of some commercially available EMST devices
- Describe basis for selecting EMST as a rehabilitative option

Rahul Krishnamurthy is a doctoral student in communication sciences and disorders at the University of Nebraska-Lincoln (UNL) with a content emphasis of exercise induced plasticity. Rahul earned his bachelor's and master's degrees at the University of Mysore, India. He is currently working under the mentorship of Dr. Dietsch in the Sensorimotor Integration for Swallowing and Communication (SISC) lab at UNL.

Dr. Angela Dietsch is an associate professor in the Department of Special Education and Communication Disorders at UNL. Her research focuses on neural control and rehabilitative efficacy for speech, voice, and swallowing function across the age and health spectra.

Speaker Financial Disclosure Statement: Mr. Krishnamurthy and Dr. Dietsch are employed by the University of Nebraska-Lincoln.

Speaker Non-Financial Disclosure Statement: Mr. Krishnamurthy and Dr. Dietsch have no non-financial relationships to disclose.

Alli Krase, M.S., CCC-SLP
Carly Garcia, M.A., CCC-SLP

SLP Role in Assessment and Treatment of Disorders of Consciousness – *SLP Medical Track*

In this session, we will define disorders of consciousness and the levels of consciousness. We will identify appropriate assessment and intervention tools that can be utilized by Speech Language Pathologists. We will discuss barriers to patient participation, ethical challenges, and offer real-world examples for multidisciplinary collaboration. Initiation of swallowing evaluation and intervention within this population will also be highlighted.

Learning Objectives:

- Identify at least one tool that can be used to evaluate patients with disorders of consciousness
- Develop appropriate treatment targets for patients within each level of consciousness and identify barriers to participation
- Discuss ethical considerations related to SLP's role in disorders of consciousness

Alli Krase is a speech-language pathologist and associate director for the Munroe Meyer Institute department of Speech Pathology at the University of Nebraska Medical Center. She earned a bachelors degree in communication sciences and disorders from Kansas State University and a masters degree in speech-language pathology from the University of Nebraska-Lincoln. Alli has 14 years of experience working with adults in the acute care setting and has been the associate director of the department since 2021. Alli has specialty training in disorders of consciousness and has initiated and led program implementation in this area at UNMC/Nebraska Medicine.

Carly Garcia is a speech-language pathologist at the Munroe Meyer Institute department of Speech-Language Pathology at the University of Nebraska Medical Center. She earned a bachelors degree in communication science and disorders from the University of Iowa and a masters degree in speech-language pathology from The Ohio State University. Carly works with adults in the acute care setting with specific interest in working with individuals with brain injuries. She has completed training in administration of the JFK Coma Recovery Scale-Revised and supports SLP training for administration of this assessment at UNMC/Nebraska Medicine. Carly is currently pursuing Certified Brain Injury Specialist certification.

Speaker Financial Disclosure Statement: Alli Krase is employed by the University of Nebraska Medical Center. Carly Garcia is employed by the University of Nebraska Medical Center.

Speaker Non-Financial Disclosure Statement: Alli Krase and Carly Garcia have no non-financial relationships to disclose.

Abby Crimmins, M.S., CCC-SLP
Dr. Elizabeth Bradford-Bell, M.D.
Morgan Sheen, LMNT
Nina Coughlin, R.N.

Partnership in Management of Head & Neck Cancer: A Multidisciplinary Approach – *SLP Medical Track*

A panel of multidisciplinary service providers (SLP, MD, RD and RN) will discuss assessment and management of Head & Neck cancer patients along the continuum of care, and present evidenced-based protocols utilized during radiotherapy interventions, focused on swallowing and nutrition.

Speakers – SLP Medical Track (Continued)

Learning Objectives:

- Discuss "usual care" for H&N cancer clients participating in a multidisciplinary clinic approach
- State evidence-based exercise programs to prevent and/or reduce dysphagia and nutritional compromise during and after radiation therapy
- Identify positive outcomes following multidisciplinary interventions throughout the continuum of H&N cancer treatments

Abby Crimmins; Qualifications: Completed clinical fellowship primarily in acute care and outpatient settings with some coverage of acute rehab and skilled nursing. Currently providing inpatient SLP services for adults and outpatient head and neck cancer evaluation and rehabilitation, including patients who underwent surgical, medical, and/or radiation oncological treatment.

Degree(s): B.A., Iowa State University; M.S., University of Nebraska-Lincoln Professional experience: Generalist in inpatient adult services with a strong emphasis on swallowing and swallowing disorders. Specialist in medically fragile/complex cases with an emphasis on ENT-related cases, trach/vent management, inpatient AAC, and inpatient and outpatient head and neck cancer rehabilitation.

Dr. Bradford-Bell: Qualifications: Fellowship-trained head and neck oncology and microvascular reconstructive surgery Degree(s): B.S., University of Oklahoma; M.D., Wake Forest School of Medicine Professional experience: Assistant Professor Head and Neck Surgery Dept of Otolaryngology UNMC/Nebraska Medicine; Associate Program Director Otolaryngology Residency Program UNMC; Director of Head and Neck Microvascular Reconstructive Surgery Nebraska Medicine.

Morgan Sheen: Qualifications: Registered Dietitian Nutritionist, Specialist in Head and Neck Cancer and Bone Marrow Transplant Degree: B.S., University of Nebraska-Lincoln; Dietetic Internship, Baylor University Medical Center Professional experience: Inpatient dietitian specializing in oncology at BUMC from 2014-2020; outpatient oncology dietitian at Nebraska Medicine from 2020-present specializing in oncology.

Nina Coughlin: Qualifications: Registered Nurse, Oncology Nursing Specialist, Nurse Case Manager, Cancer Care Services Degree: BSN, Clarkson College of Nursing Professional experience: RN at Alegent Creighton Health 2008-2014, specializing in oncology nursing. RN Case Manager for the NM Head & Cancer Clinic from 2016-present.

Speaker Financial Disclosure Statement: Nina Coughlin and Morgan Sheen are employed by Nebraska Medicine. Abby Crimmins is employed by UNMC. Dr. Bradford-Bell is dually employed by Nebraska Medicine and UNMC.

Speaker Non-Financial Disclosure Statement: Abby Crimmins, Dr. Elizabeth Bradford-Bell, Morgan Sheen, and Nina Coughlin have no non-financial relationships to disclose.

Stacie Delezene, M.S., CCC-SLP
Co-Authors:
David Gerst, M.S., CCC-SLP
Lindsay Larkin, M.S., CCC-SLP

Embracing Technology to Enrich the SLP's Impact in Cognitive-Communication Interventions Across the Care Continuum – *SLP Medical Track*

This session will provide speech-language pathologists (SLPs) with knowledge to leverage technology across the continuum of care to promote sustainable outcomes, and aging in place, for individuals with cognitive-communication disorders. Through practical review of clinical case studies, participants will learn to address barriers, as well as develop and implement strategies for the application of current technology across the continuum of care Additionally, participants will explore best practices to train clients for improved independence with personal and health management, in order to ensure sustainable outcomes and effective transitions in care through use of technologies.

Learning Objectives:

- List technology considerations when treating clients with cognitive-communication disorders
- Identify current evidence for practical use when integrating technology into evaluation and treatment interventions
- Apply strategies for utilizing technology across the continuum of care in order to promote aging in place, quality of life, and social closeness

Speaker: Stacie Delezene, M.S., CCC-SLP, obtained a Master's degree from the University of Nebraska at Omaha in 2011. Stacie has worked in long-term care, skilled rehab, outpatient, and community-based services throughout her career, and is currently employed as a Clinical Director for Powerback Rehabilitation. Stacie is passionate about technology and interprofessional practice along the continuum of care. Stacie also has her Master Clinician recognition through Powerback Rehabilitation in Cognitive-Communication Disorders and Technology.

Co-Author(s): Lindsay Larkin is a speech-language pathologist and clinical director for Powerback Rehabilitation Services. Lindsay has worked with the geriatric population in a variety of settings, where she has developed a passion for mentoring new graduates and working with cognitive-communication deficits. She has contributed to articles for the ASHA Leader Live and volunteers as a community educator for the Alzheimer's Association.

David Gerst, M.S., CCC-SLP is a Senior Clinical Director for Powerback Rehabilitation and is responsible for program development and support of clinical initiatives. In addition, he leads Powerback in the areas of professional development and clinical education. He is a member of the Project Management Institute (PMI) and is recognized by Powerback as a Master Clinician in Dysphagia.

Speaker Financial Disclosure Statement: Stacie Delezene is employed by Powerback Rehabilitation (formally known as Genesis Rehab Services).

Speaker Non-Financial Disclosure Statement: Stacie Delezene has no non-financial relationships to disclose.

Poster Sessions

Kiley Allgood, B.S.
Dr. Laden Ghazi Saidi, Ph.D.

The Effects of Language Learning on Cognition in Older Adults – *Poster Session*

As individuals age, structural and functional neurocognitive changes occur. Prevalent cognitive processes that often regress with aging include attention, memory, reasoning, auditory and visual processing, and processing speed. Impaired cognitive processes can inhibit individuals' ability to effectively operate, which decreases their quality of life. This study aims to assess how learning a language affects cognitive ability in older adults (age: 60-80). A series of cognitive assessments as well as functional and structural MRI scans are administered to participants before, and after, the start of their language-learning program. This allows researchers to assess the neurocognitive effect of the language-learning intervention. Participants agreed to complete at least 90 minutes of a language learning curriculum each day through an online language learning program (LLP) for five days a week over the duration of four months. Participants were able to select a language of their choice, offered by the LLP, to study for the intervention. Researchers monitor the cumulative amount of time participants spent on the LLP each week, the amount of time spent on the LLP each day, the number of days participants logged in to LLP, and participants' average scores each week for completed lessons. The preliminary results show significant changes to pre/post-measures of response time for the Stroop test, which measures selective attention, for the Digit Symbol test, which measures processing speed, for semantic fluency, which measures working memory, executive function, and word retrieval, and for the Montreal Cognitive Assessment (MoCA), which measures global cognition. Evolving evidence suggests engagement in activities that activate parts of the brain involving cognition can improve or slow the regression of cognitive health with aging (Wenisch, et al., 2007; La Rue, 2010; Saragih, et al., 2022). This study's preliminary results align with our previous studies in that language learning engages parts of the brain involved with cognition (Ghazi Saidi, et al., 2013; 2017a; 2017b).

Learning Objectives:

- Identify the cognitive effects of learning a new language.
- Identify healthy cognitive aging.
- Identify the basics of cognitive reserve.
- Establish the different cognitive processes involved in language learning.

Kiley Allgood: Graduate Research Assistant for the University of Nebraska-Kearney Language and Cognition Lab, Bachelor of Science: Education & Human Sciences.

Ladan Ghazi Saidi, Ph.D., Associate Professor, Department of Communication Disorders, University of Nebraska at Kearney (UNK);

Faculty Affiliate, Center for Brain. Biology and Behavior (Cb3), University of Nebraska at Lincoln, Lincoln, Nebraska, Research Fellow: Neuropsychology/Clinical Neuroscience/Imaging, Cleveland Clinic, Lou Ruvo Center for Brain Health, March 2016-July 2017

Post-doctoral Researcher, Centre de Recherche Institute Geriatrie de Montreal, Montreal, Quebec, Canada, April 2013-June 2016. Ph.D. in Biomedical Sciences: Neuropsychology, Department of Biomedical Sciences, January 2006- December 2012 (Thesis defended on the 5th of October 2012), Faculty of Medicine, University of Montreal, Montreal, QC, Canada.

Speaker Financial Disclosure Statement: Kiley Allgood is employed by the University of Nebraska-Kearney as a Graduate Research Assistant for the Language and Cognition Lab which covers her tuition expenses and provides her with a monthly stipend.

Ladan Ghazi Saidi, Ph.D., is an Associate Professor, Department of Communication Disorders, and Faculty Affiliate, Center for Brain. Biology and Behavior (CB3), University of Nebraska at Lincoln. She receives salary from University of Nebraska at Kearney (UNK). She has received research funds from NU collaborative grants, UNK seed and collaborative grants, MHDI and RDAR Center 2023 , EPsCoR, Nebraska, Rosetta Stone, and Central States Center for Agricultural Safety and Health for her research. Attending this conference has been made possible by professional development funds by UNK.

Speaker Non-Financial Disclosure Statement:Kiley Allgood serves as a Graduate Research Assistant for the Language and Cognition Lab for the University of Nebraska-Kearney and has no non-financial disclosure.

Ladan Ghazi Saidi, Ph.D., is an Associate Professor, Department of Communication Disorders, and Faculty Affiliate, Center for Brain. Biology and Behavior (CB3), University of Nebraska at Lincoln and has no non-finiancial disclosures.

Dr. Kathy Coufal, Ph.D., CCC-SLP

The World Rehabilitation Alliance Now Launched – *Poster Session*

The purpose of this session is to introduce the World Rehabilitation Alliance (WRA), of which ASHA is a member. The WRA supports the World Health Organization (WHO) Rehabilitation 2030 initiative to strengthen global health systems, making rehabilitation a Universal Health priority. The objectives and actions of the five workstreams of the WRA will be presented by ASHA members serving to advance the initiatives, which include workforce development, research, primary care, emergencies and external relations. Attendees will learn of the advocacy and actions targeted by the WRA and how ASHA members may be involved.

Learning Objectives:

- Enumerate three objectives of the WRA.
- Describe the vision of the WRA as it relates to the WHO.
- Describe at least two ways ASHA members may advance the objectives of the WRA.

Dr. Coufal is an ASHA Fellow and Board Certified Specialist in Child Language and Language Disorders. She served as Professor, Department Chair and Program Director at Wichita State University (WSU) and as Professor and Program Director, University of Nebraska-Omaha (UNO), and holds Emeritus status at both. Currently she is an adjunct professor for Creighton University's Interdisciplinary Leadership Doctoral program. She serves as a volunteer for Health Volunteers Overseas (HVO) on the WRA workstream on research.

Speaker Financial Disclosure Statement: Dr. Coufal has no financial disclosures.
Speaker Non-Financial Disclosure Statement: Dr.Coufal is a member of NSLHA, ASHA and HVO.

Hannah Green, B.A.
Sarah Al-Salim, Au.D.
Gabrielle Merchant, Ph.D, Au.D.

Can Clinical Audiologists Replace Single-Frequency Tympanometry with Wideband Tympanometry? – *Poster Session*

Standard single-frequency tympanometry is used by nearly all audiologists as a part of their diagnostic test battery, but the test has limitations due to its measurement at a single frequency, most commonly 226 or 1000 Hz. Wideband tympanometry (WBT) overcomes many of these limitations and has been shown to provide clinical diagnostic information, beyond what is provided by standard tympanometry. However, clinical uptake of wideband tympanometry has been limited, with audiologists opting to continue using the more familiar test, standard tympanometry. It is possible, however, to extract a familiar, standard tympanogram from the WBT results. This poster will explore the feasibility of replacing standard tympanometry with an extracted tympanogram from WBT, allowing clinicians to still have the single-frequency tympanogram they are accustomed to seeing, but also benefit from the additional diagnostic information gained from the wideband results. The procedures, time, and equipment needed to measure wideband tympanometry compared to the measurement of single-frequency tympanometry will be explored. Further, the comparability of test results obtained via standard single-frequency tympanometry compared to extracted tympanograms from WBT will be shown in data gathered from participants. A case study will be shared demonstrating the utility of WBT and how additional information gained from this measure contributed to a diagnosis.

Learning Objectives:
- Identify if single-frequency tympanograms extracted from wideband tympanometry can accurately replace single-frequency tympanometry.
- Describe the procedures utilized to measure wideband tympanometry.
- List the clinical devices that currently possess wideband tympanometry functionality.

Hannah Green is a research assistant in the Translational Auditory Physiology and Perception Lab at Boys Town National Research Hospital. She recently graduated from the University of Nebraska at Omaha with a Bachelors degree in Psychology and a minor in Criminology. Hannah plans to continue on to graduate school in the Fall of 2024 to pursue a PhD in Clinical Psychology.

Sarah Al-Salim is a Senior Research Audiologist at Boys Town National Research Hospital (BTNRH). She completed her Au.D. at the University of Nebraska-Lincoln while working as a research assistant at BTNRH. She completed her clinical externship and worked as a clinical audiologist in Illinois prior to returning to BTNRH. Her primary research interest lies in the development of clinical assessment tools and intervention strategies that could lead to improved communication outcomes in children with hearing loss.

Gabrielle R. Merchant is a hearing scientist and audiologist and Director of the Translational Auditory Physiology and Perception Laboratory at Boys Town National Research Hospital. She earned her BA from Smith College, her PhD from the Harvard-MIT Speech and Hearing Bioscience and Technology Program, and her AuD from the University of Massachusetts Amherst. Her translational research focuses on auditory mechanics, auditory perception, and advancing evidence-based practice through improved clinical diagnostic tools.

Financial Disclosure Statement: Hannah Green, Sarah Al-Salim, and Gabrielle Merchant are employees of Boys Town National Research Hospital. This work is supported by grant funding awarded by the NIH to Gabrielle Merchant.

Non-Financial Disclosure Statement: Hannah Green, Sarah Al-Salim, and Gabrielle Merchant have no non-financial relationships to disclose.

Claire Neil
Judy Harvey, Ph.D, CCC-SLP
Adrienne Pitt, Ph.D., CCC-SLP

A Comparison of Two Communication Sampling Methods – *Poster Session*

While language and communication sampling is a "best practice" in our field, collection and analysis of samples can be time consuming and laborious. The researchers attempted to establish an everyday approach to easily collecting communication samples that would make this important practice simple and streamlined. We compared samples collected using factory installed PC dictation software (one that any clinician would have at the ready) with samples recorded and transcribed by humans. Samples were compared for number words and errors. Qualitative data was also collected regarding differences between human transcriptions and those created by the automated dictation corrections. This project represents aphasia samples and outcomes. Future directions using similar techniques with a variety of other diagnostic populations across the lifespan will be discussed.

Learning Objectives:
- Replicate sampling techniques to evaluate usefulness of automated sampling methods in their own settings.
- Discuss the pros and cons to various types of language and communication sampling approaches

Claire Neil is a graduate student at the University of Nebraska – Lincoln, pursuing her Masters of Science in Speech Language Pathology. Claire earned her Communication Disorders, Bachelor of Science in Education at The University of Nebraska at Kearney. Throughout graduate school, Claire has had clinical practicums at Lewis and Clark Middle School, The University of Nebraska Medical Center, and Madonna Rehabilitation Hospital in Omaha.

Judy Harvey Ph.D. CCC-SLP is an Associate Professor of Practice in the department of Special Education and Communication Disorders at the University of Nebraska – Lincoln (UNL). Her clinical research interests include cognitive language aspects of aging adults, cognitive strategy use for

individuals with acquired brain injury, and evidence-based practice. She teaches in the clinic and the classroom on the subjects of clinical decision making, EBP, acquired brain injury, and motor speech disorders.

Adrienne Pitt, Ph.D. CCC-SLP is an Assistant Professor of Practice at the University of Nebraska-Lincoln and a certified Speech-Language Pathologist. Adrienne received a bachelors in Exercise Science and Masters in Speech-Language Pathology from the University of South Carolina as well as a PhD in Speech-Language Pathology from the University of Kansas. Adrienne's research and clinical interests include speech and language in early communicators, augmentative communication and neurodevelopmental disabilities.

Speaker Financial Disclosure Statement: Judy Harvey and Adrienne Pitt are employed as faculty members at UNL, where this research took place.Claire Neil has no financial relationship to disclose.

Speaker Non-Financial Disclosure Statement: Neither Judy Harvey nor Adrienne Pitt have non-financial relationships to disclose.Claire Neil completed the literature review portion of this research for a 1 credit-hour independent study.

Andrea Mikuls
Kevin Pitt, Ph.D., CCC-SLP

Considering Intuitive Brain-Computer Interface Control of AAC Devices: Moving Beyond Item Selection for Those with Complex Communication Needs – *Poster Session*

Brain-computer interface technology for augmentative and alternative communication (BCI-AAC) control may provide a link between an individual's brain activity and an AAC device. Considering how BCI-AAC may be applied to a broad variety of populations is an important component to promoting the clinical translation of BCI-AAC. To date, the emphasis of BCI-AAC development focuses on supporting adults and children with severe speech and physical impairments (SSPI) in making AAC item selections. However, how BCI may be applied to support more intuitive AAC control for children is unclear. Therefore, the aim of this study is to ignite avenues for intuitive BCI-AAC development for children with and without SSPI.

Learning Objectives:

- Describe how a brain signal may be recorded for BCI-AAC.
- Discuss various ways that BCI-AAC may be applied to children who are without motor impairments.
- Discuss limitations to the implementation of BCI-AAC technology.

Andrea Mikuls is a graduate student at the University of Nebraska-Lincoln, working towards receiving her master's degree in speech-language pathology. She is interested in emerging AAC technologies and clinical application of AAC techniques. She is working under Kevin Pitt, Ph.D., CCC-SLP. Kevin Pitt is an assistant professor in Communication Sciences and Disorders at the University of Nebraska-Lincoln, and PI of the AAC Translation (AACT) Laboratory. He earned his master's degree in Communication Sciences and Disorders, Speech-Language Pathology at Missouri State University, as well as his Ph.D. in Speech-language-hearing at the University of Kansas. He is interested in translating the latest AAC access advancements such as brain-computer interfaces out of the laboratory setting by incorporating current clinical procedures, stakeholder input, and principles governing display design.

Speaker Financial Disclosure Statement: Kevin Pitt is employed by the University of Nebraska-Lincoln. Andrea Mikuls has no financial disclosures.

Speaker Non-Financial Disclosure Statement: Andrea Mikuls and Kevin PItt have no non-financial relationships to disclose.

Dr. Kelly Pritchett, Au.D.

Impacts of Covid-19 Pandemic on Hearing, Balance, Cognition, and Quality of Life for Adults – *Poster Session*

Understanding the effects the Covid-19 pandemic had on our aging population will allow professionals to identify clinical services that can address the impact these effects had on hearing, balance, cognition, and quality of life. In this session, attendees will learn the major areas in which the lives of adults with a known hearing loss were affected by the pandemic. Attendees will also know how professionals can focus our clinical service delivery to address these impacts, particularly in a university clinic setting. Lastly, this session will address how audiologists and speech-language pathologists can collaborate to utilize each other's areas of expertise and influence interprofessional practice between audiology and speech-language pathology graduate students.

Learning Objectives:

- List three areas where the pandemic negatively affected adults surveyed.
- List three key areas where satisfaction worsened after the pandemic.
- Describe how survey results can influence interprofessional practice within a university clinic setting.

Dr. Kelly Pritchett is a licensed and certified audiologist. She received her Doctor of Audiology degree in 2007 from Salus University, The George S. Osborn School of Audiology. She is a faculty member and clinic coordinator within the Doctor of Audiology program at the University of Nebraska-Lincoln in the Department of Special Education and Communication Disorders. Her clinical areas of expertise include adult diagnostics for both hearing and balance disorders, as well as treatment of those disorders.

Speaker Financial Disclosure Statement: Dr. Kelly Pritchett is employed by the University of Nebraska-Lincoln.

Speaker Non-Financial Disclosure Statement: Dr. Kelly Pritchett has no non-financial relationships to disclose.

Dr. Hope Sparks Lancaster, Ph.D.
Dr. Natalie Parde, Ph.D.

Associations Between Speech and Language Performance in Adults – *Poster Session*

Authors: Hope Sparks Lancaster, Shahla Farzana, Ryan Parks, Denis Fitzpatrick, Alicia Buttner, Seth Bashford, Natalie Parde

Presentation description:

Rationale: Prior work indicates that individuals with language disorders often have deficits in speech-motor skills and vice versa. There is also evidence that individuals with dyslexia have difficulties with speech-motor and lexical-semantic tasks. There is little work examining the relationships between speech-motor and proficiency in various language domains in the population at large. In this poster, we present data about the associations between speech-motor, lexical-semantic, and grapheme-phoneme skills in adults from the general population.

Methods: We focus on results from diadochokinetic (speech-motor), word definition (lexical-semantic), and irregular word spelling (grapheme-phoneme). We recruited adults with no hearing loss or neurological disorders during the fall of 2022. Twenty-five adults (median age = 30 years) completed these tasks over the internet with no researcher supervision. We examined the associations between these tasks using two scoring methods: gold-standard human scoring and artificial intelligence technologies. Our gold-standard metrics provide scores for accuracy; whereas, artificial intelligence technologies extract more fine-grained scores about precision and semantic relations.

Pilot Results: Based on human scoring these tasks are weakly related (DDK-Word definition r =-.31; DDK-Spelling r = -.38; Word definition-Spelling r = .17). We are in the process of determining the associations between finer grained features (e.g., phonetic precision) on these tasks. We are using a pretrained universal phone recognizer to perform automated phonemic transcription for the diadochokinetic speech task, and then we are computing fine-grained scores using an edit distance-based scoring measure to compare the phonemic transcripts with the desired, “perfect” phonemic output. For the word definition task, we are encoding the participant's definition and the gold standard definition for a given word using paragraph embedding techniques (i.e., Doc2Vec) and then computing the cosine similarity between the two encoded representations, with higher scores indicating closer similarity. Finally, for the irregular word spelling task, we are computing the character-level minimum edit distance between the participant's spelling and the correct spelling, with lower scores indicating spelling that is closer to the correct form. We anticipate that there will be stronger associations between the fine grain scores than traditional accuracy.

Learning Objectives:

- Describe the motivation for the study.
- Discuss the results of the study and connections with broader theory and clinical practice.
- Associate the benefits of both human-scoring and artificial intelligence technologies.

Dr. Hope Sparks Lancaster is a research scientist at Boys Town National Research Hospital where she directs the Etiologies of Language and Literacy Lab. She received her BA (Psychology) from University of Illinios at Chicago and PhD (Hearing and Speech Sciences) from Vanderbilt University. Natalie Parde is an Assistant Professor in the Department of Computer Science at the University of Illinois at Chicago and co-directs UIC’s Natural Language Processing Laboratory. She received her undergrad and graduate degrees from University of North Texas in Computer Science.

Speaker Financial Disclosure Statement: Dr. Hope Lancaster is employed by Boys Town National Research Hospital and received CoBRE funding for this project. Dr. Natalie Parde is employed by University of Illinois at Chicago.

Speaker Non-Financial Disclosure Statement: Dr. Lancaster and Dr. Parde have no non-financial relationships to disclose.

Austin Spoor, B.A.

Noise Exposure with Wireless Active Noise-Cancelling Earbuds Across Three Price Tiers in Background Noise – *Poster Session*

An analysis of noise exposure experienced when wearing wireless active-noise cancelling earbuds of differing price tiers.

Learning Objectives:

- Apply research findings to clinical recommendations for the use of active-noise cancelling earbuds by patients exposed to loud environmental sounds.
- Apply research findings to personal decisions about utilizing wireless active-noise cancelling earbuds when exposed to background noise.

Austin Spoor is a third-year student in the University of Nebraska-Lincoln's Doctoral program of Audiology. He received a Bachelor’s Degree in Biology, Minor in Chemistry, and Certification in GIS in 2021 at Park University in Parkville, Missouri.

Speaker Financial Disclosure Statement: Funding for earbuds was provided by the department of Special Education and Communication Disorders department of the College of Education and Human Sciences at the University of Nebraska-Lincoln. Austin Spoor has no financial relationships to disclose.

Speaker Non-Financial Disclosure Statement: Austin Spoor has no non-financial relationships to disclose.

Dr. Yingying Wang, Ph.D.

White Matter Pathways Supporting Basic Reading Skills in Young Children – *Poster Session*

Reading is a complex cognitive process involving decoding and comprehending of the printed texts and is critical for individuals to acquire knowledge. Reading is related to academic success. Learning to read requires transformation from print to speech and print to meaning, which involves multiple functional brain regions connected through white matter pathways. Research has shown that changes of white matter are sensitive measures to use for early identification for children at-risk for reading difficulties. Multiple white matter pathways have been linked to language or reading. This study presents the white matter characteristics of two pathways in pre-readers. 27 typically developing children, between the age of 4.61 to 9.97, were studied. Our results demonstrate the brain-behavior correlation using white matter data from pre-readers and decoding readers. High fractional anisotropy (FA) of posterior arcuate fasciculus tract was correlated with high standardized scores of verbal IQ, while high FA of the left inferior fronto-occipital fasciculus tract was correlated with phonological awareness (PA). PA tests the phonological ability and verbal IQ examines the verbal knowledge. Our findings

Poster Sessions (Continued)

suggest white matter pathways support language and literacy development in young children.

Learning Objectives:

- Identify the model of reading.
- Describe neuroscience foundations related to reading skills.
- Describe neuroimaging evidence on neuroplasticity associated with learning to read.

Dr. Wang completed her PhD training in Biomedical Engineering from University of Cincinnati in 2013 and two-year postdoctoral training at Boston Children's Hospital affiliated with Harvard Medical School from 2014-2015. Her research focuses are to (1) study neuroplasticity induced by learning to read and (2) identify differences in neural mechanisms of reading between children who are deaf or hard of hearing and children with typical hearing.

Speaker Financial Disclosure Statement: Dr. Wang is employed by University of Nebraska-Lincoln, received a research grant from the National Institute on Deafness and Other Communication Disorders (NIDCD).

Speaker Non-Financial Disclosure Statement: Dr. Wang has no non-finanical relationships to disclose.

Rose Griffin, M.A., CCC-SLP, BCBA

Power of Joint Attention – *Virtual Poster Session*

In this course participants will learn about the importance of joint attention. Participants will learn about many specific actionable strategies that they can use to embed work on joint attention in their therapy sessions.

Learning Objectives:

- Discuss the importance of joint attention when providing intervention for autistic learners.
- List 3 strategies for incorporating work on joint attention during therapy sessions.
- State how to write functional goals for targeting joint attention during therapy sessions.

Rosemarie Griffin, MA, CCC-SLP BCBA, is an ASHA certified Speech-Language Pathologist and Board Certified Behavior Analyst. She is the founder of ABA SPEECH. ABA SPEECH offers professional development courses, consultations and products geared towards helping autistic students find their voice. Rose is also the host of the Autism Outreach Podcast, a weekly show all about autism and communication. She is a sought after speaker who enjoys connecting with audiences at the local, state and national level. Rose is passionate about the mission of ABA SPEECH, which is to help all students become more independent communicators.

Speaker Financial Disclosure Statement: Rose Griffin has no financial disclosures.

Speaker Non-Financial Disclosure Statement: Rose Griffin is the owner of the website and blog ABA Speech.

Jane Roitsch, Ph.D., CCC-SLP, MBA
Marlee Nebesniak

Treatment for Pediatric Patients with Dysphagia: A Survey of Speech-Language Pathology Practice Patterns – *Virtual Poster Session*

For this Poster presentation, an undergraduate student (Marlee Nebesniak) will discuss the results of a Qualtrics survey that was distributed to SLPs through the American Speech-Language-Hearing Association's dysphagia special interest group 13 – Swallowing and Swallowing Disorders (of which Dr. Roitsch is a member and has access). The primary question we sought to answer was "What are the dysphagia assessments and treatments most commonly used by SLPs to manage pediatric patients with swallowing disorders."

Learning Objectives:

- Identify assessments most commonly used by SLPs to manage pediatric dysphagia.
- Identify treatments most commonly used by SLPs to manage pediatric dysphagia.
- Discuss practice patterns that have emerged through data analysis of the survey, specifically based on practice site, clinical experience, and type of dysphagia being managed

Jane Roitsch, Ph.D., CCC-SLP, MBA, is an Assistant Professor in the Communication Disorders Department at the University of Nebraska at Kearney. She currently serves as the Faculty Advisor for Operation Smile at ODU. Her research interests include executive functions, cognition, anatomy, dysphagia, voice and fluency disorders. She has been teaching and mentoring undergraduate and graduate students at UNK since 2012. Marlee Nebersniak is an undergraduate student at UNK.

Speaker Financial Disclosure Statement: Jane Roitsch is employed by UNK as an assistant professor. Marlee Nebesniak is an undergraduate student at UNK. Funding for this research is supported by the Undergraduate Research Experience Grant Program through Nebraska EPSCor, for which Marlee was awarded a $5,000 grant.

Speaker Non-Financial Disclosure Statement: Jane Roitsch and Marlee Nebesniak have no non-financial relationships to disclose.

NEBRASKA SPEECH•LANGUAGE•HEARING ASSOCIATION

NSLHA

NEBRASKA SPEECH·LANGUAGE·HEARING ASSOCIATION
NSLHA

ASHA CE
APPROVED PROVIDER

Nebraska
Speech-Language-Hearing
Association

Conference is available for up to 1.25 ASHA CEUs,
variable credit. Ethics Session is available for 0.1 ASHA CEUs, introductory level.

To Contact NSLHA:

Nebraska Speech-Language-Hearing Association
8700 Executive Woods Dr, Suite 400
Lincoln, NE 68512-9612

Phone: (402) 476-1528
Email: info@nslha.org
Website: https://nslha.org