Fall Convention
September 29 - October 1, 2021
Holiday Inn Hotel & Convention Center
110 2nd Ave.
Kearney, NE 68847
Virtual Live Stream and Recording Options Available

Early Bird Discount
Register by September 1st to receive the early bird discount.

Click HERE for Online Registration

This convention is offered for up to 1.35 ASHA CEUs (Various levels; Professional area)
## NSLHA Fall 2021 Convention Agenda

### Wednesday, September 29, 2021

<table>
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<tbody>
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<tr>
<td>6:30 pm</td>
<td>NSLHA Board Meeting</td>
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### Thursday, September 30 - Registration and Continental Breakfast

### Thursday, September 30, 2021 - Speech-Language Pathology School Schedule

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<td>Round Robin 1 - Signia TeleCare Tips and Tricks presented by Sonia Harris, Au.D.</td>
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<td>Round Robin 2 - Using Phonak eSolutions presented by Natalie Saba, Au.D.</td>
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<tr>
<td>3:30 pm - 4:00 pm</td>
<td>Round Robin 3 - Advancing Your Hearing Care presented by Lindsay Livengood, Au.D.</td>
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<tr>
<td>4:00 pm - 5:00 pm</td>
<td>Collaboration Between Clinical and Educational Audiology-A Panel Discussion presented by Kristin Jolkowski, Au.D., CCC-A, Joel Halpine, M.S., CCC-A, Jennifer Gutzwiller, Au.D., CCC-A, and Laura Beshaler, Au.D., CCC-A</td>
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**KEY**
- Speech-Language Pathology School
- Speech-Language Pathology Medical
- Audiology
### NSLHA Fall Convention Agenda

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<td>Emotions and Middle School - Using Zones of Regulation to Give Common Language and Strategies for Big Emotions presented by Harmony Ames, M.S., CCC-SLP</td>
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<tr>
<td>11:00 am - 12:00 pm</td>
<td>Preparing for IEP Meeting Trick-or-Treat: Tips for Getting Better Traction at Team Meetings presented by Karen Haase</td>
</tr>
<tr>
<td>12:00 pm - 1:30 pm</td>
<td>School-based SLPs Roundtable facilitated by April Overholser, M.S., CCC-SLP, Penny Brown, M.Ed., M.S./CCC-SLP, Sarah McDiarmid, CCC-SLP and Nicole Warner, M.S., CCC-SLP</td>
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<td>Evidence-Based Practice in Pediatric Dysphagia presented by Ross Westemeyer, M.S., CCC-SLP and Angela Dietsch, Ph.D., CCC-SLP</td>
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<td>Aphasia Assessment and Intervention a Neurolinguistic Perspective presented by Kristy Weissling, SLP.D., CCC-SLP; Miechelle McKelvey, Ph.D., CCC-SLP and Marissa Potter, B.A.</td>
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When you provide a check as payment, you authorize us either to use information from your check to make a one-time electronic fund transfer from your account or to process the payment as a check transaction. When we use information from your check to make an electronic fund transfer, funds may be withdrawn from your account as soon as the day we receive your payment, and you will not receive your check back from your financial institution.

Registration Fees:

**In-Person Convention**

**Professional Members:**
(Note: Your 2021-22 NSLHA membership dues must be paid to register at the member rate.)

$225 (early bird rate); $250 (after Sept. 1st)

**Prospective Members:**
$325 (early bird rate); $350 (after Sept. 1st)

☐ Please apply $130 of my registration fee to 2021-2022 NSLHA Membership.

**NSLHA Student Members:** (Note: Your 2021-22 NSLHA membership dues must be paid to register at the member rate.)

$60

☐ I wish to volunteer for the convention.

*Note: Students who volunteer for the convention will be contacted in advance and provided with either a pre-convention or onsite assignment.*

**Prospective Student Members:**

$85

☐ Yes, I will be attending the Wednesday evening Student Share Fair.

☐ No I will NOT be attending

☐ Yes, I will be attending the Friday Student Forum Luncheon.

☐ No I will NOT be attending

Special Dietary Needs/Accommodations

_________________________________________________________________________________________

**NSLHA Regional Social and Trivia Contest:** An RSVP for this event is requested for an accurate food and beverage count.

☐ Yes, I will be attending

☐ No, I will NOT be attending

**Virtual Convention**

**Professional Members:**
(Note: Your 2021-22 NSLHA membership dues must be paid to register at the member rate.)

$185 (early bird rate); $210 (after Sept. 1st)

**Prospective Members:**

$285 (early bird rate); $310 (after Sept. 1st)

**NSLHA Student Members:** (Note: Your 2021-22 NSLHA membership dues must be paid to register at the member rate.)

$60

**Prospective Student Members:**

$85

**Self-Study/Individual options:**

☐ I am unable to participate in the live stream of the convention sessions, but wish to purchase the following sessions at $50 each. ASHA CEU’s will be available through December 31, 2021.

$50 per session recording

Please write in the sessions you wish to purchase:

_________________________________________________________________________________________

_________________________________________________________________________________________

Registration Fee: $

Processing Fee (a $5 credit card processing is added to all transactions): $5.00

Total Registration Fee: $

Mail your registration form with payment information to:

NSLHA
3901 Normal Blvd., Suite 100
Lincoln, NE 68506

or Fax to: 402.476.6547 or Email: info@nslha.org

Cancellation Policy:
A 50% refund for registration fees will be given on cancellations submitted to the NSLHA office by September 14, 2021.
Hotel Reservation Information

The hotel room block is at the Holiday Inn
110 2nd Ave., Kearney, NE 68847

Room rate: $104.95 plus tax per night

Reservations may be made by calling the hotel direct at:
308-237-5971 or 855-444-5769
Option 0 and ask for the Nebraska Speech-Language-Hearing Association group rate.

Rooms at this special rate will be available until September 1, 2021

This convention is offered for up to 1.35 ASHA CEUs (Various levels, Professional area).

The annual NSLHA Fall Convention showcases excellent education and networking opportunities for our audiologists, speech-language pathologists and students.

Connect with your peers and industry partners in Kearney.

NSLHA Regional Social and Trivia Contest

Join your colleagues for a fun social event and trivia contest immediately following the exhibits and poster sessions on Thursday, September 30th from 6:30 - 7:30 pm. Food and beverage will be provided. This is an opportunity to network and make new friends.
Speakers

**Amanda Irions, Ph.D.**
**Ethics, Diversity and Inclusion - General Session**

We are working with more diverse clients because we live in an increasingly diverse country. This presentation will introduce audiologists and speech-language pathologists to a key empirically supported communication framework that will help them communicate clearly, effectively, appropriately, and equitably with clients from diverse backgrounds.

**Learning Objectives:**
1. Participants identified and explained the main concepts of Communication Accommodation Theory.
2. Participants identified and explained how to use the communication framework presented in the session to uphold their clients’ dignity and their own.
3. Participants demonstrated an improved ability to communicate clearly, effectively, appropriately, and equitably with clients from backgrounds other than their own.

Amanda L. Irions earned a Ph.D. in Communication from the University of Maryland and is a professor of Communication at Doane University. She is an award-winning teacher, speaker, and researcher whose work focuses on intercultural and intergroup communication, how emotions and cognitions affect belief, and social catalysts.

**Speaker Financial Disclosure Statement:**
Amanda L. Irions is employed by Doane University.

**Speaker Non-Financial Disclosure Statement:**
Amanda L. Irions has no non-financial relationships to disclose.

**Patty Daberkow, M.S., CCC-SLP**
**Michelle Moser, M.S., CCC-SLP**
**Megan Bailey, M.S., CCC-CLP**
**Jenny Feeney, M.S., CCC-SLP**
**Melissa Weber-Arnold, M.Ed.**
**Strategies to Support AAC in the Classroom - School Track**

Our presentation will share different strategies to support AAC in the classroom. We will discuss how we assess our students, work with special education teams on AAC goals and develop strategies and supports to the students and teams to incorporate AAC throughout their day.

**Learning Objectives:**
1. Participants completed some informal assessment to determine how to advance students using AAC to become a better communicator.
2. Participants developed good IEP goals to incorporate AAC throughout the student’s school day.
3. Participants implemented AAC strategies that they can use with students they are working with in the schools.

Patty Daberkow, M.S., CCC-SLP is a graduate of the University of Nebraska - Lincoln. She is an Assistive Technology Specialist for Lincoln Public Schools.

Michelle Moser, M.S., CCC-SLP is a graduate of the University of Nebraska - Lincoln. She is an Assistive Technology Specialist for Lincoln Public Schools.

Megan Bailey, M.S., CCC-SLP is a graduate of the University of Nebraska - Lincoln. She is an Assistive Technology Specialist for Lincoln Public Schools.

Jenny Feeney M.S., CCC-SLP is a graduate of the University of Nebraska - Lincoln. She is an Assistive Technology Specialist for Lincoln Public Schools.

Melissa Weber-Arnold, M.Ed is Special Education Supervisor for Lincoln Public Schools.

**Speaker Financial Disclosure Statements:**
Patty Daberkow, Michelle Moser, Megan Bailey, Jenny Feeney, and Melissa Weber-Arnold are employed by Lincoln Public Schools.

**Speaker Non-Financial Disclosure Statements:**
Patty Daberkow, Michelle Moser, Megan Bailey, Jenny Feeney, and Melissa Weber-Arnold have no nonfinancial relationships to disclose.

**Alyssa Lanzi, Ph.D., CCC-SLP**
**The Functional External Memory Aid Tool: Restructuring Assessment Practices for Older Adults with Mild Cognitive Impairment - Medical Track**

Older adults with mild cognitive impairment require the use of strategies to complete daily activities independently. However, limited assessment tools facilitate the development of individualized treatment plans that promote sustained strategy use. To better support the needs of clients and to guide clinicians towards developing person-centered interventions, the presentation will describe the development and validation of the Functional External Memory Aid Tool and discuss clinical applications for using the tool.

**Learning Objectives:**
1. Participants identified and explained the importance of conducting a person-centered assessment for older adults with mild cognitive impairment.
2. Participants described the administration procedures and scoring for the Functional External Memory Aid Tool.
3. Participants discussed the clinical implications for the Functional External Memory Aid Tool.

Alyssa Lanzi, Ph.D., CCC-SLP is a Research Assistant Professor in the Department of Communication Sciences & Disorders at the University of Delaware. She completed a Post-doctoral Fellowship in Applied Neuropsychology with Dr. Cohen at the University of Delaware. She earned a Ph.D. at the University of South Florida investigating external memory aid assessment and treatment approaches for individuals with mild neurocognitive disorder and received advanced clinical training as a speech-language pathologist at Voices of Hope for Aphasia in St. Petersburg, Florida. Her research interests are in the areas of development and application of cognitive communication outcome measures, compensatory cognitive rehabilitation and Mild Cognitive Impairment and dementia from Alzheimer’s disease.

**Speaker Financial Disclosure Statement:**
Alyssa Lanzi is employed by the University of Delaware.

**Speaker Non-Financial Disclosure Statement:**
Alyssa Lanzi has no-financial relationships to disclose.
Speakers

Josh Sevier, Au.D., CCC-A
Michelle Hughes, Ph.D., CCC-A

Advances in Cochlear Implants - Audiology Track

This presentation will cover recent advances in cochlear implants that encompass both technological and candidacy aspects, and will include case presentations to illustrate these implementations.

Learning Objectives:
1. Participants described recent technological advances in cochlear implants.
2. Participants described recent candidacy changes/referral criteria for cochlear implants.

Josh Sevier, Au.D., CCC-A, is an Assistant Professor of Practice and Coordinator of the Cochlear Implant program at the University of Nebraska-Lincoln and Children's Hospital of Omaha. He received his Au.D. from the Pacific University in Oregon. He teaches clinical rotations in cochlear implants while seeing patients of all ages. Research interests include telepractice into cochlear implant service delivery and improving speech outcomes in cochlear implant users.

Michelle Hughes, Ph.D., CCC-A is a Professor and Director of the Cochlear Implant Research Laboratory (CIRL) at the University of Nebraska-Lincoln in the Department of Special Education and Communication Disorders. She received her M.A. in Audiology and Ph.D. in Hearing Science from the University of Iowa. Research interests involve examining the relation between physiology and perception in cochlear implants, investigating ways to incorporate telepractice into cochlear implant service delivery, and exploring oto toxicity effects secondary to substance misuse.

Speaker Financial Disclosure Statements:
Michelle Hughes is employed by the University of Nebraska-Lincoln.
Josh Sevier is employed by the University of Nebraska-Lincoln.

Speaker Non-Financial Disclosure Statements:
Michelle Hughes and Josh Sevier have no non-financial relationships to disclose.

Cari Ebert, M.S., CCC-SLP

The Nuts and Bolts of Apraxia Therapy - School Track

A young child presents with a diagnosis of childhood apraxia of speech (CAS). Now what? Establishing an appropriate treatment plan based on the principles of motor learning is essential when treating CAS. For minimally verbal children with suspected CAS, the principles of motor learning should still guide the treatment approach. This course will outline goal writing, target selection, therapy strategies and activities, use of multisensory cueing, and carryover techniques for speech-language pathologists working with toddlers, preschoolers, and early school-aged children who have CAS or suspected CAS.

Learning Objectives:
1. Participants contrasted speech therapy approaches for children with apraxia of speech, phonological impairments, and articulation disorders.
2. Participants summarized how to write speech therapy goals based on the principles of motor learning.
3. Participants described 5 activities for supporting repetitive speech practice without doing drill work.

Cari Ebert, M.S., CCC-SLP is a pediatric speech-language pathologist in private practice in the Kansas City, Missouri area. She received her bachelor’s degree from the University of Iowa in 1993 and her master’s degree from Southern Illinois University at Carbondale in 1995. Cari is a therapist, consultant, author, product developer, and nationally recognized speaker who gets paid to do what she loves most—TALK! She specializes in autism, apraxia, and early intervention. Her son has autism and apraxia which allows her to engage audiences both as a professional and as a parent of a neurodivergent child. In 2018, Cari co-authored a book with Dave Hammer titled The SLP’s Guide to Treating Childhood Apraxia of Speech. She offers a variety of apraxia therapy products on her website as well as self-study courses related to apraxia, autism, and other early childhood topics.

Speaker Financial Disclosure Statement:
Cari is co-author of the book, The SLP’s Guide to Treating Childhood Apraxia of Speech. She is the creator of a variety of speech therapy products including Cari’s Silly Sounds, Animal Vowels, Talking Letters, Apraxia FAQs, and Is It Apraxia or… which she will reference in this presentation. Cari receives royalties from all book and product sales. She also receives an honorarium from NSLHA for presenting this course.

Speaker Non-Financial Disclosure Statement:
Cari has a son with dual diagnoses of autism and apraxia and shares personal experiences in her trainings.

Julie A.G. Stierwalt, Ph.D.

Motor Speech Disorders: Differential Diagnosis and Management - Medical Track

Individuals with motor speech disorders (MSD) can comprise a large component of caseloads in medical settings. Careful, differential diagnosis of MSD can assist with neurological localization of symptoms, provide a framework to inform treatment directions, and provide a useful clinical terminology for clinicians in their discussions of patients. This presentation will review the salient characteristics noted in differentiating the dysarthrias and apraxia of speech and review how these features guide clinical decision making. These will be discussed in the framework of both acquired as well as neurodegenerative processes.

Learning Objectives:
1. Participants discussed the underlying neuropathology of motor speech disorders.
2. Participants identified salient features that differentiate the dysarthrias including site of lesion, perceptual and physical characteristics.
3. Participants described the features that comprise apraxia of speech.
4. Participants designed communication strategies that meet the specific needs of individuals with motor speech impairment.

Julie A.G. Stierwalt, Ph.D. is a Consultant in the Division of Speech Pathology, Department of Neurology and Associate Professor in the Mayo Clinic College of Medicine at the Mayo Clinic in Rochester Minnesota, where she serves as a consultant for individuals presenting with a wide range of speech, language, cognitive, and swallowing impairments. Prior to her work at Mayo, she was in academia for 19 years where she taught courses in dysphagia, motor speech disorders, acquired communication disorders, structural-based communication disorders, and medical speech pathology. Dr. Stierwalt received her B.A. and M.A. degrees from the University of Northern Iowa, and her Ph.D. from the University of Iowa. She has numerous journal publications, chapters, a co-authored textbook titled Brain-Based Communication Disorders as well as, Aphasia and Related Neurogenic Language Disorders 5th Edition co-edited with Leonard LaPointe. In 2009 ASHA recognized Dr. Stierwalt’s contributions to the field with Fellow status.
Learning Objectives:
1. Participants identified new CPT codes introduced since 2019.
2. Participants distinguished federal versus state rules on telehealth billing.
3. Participants demonstrated how to advocate for their Medicaid patients.

Leisha Eiten, Au.D., CCC-A
Billing and Coding Updates: Adapting to State and National Changes - Audiology Track

CPT™ codes are constantly evolving. Audiologists need to understand current code updates and regulations on billing to correctly bill for their services. Telehealth rules are also changing constantly in response to the COVID-19 Pandemic. Federal changes in billing rules do not always match state-level rules. This presentation will provide an update on CPT™ changes introduced in the past several years, as well as telehealth billing rules. Nebraska’s Medicaid Managed Care Organizations (MCOs) are an ever-evolving system. Current updates about Nebraska’s Medicaid MCOs will be reviewed.

Learning Objectives:
1. Participants demonstrated how to initiate a Widex Remote Care session from the provider’s side.
2. Participants described 3 benefits of providing Remote Care at Widex.
3. Participants described which Signia hearing aids are TeleCare enabled.

Sonie Harris, Au.D.
Round Robin 1 - Signia TeleCare Tips and Tricks - Audiology Track

Signia TeleCare offers professionals the convenience and flexibility to manage patients’ hearing aid needs from a distance. Learn how to incorporate TeleCare in your office and explore the features and benefits to your patients.

Learning Objectives:
1. Participants described which Signia hearing aids are TeleCare enabled.
2. Participants demonstrated how to activate a patient’s hearing aids for TeleCare.
3. Participants demonstrated how to make remote tuning changes via Connexx.

Dr. Sonie Harris is a Clinical Education Specialist for Signia. She is responsible for training customers and sales staff on the company’s current technology and products. She conducts training sessions in customer’s offices, remotely, and at regional and national events. Dr. Harris has been with Signia for 9 years, serving accounts in both the commercial market and Government Services. Prior to working at Signia, she was a Clinical Supervisor for the University of Northern Colorado, specializing in adult and pediatric amplification, educational audiology and hearing conservation. She earned her undergraduate and graduate degrees from University of Northern Colorado and her Doctorate from University of Florida.

Speaker Financial Disclosure Statement:
Sonie Harris is a Clinical Education Specialist with the Education and Training team for Signia, for which she receives a salary.

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

Natalie J. Saba, Au.D.
Round Robin 2 - Using Phonak eSolutions - Audiology Track

Phonak has introduced a suite of eSolutions designed to support hearing healthcare providers as they look towards the future of eAudiology. Phonak eSolutions offer various tools for hearing healthcare providers to differentiate their practice, demonstrate added value in their clinical services, and empower their patients to take a more active role in their hearing healthcare journey. We will review the Phonak eSolution suite of tools currently available with Phonak products.

Learning Objectives:
1. Participants described how to use eSolutions including Remote Support.
2. Participants described the eSolutions available with Phonak.

Speaker Financial Disclosure Statement:
Natalie J. Saba, Au.D., is an audiologist and Clinical Trainer with Phonak. She started with Phonak in June 2017 and is currently based in Minnesota. She has 7+ years working in the industry. Prior to transitioning into the hearing aid industry, Natalie worked as a clinical audiologist at an ENT practice where she gained a great deal of experience with clinical audiology, hearing aid fittings and vestibular assessments. She graduated with a B.S. in Communication Disorders from Minnesota State University – Mankato and obtained her Au.D. from Arizona State University in Tempe, AZ.

Speaker Non-Financial Disclosure Statement:
Natalie J. Saba is a Phonak employee who receives a salary for employment.

Speaker Non-Financial Disclosure Statement:
Natalie J. Saba has no non-financial relationships to disclose.

Lindsay Livengood, Au.D.
Round Robin 3 - Advancing Your Hearing Care with Widex Remote Care - Audiology Track

Due to the ever-changing landscape of consumer preferences and expectations, teleaudiology is becoming more relevant and, in some cases, necessary. This course will review the benefits of providing remote care services via Widex Remote Care, both to the provider and the patient.

Learning Objectives:
1. Participants described 3 benefits of providing Remote Care at their practice.
2. Participants described how to initiate a Widex Remote Care session from the provider’s side.
Speakers

3. Participants described how to initiate a Widex Remote Care session from the patient’s side.

Lindsay Livengood, Au.D. has worked for Widex since 2017 as both a Clinical Product Specialist and an Outreach Audiologist. Prior to that, she worked in a variety of clinical settings including private practice, ENT, and the House Ear Clinic. She holds a Doctorate of Audiology from Missouri State University and a Certificate of Clinical Competence from the American Speech-Language-Hearing Association. Dr. Livengood loves being able to support both clinicians and end-users in the quest for better hearing utilizing the best technology in the industry. In addition to all things audiology, Lindsay enjoys traveling the world, listening to live music, and spending time with her husband and young daughter.

Speaker Financial Disclosure Statement:
Lindsay Livengood is employed by Widex and receives financial compensation.

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

Kristin Jolkowski, Au.D., CCC-A
Joel Halpine, M.S., CCC-A
Jennifer Gutzwiller, Au.D., CCC-A
Laura Beshaler, Au.D., CCC-A

Collaboration Between Clinical and Educational Audiology - Audiology Track

This session will be presented as a panel discussion featuring 4 educational audiologists representing different geographic regions of Nebraska—Joel Halpine (ESU 4), Jennifer Gutzwiller (ESU 10), Kristin Jolkowski, (Lincoln) and Laura Beshaler (Millard). The session will be moderated by Meredith Spratford. Audience members will have an opportunity to ask questions of the panelists, with a focus on how clinicians and educational audiologists can better collaborate and share information across sites.

Learning Objectives:
1. Participants described the responsibilities of educational audiologists and how these vary by district or geographic region.
2. Participants described opportunities within their own practice for improved collaboration and communication with educational audiologists across the state.
3. Participants identified ways clinical audiologists can facilitate improved collaboration and communication with educational audiologists across the state.

Kristin Jolkowski, Au.D., CCC-A currently serves as an educational audiologist for Lincoln Public Schools, as well as ESU 5 and 6 through the Southeast Nebraska Regional Program. She has been in this role since 2015. In addition, she has been an adjunct lecturer at the University of Nebraska - Lincoln teaching Audiology for Educators since 2020. She also participates on the Nebraska Early Hearing Detection and Intervention (EHDI) Advisory Board. She received her Doctor of Audiology from the University of Nebraska – Lincoln. Previously, Kristin worked as a clinical audiologist at ENT practice in Kearney and supported ESU 9 out of Hastings as an educational audiologist. She graduated in 1998 with her Masters in Audiology from the University of Nebraska - Lincoln, and obtained her Doctorate of Audiology in 2010 from Salus University.

Laura Beshaler, Au.D., CCC-A currently serves as an educational audiologist for Millard Public Schools. She has been in this role since 2018. She attended undergraduate in Communication Sciences and Disorders at the University of Nebraska – Lincoln and received her Doctor of Audiology in 2012 from the KU Medical Center in Kansas City. She has always worked in pediatrics, including urban children’s hospitals and rural educational settings. She participates on the Nebraska Early Hearing Detection and Intervention (EHDI) Advisory Board.

Joel Halpine, M.S., CCC-A has served as the educational audiologist for ESU 4 out of Auburn, Nebraska for more than 25 years. He earned his Masters of Audiology from the University of Nebraska – Lincoln in 1994. He also serves as the Nebraska state representative for the Educational Audiology Association.

Speaker Financial Disclosure Statements:
Kristin Jolkowski is employed by Lincoln Public Schools, the Southeast Nebraska Regional Program, and the University of Nebraska.

Laura Beshaler is employed by Millard Public Schools.

Jennifer Gutzwiller is employed by ESU 10.

Joel Halpine is employed by ESU 4.

Speaker Non-Financial Disclosure Statements:
Kristin Jolkowski serves on advisory boards for Nebraska EHDI, and UNL MPUP-IP.

Laura Beshaler serves on the Nebraska EHDI advisory board.

Joel Halpine serves as the Nebraska state representative for the Educational Audiology Association.

Jennifer Gutzwiller has no non-financial statements to disclose.

Jordan Bowman

Meditation and Mindfulness for the Speech-Language Pathologist and Audiologist: Reducing Stress and Improving Job Performance - General Session

This session will explore how stress and burnout impacts personal health, patient/client care and clinical outcomes. Evidenced-based techniques for reduced stress and enhanced mental focus will be examined and best practice workplace communication and collaborative techniques will be discussed.

Learning Objectives:
1. Participants described how stress and burnout in speech-language pathology and audiology practice settings impacts patient/client care and clinical outcomes.
2. Participants described evidenced-based techniques for reduced stress, improved mental focus, and enhanced patient/client care.
3. Participants described how to enhance communication and collaboration in the workplace.

Jordan Bowman obtained her Bachelor of Business Administration in Marketing from Ohio University and her Master of Arts in Speech–Language Pathology from the University of Akron. She
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is currently a Clinical Director for Genesis Rehabilitation Services. Jordan's commitment to advocating for adults with communication disabilities through speech-language pathology services and interprofessional practice has enhanced the communication competence of older adults. Jordan's state and national seminars have motivated clinicians to take a person-centered approach by engaging our older adults in successful conversation exchanges for better health, wellness, and well-being. She has presented at the American Speech-Language Hearing Association, The American Occupational Therapy Association, The American Physical Therapy Association's Combined Sections Meeting, and The National Academies of Practice on clinical topics including Parkinson's disease, dementia, pain management, mild cognitive impairment, mindfulness, and meditation. Jordan is also a certified meditation teacher through Chill Anywhere in Chicago.

**Speaker Financial Disclosure Statements:**
Jordan Bowman is a salaried employee of Genesis Rehab Services.

**Speaker Non-Financial Disclosure Statement:**
Jordan Bowman has no non-financial relationships to disclose.

**Garrett Nathan, M.S., CCC-SLP**

**Senator Carol Blood**

**Julie Erickson**

**Advocacy 101: Effectively Engage Elected Officials - General Session**
This presentation will focus on how to communicate with elected officials to educate them about and advocate for the issues and improvements to the speech-language-hearing industry and on behalf of patients. Topics will include best practices for writing and meeting with elected officials and how to effectively engage with elected officials.

**Learning Objectives:**
1. Participants identified best methods to engage elected officials.
2. Participants described the legislative process and details of the bills drafting and making process.
3. Participants demonstrated best practices for building and maintaining effective relationships with elected officials.

Garrett Nathan graduate from the University of Nebraska-Lincoln, earned an M.S. from Fort Hays State University, is a Clinic Director at Fyzical Therapy & Balance Centers in Omaha and is an SLP at CHI Health.

Senator Carol Blood was elected to the Nebraska Legislature in 2016 and re-elected in 2020. She is a former Bellevue City Council member. She was awarded the 2019 Woman of Excellence by the National Foundation of Women Legislators and received the 2019 Meritorious Service Award from the Nebraska Speech-Language-Hearing Association.

Julie Erickson is managing partner of American Communications Group, Inc., the contract lobbying firm for the Nebraska Speech-Language-Hearing Association.

**Speaker Non-Financial Disclosure Statements:**
Garrett Nathan, Carol Blood and Julie Erickson have no non-financial relationships to disclose.

**Harmony Ames, M.S., CCC-SLP**

**Emotions and Middle School - Using Zones of Regulation to Give Common Language and Strategies for Big Emotions - School Track**
Developmental and emotional stages of middle school students will be discussed as well as what Zones of Regulation is and why it is helpful to SLPs. Sensory input and possible strategies to use with each zone and how to collaborate and get buy-in from other professionals in using zones of regulation will be discussed.

**Learning Objectives:**
1. Participants described the expected and unique development of middle school students.
2. Participants identified the four Zones of Regulation and strategies that may be incorporated with each zone.
3. Participants used a common language to explain how emotions may affect behaviors in a student friendly way.
4. Participants collaborated with other professionals to facilitate increased awareness of how emotion affects pragmatic language opportunities.

Harmony Ames, M.S., CCC-SLP, is a school-based speech language pathologist with a middle school emphasis. She enjoys the special challenge, and humorous opportunities, that middle school offers on a daily basis; she often states that she laughs every day at work. Ms. Ames has special interests in pragmatic language therapy and literacy interventions, and she finds that middle school is a fabulous place to provide these therapeutic approaches. Harmony earned her bachelor's degree from the University of Central Missouri and her graduate degree in speech-language pathology from the University of Nebraska-Lincoln. Outside of work, Harmony enjoys traveling, baking, reading, and spending time with her husband and their four children.

**Speaker Financial Disclosure Statement:**
Harmony Ames is employed by Gretna Public Schools.

**Speaker Non-Financial Disclosure Statement:**
Harmony Ames has no non-financial relationships to disclose.

**Gabrielle Ryan Merchant, Ph.D., Au.D.**

**Improving the Differential Diagnosis of Otitis Media - Audiology Track**
Current work in our laboratory is focused on improving the differential diagnosis of ear infections and middle-ear effusion (otitis media). Otitis media is the most common childhood disease, but there is little consensus with respect to treatment options, which include watch-and-wait approaches, antibiotic use, and surgical placement of tympanostomy tubes. One reason for this is that we lack an evidence-based method to determine which treatment option is most appropriate for a given patient. The goal of this work is to develop methods to differentiate variations in otitis media in order to guide treatment decisions. This presentation will highlight recent findings from our laboratory relating to the impact of effusion characteristics on
both behavioral and physiologic audiological measures in ears with otitis media with effusion. Specifically, it will describe the impact of middle-ear effusion volume on behavioral audiology, standard tympanometry, wideband acoustic immittance, otoacoustic emissions, and the auditory brainstem response, as well as demonstrate the clinical utility of using wideband acoustic immittance in this population.

Learning Objectives:
1. Participants described what wideband acoustic immittance is.
2. Participants identified the impact of middle-ear effusion volume on various audiological measures.
3. Participants demonstrated how wideband acoustic immittance can be used to estimate middle-ear effusion volume in individual ears.

Gabrielle Ryan Merchant, Ph.D., Au.D. 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 B.A. from Smith College, Ph.D. from the Harvard-MIT Speech and Hearing Bioscience and Technology Program, and Au.D. 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.

Speaker Financial Disclosure Statement:
Gabrielle Merchant is employed by Boys Town National Research Hospital.

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

Amanda Rodriguez, Au.D., Ph.D., CCC-A

Hannah Hills, B.S.

Emerging Trends in Vestibular-Visual Assessment and Treatment for a Concussion Population - Audiology Track

Through a research update and case study, the purpose of this presentation is to highlight current assessment and intervention trends for patients with vestibular-visual issues post-concussion. This presentation will also demonstrate the effectiveness of utilizing a multi-disciplinary approach (audiology and occupational therapy, in this case) in patients post-concussion.

Learning Objectives:
1. Participants defined and identified perilymphatic fistula (PLF) and incidence thereof.
2. Participants identified history and patient report of factors which may indicate PLF.
3. Participants explained how to perform PLF test.
4. Participants compared differences in test results when PLF is suspected.
5. Participants made appropriate report and referral when PLF is suspected.

Amanda Rodriguez is an Assistant Professor and the Director of the Concussion and Vestibular Evaluation Laboratory at the University of Nebraska-Lincoln (UNL). She is also a Resident Faculty member in the Center of Brain, Biology and Behavior. She received her Au.D. and Ph.D. in Audiology and Vestibular Function-Assessment from Texas Tech University Health Sciences Center. She completed a T32 post-doc fellowship at Boys Town National Research Hospital. Her research interests include examining the effects of sports concussion on the vestibular system and health risk factors associated with vestibular loss. In addition, Dr. Rodriguez is a practicing vestibular audiologist and provides diagnostic vestibular and balance services at the UNL Barkley Center and Nebraska Athletic Department. She also teaches graduate courses in Vestibular Assessment for students in the UNL Doctor of Audiology program.

Hannah Hills is an occupational therapy student at Creighton University. She will be graduating with her Doctorate of Occupational Therapy in May 2021. She has a BS in Neuroscience from the University of Nebraska at Omaha. She completed her Doctoral Capstone Experience with Dr. Rodriguez on the effects of a vision program following a sports-related concussion.

Speaker Financial Disclosure Statements:
Amanda Rodriguez is an employee of the University of Nebraska-Lincoln.

Hannah Hills has no financial disclosures.

Speaker Non-Financial Disclosure Statements:
Amanda Rodriguez and Hannah Hills have no non-financial relationships to disclose.

Nora Fuchs, Au.D.

Audiology Grand Rounds - Patient Experiences Sudden Unilateral Hearing Loss and Dizziness While Weightlifting - Audiology Track

Ear related barotrauma most frequently results in middle ear issues. A recent patient encounter is presented which suggests a rare case of inner ear pathology related to pressure, which quite possibly could be perilymphatic fistula. The patient experienced sudden loss of hearing and dizziness while lifting weights. Patient history, test procedures, findings, referral, and current outcome will be presented. Any discussion, questions and report of similar cases will be entertained and appreciated.

Learning Objectives:
1. Participants identified useful vestibular-visual assessments based on current concussion research.
2. Participants identified the complimentary roles of audiologists and occupational therapists when assessing vestibular and visual symptoms in concussion patients.
3. Participants related vestibular-visual laboratory findings to functional recommendations or secondary referrals.

Nora Fuchs, Au.D., is a woman-owner and president of AUDIO-LOGIC, PC an Audiology private practice in Columbus, NE. Dr. Fuchs is ASHA certified and began her practice in 1992. She enjoys meeting and treating patients throughout the East Central Nebraska Area as well as serving as a clinical extern supervisor for the University of Nebraska at Lincoln. Her caseload includes patients referred from newborn hearing screening, to hearing aid patients of all ages, to complex audio-vestibular cases referred by otolaryngology. She has over 11,000 patients in her database and has been enriched by the opportunity to get to know every one of them!

Speaker Financial Disclosure Statement:
Nora Fuchs is employed by AUDIO-Logic, PC and has no financial relationships to disclose.

Speaker Non-Financial Disclosure Statement:
Nora Fuchs has no non-financial relationships to disclose.
Speakers

Krissa Downey, Au.D., CCC-A

**Audiology Grand Rounds - The IOM Technician - Audiology Track**
The presentation will be related to intraoperative monitoring.

**Learning Objectives:**
1. Participants learned more about a non-traditional career path in audiology.

Krissa Downey, Au.D., CCC-A graduated in 2002 with a Master’s Degree from the University of Nebraska-Lincoln and graduated in 2009 with an Au.D. from AT Still University, School of Health Sciences.

Krissa has been in clinical practice for 19 years with 3 of those years spent specializing in intraoperative monitoring.

**Speaker Financial Disclosure Statement:**
Krissa Downey is employed by Central Plains ENT and Audiology.

**Speaker Non-Financial Disclosure Statement:**
Krissa Downey has no non-financial relationships to disclose.

Anastasia Grindle, Au.D.

**Audiology Grand Rounds - Clinical Utility of the Auditory Late Response (ALR) for Adults With and Without Hearing Loss - Audiology Track**
This grand rounds presentation will highlight the Auditory Late Response (ALR) as an available test within the clinician’s toolbox when working with more challenging adult cases, where reliable behavioral hearing information cannot be obtained.

**Learning Objectives:**
1. Participants identified the basic physiology, properties, and test instructions of Auditory Late Response (ALR) measurements.
2. Participants now understand the relationship between ALR measurements and hearing thresholds.
3. Participants recognized clinical cases where ALR may be used.

Anastasia Grindle, Au.D., CCC-A obtained her Bachelor of Music from the University of Wisconsin-Madison and her Doctor of Audiology degree from Northern Illinois University in 2019. She is a staff audiologist at Boys Town National Research Hospital in Omaha, NE. Anastasia works with patients of all ages completing behavioral and electrophysiologic tests of hearing and balance, comprehensive hearing aid services, and bone conduction device fittings.

**Speaker Financial Disclosure Statement:**
Anastasia Grindle is employed by Boys Town National Research Hospital.

**Speaker Non-Financial Disclosure Statement:**
Anastasia Grindle is a member of the NSLHA Continuing Education Committee and the American Academy of Audiology (AAA) Public Awareness Committee, for which she does not receive compensation.

Kimberly Andresen, Au.D.

**Audiology Grand Rounds - Adult Hearing Loss - Audiology Track**
Evaluation and treatment for advanced hearing loss will be presented.

**Learning Objectives:**
1. Participants improved skills in interviewing a patient clinically.
2. Participants improved communication skills working with other medical professionals.
3. Participants applied advanced use of amplification technology and verification methods.
4. Participants provided services for adults with hearing loss more holistically.

Kimberly Andresen, Au.D., CCC-A, has a Bachelor of Science in Education of Communication Disorders from the University of Nebraska-Kearney (2000) and Doctor of Audiology from Central Michigan University (2004). She worked at Audiology Hearing Aid Associates, private practice, in Lynchburg, VA and was adjunct faculty at Longwood University. She is currently working at The Hearing Clinic, a private practice.

**Speaker Financial Disclosure Statement:**
Kimberly Andresen is employed by The Hearing Clinic.

**Speaker Non-Financial Disclosure Statement:**
Kimberly Andresen has no non-financial relationships to disclose.

Karen Haase

**Preparing for IEP Meeting Trick-or-Treat: Tips for Getting Better Traction at Team Meetings - School Track**
Lawyers never get to attend the fun and easy IEP meetings. Instead they get brought into the contentious and difficult meetings. In this session, school attorney Karen Haase will review strategies that will be useful for both educators and family side advocates on how to hold a legal and productive IEP meeting. Yes, it is possible, even when the meeting promises to include some areas of conflict ... and maybe even lawyers. This session begins by reviewing the mandatory and permissive participants in the IEP meeting, with particular focus on who is a “parent,” who can be the “general education teacher” and who is the “LEA representative.” The session will then turn to both productive and unproductive ways in which IEP teams approach difficult IEP topic areas, and how to get set up for more of the former and less of the latter. The session will conclude with a discussion of how to carefully document these difficult meetings in a clear prior written notice.

**Learning Objectives:**
1. Participants demonstrated how to work through contentious and difficult IEP meetings.
2. Participants demonstrated productive and unproductive ways to approach the IEP meetings.
3. Participants demonstrated how to document IEP meetings in the PWN.

Karen Haase is a principal in the Lincoln law firm KSB School Law where she practices exclusively in the area of education law. Ms. Haase is licensed to practice law in Nebraska, Iowa and Wyoming. She frequently presents inservices to students and staff and speaks to all manners of education groups both locally and nationally.

Ms. Haase graduated from the University of Nebraska School of Law with highest distinction. She also obtained a Masters of Arts in Political Rhetoric from Kansas State University in 1991 and holds a Bachelor of Arts degree from Hastings College. Prior to practicing in private practice, she spent two years as a law clerk to the Honorable C. Arlen Beam, a Circuit Judge on the United States Court of Appeals for the Eighth Circuit.

Ms. Haase has taught on the university level and has served as an adjunct instructor in the University of Nebraska at Omaha’s educational program.
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administration department. She is the author of several articles published in academic journals. Three of her articles have appeared in the NEBRASKA LAW REVIEW: one in December, 2000, entitled “Challenges to Regulating Students’ Exotic Body Piercing”;} another in 1997, entitled “Mixed Metaphors; Model Civil Jury Instructions for Title VII Disparate Treatment Claims”, and a third in 1995, entitled “You Can Check Out Any Time You Like, but You Can Never Leave: Attorney Conflict of Interest and Imputed Disqualification under Nebraska’s New Bright Line Rule”. Ms. Haase is a past president of the National Council of School Attorneys and the Nebraska Bar Association and is admitted to the U.S. District Court, District of Nebraska, the Eighth Circuit Court of Appeals and the Nebraska Supreme Court.

**Speaker Financial Disclosure Statement:**
Karen Haase is employed by KSB School Law.

**Speaker Non-Financial Disclosure Statement:**
Karen Haase has no non-financial relationships to disclose.

**Kristy Weissling, SLP.D., CCC-SLP**

**Miechelle McKelvey, Ph.D., CCC-SLP**

**Marissa Potter, B.A.**

**Aphasia Assessment and Intervention a Neurolinguistic Perspective - Medical Track**

This presentation will provide an introduction to the neurolinguistic approach to the assessment and treatment of aphasia and related language impairments (e.g., alexia) at the impairment level. The presentation will discuss the value of targeted assessment and treatment of underlying neurolinguistic processes as a basis for impairment level treatments.

**Learning Objectives:**
1. Participants articulated the core principles of a neurolinguistic approach to aphasia intervention.
2. Participants identified the unique and overlapping processes that underly word finding, reading, auditory comprehension, and writing.
3. Participants articulated specific treatment tasks that match specific neurolinguistic processes in impairment level aphasia treatment.

Kristy Weissling, SLP.D., CCC-SLP is an Associate Professor of Practice at the University of Nebraska-Lincoln. She received her B.S. and M.S. from the University of Nebraska-Lincoln. She received her professional doctorate in speech-language pathology from Nova Southeastern University in 2006. She is the on-campus clinic coordinator and SLP Program Director at the University of Nebraska-Lincoln. She has 31-years of experience as an SLP. Her most specific expertise is in the area of Augmentative and Alternative Communication for individuals with acquired neurogenic communication disorders. She has been an author of peer-reviewed journal articles, textbook chapters, and national and international peer-reviewed presentations.

Miechelle McKelvey, Ph.D., CCC-SLP, is a Professor at the University of Nebraska at Kearney. She received her B.S. from the University of Nebraska at Omaha, her M.S. Ed. from the University of Nebraska at Kearney, and her doctoral degree from the University of Nebraska-Lincoln. She is the Department Chair in the Communication Disorders program at UNK and the current President of NSLHA. Her research targets intervention and assessment of individuals with acquired neurogenic communication disorders and AAC. She has over 20 years of experience working with this population. She has disseminated her research through authorship of peer-reviewed journal articles, textbook chapters, and national and international peer-reviewed presentations.

Marisa Potter, B.A., is a graduate student in the master’s degree program at the University of Nebraska-Lincoln. Marisa is from Naperville, IL. She earned her bachelor’s degree from Augustana College. She has received the Pilot International Scholarship and the Dr. Donald C. Davis Scholarship in Communication Sciences and Disorders at Augustana College. At UNL she coordinates the aphasia partners program, is a peer coach in the AAC lab, has assisted in the development of an artificial intelligence lab at UNL, and systematically reviews research articles pertaining to aphasia and AAC for use in classroom and research activities. Her clinical interests include acquired neurogenic communication disorders, language disorders, and language development in bilingual children, with an emphasis on Spanish/English bilingualism. She enjoys learning about the pedagogy of intervention, expanding her knowledge of the field, of speech pathology generally, and providing speech language services to individuals in the clinical setting.

**Speaker Financial Disclosure Statements:**
Kristy Weissling is the salaried employee of the University of Nebraska-Lincoln and an adjunct instructor at Nova Southeastern University. Kristy Weissling presents at CE events and receives payment for some presentations. She is not receiving remuneration for this presentation.

Miechelle McKelvey is the salaried employee of the University of Nebraska-Kearney. Miechelle McKelvey presents at CE events and receives payments for some presentations. She is not receiving remuneration for this presentation.

Marissa Potter receives a stipend from the University of Nebraska-Lincoln to offset the cost of her graduate studies.

**Gary L. Kreps, Ph.D., FAAHB, FICA**

**Communicating Effectively with Clients: Bridging Health Literacy Challenges - General Session**

Communication is an essential process for the delivery of care for health care providers and consumers. Yet, health literacy challenges often lead to serious health communication problems that complicate the delivery of care and impede achieving desired health outcomes, especially in many speech-language and audiology care situations. This presentation examines the nature of health literacy challenges across the continuum of care and suggests strategies for developing communication policies, practices, and tools for addressing these communication problems and enhancing health outcomes.

**Learning Objectives:**
1. Participants demonstrated the relevance of competent and sensitive strategic communication in the delivery of care in speech-language and audiology care settings.
2. Participants demonstrated the influences of health literacy on effective health communication in speech-language and audiology care settings.
3. Participants demonstrated specific health communication strategies, policies, practices, and tools that can bridge health
Speakers

Gary L. Kreps, Ph.D., is a University Distinguished Professor and Director of the Center for Health and Risk Communication at George Mason University. He received his Ph.D. degree from the University of Southern California, and both his M.A. and B.A. degrees from the University of Colorado (all degrees conferred were in Communication). He conducts community-based research studies examining evidence-based communication strategies and interventions for promoting public health. His well-funded research program is reported in more than 540 widely cited scholarly books, articles, and chapters concerning the role of effective communication in society, especially in the delivery of care and promotion of health. Before joining the faculty at George Mason University, he served as the founding Chief of the Health Communication and Informatics Research Branch at the National Cancer Institute (NIH), where he introduced important large-scale national health communication research programs, such as the Health Information National Trends Survey (HINTS) and the Centers for Excellence in Cancer Communication Research. He also served as Dean of the School of Communication at Hofstra University, Executive Director of the Greenspun School of Communication at UNLV, and professor of communication at Northern Illinois, Rutgers, Indiana, and Purdue Universities. He currently coordinates the INSIGHTS (International Studies to Investigate Global Health Information Trends) research consortium in more than 20 countries across five continents. He also co-directs the GALA (Global Advocacy Leadership Academy) non-profit organization to promote effective consumer health advocacy programs across the globe. His many research honors include the 2015 Research Laureate Award from the American Academy for Health Behavior and the NCA/ICA Outstanding Health Communication Scholar Award. He is a Fellow of the International Communication Association, a Fellow of the American Academy of Health Behavior, and a National Communication Association Distinguished Scholar. He advises many major public health agencies, including the World Health Organization, the Centers for Disease Control and Prevention, the National Institutes of Health, the Food and Drug Administration, and the Robert Wood Johnson Foundation.

Speaker Financial Disclosure Statement:
Gary L. Kreps, Ph.D., is employed by George Mason University as a tenured University Distinguished Professor of Communication.

Speaker Non-Financial Disclosure Statement:
Gary L. Kreps, Ph.D., has no non-financial relationships to disclose.

April Overholser, M.S., CCC-SLP
Penny Brown, M.Ed, M.S./CCC-SLP
Sarah McDiarmid, CCC-SLP
Nicole Warner, M.S., CCC-SLP

School-Based SLP Roundtable - School Track
This school-based roundtable discussion will provide an opportunity for school-based professionals from urban and rural school settings to share current successes and suggestions for navigating challenges related to service delivery, caseload management and provision of evidence-based practice in an academic environment.

Speech-language pathologists and other interested parties will participate in an information gathering opportunity to network and discuss the plusses and challenges of school-based speech/language service delivery. Participants will have an opportunity to ask and answer questions that are pertinent to their workplace.

Learning Objectives:
1. Participants described the considerations that affect service delivery in urban and rural school districts and educational service units.
2. Participants described the role of supervision of support personnel in service delivery.
3. Participants discussed caseload management considerations.
4. Participants identified evidence-based practice ideas related to meeting curricular standards in schools.

April Overholser has a Bachelors of Science in Education - Communication Disorders from the University of Nebraska at Kearney (2002), Masters of Science in Education - Communication Disorders from the University of Nebraska at Kearney (2004), Certificate of Clinical Competence in Speech-Language Pathology and 17 years of experience as a school-based SLP serving 9 different rural schools in central Nebraska.

Nicole Warner graduated with her master's degree in 2019 from the University of Nebraska-Lincoln. She is now a third-year school based SLP working for the Cambridge Public Schools district. She serves children age 0-21 for all speech and language needs. She currently has a caseload of approximately 60 students ranging in age from 2 years to 19 years old. Nicole's favorite part of her job is working in a small community and building relationships with the children and families that she serves. She loves early intervention and treating articulation disorders the most, but she loves that each of her students are unique and it is so fun to watch them grow and improve over time!

Penny Brown, M.Ed, M.S./CCC-SLP served as a school-based Speech-Language Pathologist for 20 years, working for Lincoln Public Schools, Area Education Agency 11 in Johnston, Iowa, Education Services Unit #9 in Hastings, NE and Grand Island Public Schools. She earned her administrative degree from Doane College in 2015 and has since been in a supervisory role serving and supporting special education staff and services.

Sarah McDiarmid, CCC-SLP, is a speech-language pathologist for ESU #11.

Speaker Financial Disclosure Statements:
April Overholser is employed by Educational Service Unit #11.
Nicole Warner is employed by Cambridge Public Schools in Cambridge, NE.
Penny Brown is a speech-language pathologist for Grand Island Public Schools.
Sarah McDiarmid, is a speech-language pathologist for ESU #11.

Speaker Non-Financial Disclosure Statements:
April Overholser, Nicole Warner, Penny Brown and Sarah McDiarmid have no non-financial relationships to disclose.

Ross Westemeyer, M.S., CCC-SLP
Angela Dietsch, Ph.D., CCC-SLP

Evidence-Based Practice in Pediatric Dysphagia - Medical Track
The presentation will focus on evidence-based assessment and treatment options for pediatric dysphagia from preterm infants to teenagers with behavioral feeding disorders. In addition to coverage of management options and its research evidence, foundational information will be provided on the anatomy and physiology of pediatric
feeding and swallowing across development and clinical populations. Elements relevant to pediatric dysphagia management will be discussed, including transdisciplinary collaboration, setting and environmental considerations, specific and general medical factors, and principles of sensorimotor learning. Case studies will provide audience members to apply newly acquired knowledge within the session.

Learning Objectives:
1. Participants described and identified differences in basic anatomy and physiology of feeding and swallowing across development.
2. Participants characterized broad effects that medical diagnoses (e.g., craniofacial, neurological/sensorimotor, respiratory, gastrointestinal, and cardiac disorders) could have on feeding and swallowing performance.
3. Participants applied knowledge of feeding milestones and sensorimotor learning to appraise feeding therapy approaches.
4. Participants identified evidence-based assessments to appropriate pediatric populations for evaluation of feeding and swallowing.
5. Participants summarized treatment strategies to pediatric dysphagia and their associated research evidence.
6. Participants applied evidence-based assessment and treatment approaches to case studies of pediatric dysphagia across ages and settings.

Ross Westemeyer is a doctoral student in speech-language pathology at the University of Nebraska-Lincoln (UNL) with a content emphasis in neuroplasticity. Ross earned his bachelor’s and master’s degrees at the University of Northern Iowa. Ross is currently working under the mentorship of Angela Dietsch, Ph.D., CCC-SLP in the Sensorimotor Integration for Swallowing and Communication (SISC) lab and at UNL’s Center for Brain, Biology, and Behavior (CB3).

Angela Dietsch is an assistant professor in the Department of Special Education and Communication Disorders at UNL. Her research focuses on sensory and motor aspects of neural control for speech, voice, and swallowing function across the age and health spectrums. Angela earned her doctorate in speech-language pathology from the University of Kansas after more than a decade as a medical speech-language pathologist. Ross and Angela's current research agenda includes studies of taste's effect on brain activity and swallowing biomechanics, the efficacy of skill- vs. strength-based rehabilitation regimens on swallowing and neural outcomes in neurogenic dysphagia populations, and the neural substrates and networks underlying force modulation of the tongue.

Speaker Financial Disclosure Statements:
Ross Westemeyer and Angela Dietsch are employed by the University of Nebraska-Lincoln and have no other relevant financial relationships to disclose.

Speaker Non-Financial Disclosure Statements:
Angela Dietsch has no non-financial relationships to disclose.
Ross Westemeyer serves on the Continuing Education Committee for NSLHA and has no other relevant non-financial relationships to disclose.

Kathryn Wiseman, Au.D., Ph.D., CCC-A
Marc Brennan, Ph.D.
Cindy Johnson, Au.D., CCC-A

Evidence-Based Candidacy & Treatment Options for Children & Adults With Mild Hearing Loss - Audiology Track
The presentation will be divided into three topics:
1. Updated audibility-based candidacy guidelines for hearing aids for children (Kathryn Wiseman, Au.D., Ph.D., BTNRH)
2. Clinical decision-making to determine candidacy for children with mild hearing loss (Cindy Johnson, Au.D., Children’s Hospital)
3. OTC/PSAP treatment options for adults with mild hearing loss (Marc Brennan, Ph.D., UNL)

Learning Objectives:
1. Participants explained how measures of unaided audibility and family education level can factor into clinical candidacy decisions for amplification for children with mild hearing loss.
2. Participants discussed elements that help clinicians make decisions about when to recommend amplification, such as auditory development, unaided audibility, and family motivation.
3. Participants described currently available OTC and PSAP products and what is known about their efficacy to treat mild hearing loss for adults.

Kathryn B. Wiseman, Au.D., Ph.D., CCC-A is a Postdoctoral Research Fellow at Boys Town National Research Hospital. Her research focuses on improving communication outcomes in children with hearing aids and cochlear implants. She received her doctoral degrees from the University of Texas at Dallas.

Marc Brennan, Ph.D., is an Assistant Professor at the University of Nebraska-Lincoln. He earned his bachelor's and master's degrees in communicative disorders from the University of Wisconsin-Madison. After completing his doctorate in speech and hearing sciences at the University of Washington, he completed a postdoctoral fellowship at the Boys Town National Research Hospital.

Cindy Johnson, Au.D., CCC-A is a clinical audiologist and coordinator at Children’s Hospital in Omaha, NE. She received her Au.D. from the University of Florida. She has extensive experience providing diagnostic evaluations and amplification for children who are hard of hearing.

Speaker Financial Disclosure Statements:
Kathryn Wiseman is an employee of Boys Town National Research Hospital.
Cindy Johnson is an employee of Children’s Hospital-Omaha.
Marc Brennan is an employee of University of Nebraska-Lincoln.

Speaker Non-Financial Disclosure Statements:
Kathryn Wiseman, Cindy Johnson and Marc Brennan have no non-financial relationships to disclose.
**Whitney Schneider-Cline, Ph.D., CCC-SLP**

**Karissa Marble-Flint, Ph.D., CCC-SLP**

**Klaire Brumbaugh, ClinScD., CCC-SLP**

**Douglas F. Parham, Ph.D., CCC-SLP**

**A Survey of Midwest Speech-Language Pathologists’ Comfortability with Literacy Intervention**

A survey replicating Davis & Murza (2019) was distributed to school-based speech-language pathologists in four midwest states (Nebraska, Kansas, Missouri, and South Dakota) to investigate their knowledge of disciplinary literacy. The purpose of the survey was to determine SLPs’ comfort in supporting students’ language-literacy needs academically. A total of 109 participants completed the required 80% of the survey to be included in data analysis.

Data collection is complete and data analysis is under way (and will be completed for this presentation).

This poster presentation will provide a detailed description of the study, describe the survey items included, and explain the results and discussion of the related clinical implications. Limitations and future directions of related study will also be addressed.

**Learning Objectives:**

1. Participants defined disciplinary literacy.
2. Participants discussed findings from this study detailing participants’ knowledge of disciplinary literacy.
3. Participants identified implications for clinical practice related to the results of this survey study.

Dr. Schneider-Cline is an Associate Professor in the Department of Communication Disorders at the University of Nebraska at Kearney. She earned her Ph.D. in Educational Psychology from the University of Nebraska-Lincoln and her Masters in Speech-Language Pathology from the University of Nebraska at Kearney. Her research and teaching interests include: school-aged speech, language, and literacy assessment and intervention, scholarship of teaching and learning, and pediatric traumatic brain injury.

Karissa Marble-Flint, Ph.D., CCC-SLP is an Assistant Professor in the Department of Communication Sciences and Disorders at Wichita State University (WSU) in Wichita, Kansas. She earned her Ph.D. in Communication Sciences and Disorders from WSU and her Masters in Speech-Language Pathology from the University of Nebraska at Kearney. Her major research, teaching, and clinical interests include language and literacy in childhood, literacy and autism spectrum disorder, and technology for language-literacy assessment and intervention. Dr. Marble-Flint is the director of the Literacy in Kansas (KinLS) Lab at WSU.

Klaire Brumbaugh, ClinScD., CCC-SLP is an assistant professor in the Department of Communication Disorders and Deaf Education at Fontbonne University-Kansas City. She earned her Clinical Doctorate from Rocky Mountain University in Provo, Utah and is currently enrolled in a doctorate of education program. She obtained her M.S. and B.S. in speech-language pathology from Kansas State University. Her research and teaching interests include speech sound disorders, language development and professional issues such as ethics.

Douglas F. Parham, Ph.D., CCC-SLP, is the Chair and Program Director of the Department of Communication Sciences and Disorders at Wichita State University. He earned his Ph.D. in Audiology and Speech-Language Pathology and his Master of Arts in Philosophy from the University of Memphis. His research interests include infant vocalization, speech breathing, typical and atypical speech-language development, physiological instrumentation, and conversational interaction. He is the Kansas SLP Ambassador on the ASHA Committee of Ambassadors and a site visitor for ASHA’s Council on Academic Accreditation (CAA). He was President of both the Kansas Speech-Language-Hearing Association (KSHA) and the Council of State Association Presidents (CSAP).

**Megan Gillespie**

**Cindy Johnson, Au.D.**

**The Effect of Bisphosphonate Therapy on Hearing and Middle Ear Dysfunction in Pediatric Osteogenesis Imperfecta**

Osteogenesis imperfecta is a connective tissue disorder that causes hearing loss in up to two-thirds of patients. The most common type of hearing loss is conductive, characterized by otosclerosis like lesions that cause middle ear dysfunction. Patients with decreased bone mineral density are at increased risk for these lesions. Bisphosphonates, increasing bone mineral density, may play an important therapeutic role in hearing loss and middle ear dysfunction in OI. This study analyzes the effect of bisphosphonate therapy on hearing loss and middle ear dysfunction in pediatric OI patients.

**Learning Objectives:**

1. Participants applied how osteogenesis imperfecta affects hearing and middle ear function in pediatric patients.
2. Participants identified the potential applications of bisphosphonate therapy for middle ear dysfunction in pediatric osteogenesis imperfecta.

Megan Gillespie is a third-year medical student at Creighton University School of Medicine. She earned a Bachelor of Science Degree in Chemistry from Creighton University in 2018.

Cindy Johnson is an employee of Children’s Hospital & Medical Center. She earned a Bachelor of Arts degree in Speech Pathology and Audiology from UNL in 1988, a Master of Science Degree in Audiology from the University of Kansas in 1991, and a Doctoral Degree in Audiology from the University of Florida in 2004. She has practiced audiology for 30 years with the last 13 1/2 years as a pediatric audiologist at Children’s Hospital.
Aphasia is a disability caused by a brain injury or stroke that results in a loss of language. Symptoms of aphasia include difficulty comprehending spoken language, production of language, trouble finding words, difficulty writing, difficulty with reading, and more. Depression often accompanies aphasia. It has been reported that 30% of stroke survivors suffer from depression (Morrison, 2016). In patients with expressive problems, the number jumps up to 70%. Depressive symptoms may go unnoticed in patients with aphasia, given their language impairment.

Nevertheless, research primarily focuses on Post Stroke Depression, excluding aphasia. Treatment options for depression associated with aphasia is limited (Mohr, Stahl, Berthier, Friedemann & Pulvermüller, 2017). Further, the frequency of depressive symptoms in poststroke aphasia has not been accurate because most studies have excluded aphasia (Kontou, 2010). Managing depressive disorders in patients with aphasia is important given the suicide risks, even years after the onset of aphasia (Magoub, Avari, Kalayam, and Klimstra, 2012).

Learning Objectives:
1. Participants identified the psychosocial challenges individuals with aphasia may face, and the management of accompanying psychological issues, specifically, symptoms of anxiety or depression.
2. Participants identified the barriers SLPs experience within their scope of practice when determining further referrals onto mental health practitioners. Updated results will be presented alongside any statistically significant results.

Charlotte Griffith received her diploma from Millard West High School in Omaha, NE where she grew up. She is an upcoming senior at the University of Nebraska at Kearney studying Communication Disorders with intentions of becoming a medical-based speech-language pathologist. Under the office of Undergraduate Research and Creative Activity at UNK, she is enrolled in the Undergraduate Research Fellows Program (URF) 2020 – 2021. Through URF, and under the direction of Dr. Ladan Ghazi Saidi, her poster received second place in the professional and applied studies category, and her abstract was accepted by the National Conference on Undergraduate Research. Participation in research is continuing this summer through the Summer Student Research Program, which is highly prestigious and competitive. Participation in URF will continue fall 2021. Outside research, she is involved in fraternity and sorority life, where she serves as the Vice President of Administration for the Panhellenic Council. She also works in the office of admissions with prospective students and parents as a Campus Visit Assistant.

Ladan Ghazi Saidi, Ph.D. is an Assistant Professor in the Department of Communication Disorders, College of Education. Her expertise is in neuro-cognition of language and its relation to other cognitive processes in adults and older adults. She is interested in finding cost-effective and accessible intervention approaches that can be administered without requiring the services of health professionals to address intervention and prevention of neurodegenerative diseases (i.e. Dementia). She is particularly interested in Alternative Therapies including Animal-Assisted Therapy, Music Therapy, and Cognitive Stimulation. Areas of research interest include healthy aging, rural/urban population, monolingual/bilingual population, telepractice, language and cognition, neuroimaging, quantitative and mixed methods, and clinical trials. She has presented the results of her research in peer-reviewed national and international conferences as well as 9 invited talks, 19 oral presentations, 21 abstract publications, 88 posters, 2 book chapters, and 21 peer-reviewed publications. She has 4 manuscripts in preparation.

Joslyn Parsons is a second year Doctor of Audiology Candidate at the University of Nebraska-Lincoln. She received her B.S. in Communication Sciences and Disorders from Appalachian State University in 2019. She is being advised by Dr. Marc Brennan, Ph.D.

Speaker Financial Disclosure Statement:
Joslyn Parsons is a graduate research assistant in the Amplification and Perception Laboratory at the University of Nebraska-Lincoln, receiving tuition assistance and a monthly stipend from the university. This research project satisfies a Doctorate in Audiology degree requirement.

Speaker Non-Financial Disclosure Statement:
Joslyn Parsons has no non-financial relationships to disclose.
Interventions for Dyslexia

This poster presentation will outline multiple practical interventions for clients with dyslexia. Considerations for explicit, systematic, research-based treatment for levels of the continuum will be provided, including Structured Literacy and Orton-Gillingham.

Learning Objectives:
1. Participants defined key elements of literacy interventions needed by the dyslexic population.
2. Participants demonstrated researched-based intervention strategies.
3. Participants identified implications for clinical practice.

Mariah Gentz, B.S.
Lauren Rezac
Michelle McKelvey, Ph.D., CCC-SLP
Ladan Ghazi-Saidi, Ph.D.

Designing & Challenges of Intergenerational Approaches: A Novel Intervention Program

The brain’s ability to maintain cognitive processes or to social isolation and loneliness are among the most important risk factors for older adult’s physical and psychological well-being and quality of life. Social isolation affects younger adults as well and may increase the chances of depression and anxiety.

In this pilot study, we designed and tested the acceptability and feasibility of an Intergenerational Bonding Program (IGB), which would facilitate communication and meaningful socialization between older and younger adults.

Participants included students ages 19-29 at the University of Nebraska at Kearney and older adults above the age of 60 residing in the community. First, we surveyed younger and older adults to determine their interest level in participating in an IGB Program and different activities associated with it. Both groups of participants rated their interest in different activities. The most popular activities among both groups included engaging in conversations, board games and an exchange of skills. Neither of the groups were in favor of participating in free housing opportunities or sports related activities. Response rates were high in young adults but low in older adults, which was determined to be due to unfamiliarity with the research process and investigators. Then, we piloted a study based on the survey results and measured the feasibility and acceptability of this IGB Program. Older adults residing in independent dwellings, assisted living environments, nursing homes and members of community groups were invited to participate in the intergenerational program. Response rates of older adults were low. Further, establishing collaboration with institutions such as nursing homes was not easy despite initial interest. Building trust and working with community activity group facilitators would be beneficial in recruiting older adults.

Learning Objectives:
1. Participants identified promising benefit of using video-conference platforms to reduce social isolation in older adults.
2. Participants demonstrated the feasibility of the Intergenerational Bonding Program and how to implement the format in future research and clinical applications.

Mariah Gentz, B.S. is a graduate student at the University of Nebraska at Kearney in the Communication Disorders department. She received her bachelor’s degree in Audiology and Speech-Language Science and a minor in American Sign Language from the University of Northern Colorado. She currently is a graduate research assistant in the department of Communication Disorders.

Lauren Rezac has a bachelors degree in Communication Disorders from UNK. She will start a graduate program at UNL. She has participated in SSRP and URF under supervision of Dr. Ghazi Saidi.

Ladan Ghazi Saidi, Ph.D. is an Assistant Professor at the Department of Communication Disorders, College of Education. Her expertise is in neuro-cognition of language and its relation to other cognitive processes in adults and older adults. She is interested in finding cost-effective and accessible intervention approaches that can be administered without requiring the services of health professional to address intervention and prevention of neurodegenerative diseases (i.e. Dementia). She is particularly interested in alternative therapies including Animal-Assisted Therapy, Music Therapy, and Cognitive Stimulation. Areas of research interest include healthy aging, rural/urban population, monolingual/bilingual population, telepractice, language and cognition, neuroimaging, quantitative and mixed methods, clinical trials. She has presented the results of her research in peer-reviewed national and international conferences as 9 invited talks, 19 oral presentations, 21 abstract publications, 88 posters, 2 book chapters, and 21 peer-reviewed publications. She has 4 manuscripts in preparation.

Michelle McKelvey, Ph.D., CCC-SLP is a professor and chair of the Department of Communication Disorders at the University of Nebraska at Kearney. She has dedicated her career and research to improving the lives of individuals with acquired neurogenic communication disorders and those that use AAC. Dr. McKelvey has over 25 years of experience working with individuals with complex communication needs.
Exploring the Use of Bug-in-Eye, Immediate Feedback for Graduate Speech-Language Student Clinicians

Graduate student clinicians at a university clinic were invited to use Bug-in-the-Eye technology to receive immediate, real-time feedback from their clinical educators (supervisors). Three students and their clinical educators participated in the study which included a training and implementation of the bug-in-the-eye technology over the course one semester. The graduate student clinicians were each assigned a smartwatch to use for clinic interactions. All parties were instructed and guided through the process to download and create accounts with the necessary applications. Then, the graduate student clinicians and clinical educators practiced using the technology as a test to ensure the technology worked as intended. Following training, each graduate student clinician wore the assigned smartwatch during treatment sessions for the semester. Each clinical educator used the WhatsApp (either on a computer or via a smartphone) to provide real-time feedback to the clinicians during their clinic sessions.

Learning Objectives:
1. Participants defined “bug-in-the-ear” feedback.
2. Participants discussed benefits and limitations of using immediate, real-time feedback for graduate student clinicians.
3. Participants identified additional possibilities for using bug-in-the-ear technology within the speech-language pathology field.

Dr. Schneider-Cline is an associate professor in the Department of Communication Disorders at the University of Nebraska at Kearney. She earned her Ph.D. in Educational Psychology from the University of Nebraska-Lincoln and her Masters in Speech-Language Pathology from the University of Nebraska at Kearney. Her research and teaching interests include: school-aged speech, language, and literacy assessment and intervention, scholarship of teaching and learning, and pediatric traumatic brain injury. Klaire Kirsch is a senior studying Communication Disorders at the University of Nebraska at Kearney. She has research experience through her participation in the Undergraduate Research Fellows program (spring 2021) and Summer Student Research Program (summer 2021). Her research includes exploration of bug-in-the-eye feedback for graduate student clinicians (this study) as well as investigation of graduate students’ skills in rating the quality of Individualized Education Plan goals for children with traumatic brain injury.

Speaker Financial Disclosure Statements:
Dr. Schneider-Cline is employed by the University of Nebraska at Kearney Department of Communication Disorders and conducts research such as this study as a part of her position at the university. Klaire Kirsch is a undergraduate student at the University of Nebraska at Kearney. She participated in the Undergraduate Research Fellows program and received a stipend for her work on this project.

The Effects of EchoBlock on Speech Understanding for Cochlear Implant Users in Reverberant Conditions

Reverberation has a significant negative impact on speech understanding for cochlear implant (CI) users. EchoBlock technology has been designed to decrease the effects of reverberation on speech understanding for Sonova Phonak hearing aids (HA) and Advanced Bionics CIs; however, there is limited published research on the effectiveness of EchoBlock. The objective of this study, therefore, was to evaluate the extent to which EchoBlock improves speech understanding for Advanced Bionics CI users in reverberant conditions both in quiet and in noise.

Learning Objectives:
1. Participants identified the negative impact that reverberation has on speech understanding for CI users.
2. Participants identified technology that is designed to reduce the impact of reverberation on speech understanding for CI users.
3. Participants explained preliminary results describing the effectiveness of EchoBlock technology in decreasing the impact of reverberation on speech understanding for CI users.

Josie Zimmel, B.S. is currently a graduate student in the Clinical Doctorate in Audiology (Au.D.) program at the University of Nebraska-Lincoln and a graduate assistant for the Cochlear Implant Research Lab (CIRL). Josie earned her Bachelor of Science degree in Communication Sciences and Disorders from the University of Wisconsin-Eau Claire. Michelle Hughes, Ph.D., CCC-A is a Professor and Director of the Cochlear Implant Research Laboratory (CIRL) at the University of Nebraska-Lincoln in the Department of Special Education and Communication Disorders. She received her M.A. in Audiology and Ph.D. in Hearing Science from the University of Iowa. Research interests involve examining the relation between physiology and perception in cochlear implants, investigating ways to incorporate telepractice into cochlear implant service delivery, and exploring ototoxicity effects secondary to substance misuse.

Speaker Financial Disclosure Statements:
Josie Zimmel is a graduate student at the University of Nebraska-Lincoln in the Department of Special Education and Communication Disorders, and was supported by a graduate assistantship through the NIH grant. Michelle Hughes is employed by the University of Nebraska-Lincoln.

Speaker Non-Financial Disclosure Statements:
Josie Zimmel and Michelle Hughes have no non-financial relationships to disclose.
Student Share Fair
Wednesday, September 29th from 5:30 – 9:00 p.m.

Participate in roundtable discussions on current topics impacting speech-language pathology and audiology.

Student Forum Luncheon
Friday, October 1st from 12:00 p.m. – 1:30 p.m.

Students and professionals gather for a lunch and learn opportunity specific to students! The “official” purpose of this Student Forum is to provide soon-to-be graduates with knowledge that will facilitate their transition from graduate school to the working world. Professionals from both speech-language pathology and audiology provide information regarding the following:

- Details specific to practicing speech-language pathology or audiology in your particular setting.
- Tips on locating valid, desirable job openings.
- Helpful hints regarding the application and interview process.
- Information regarding CFY supervision, guidance, etc.
- The importance of developing professional relationships/reputation via involvement in local and statewide professional organizations.

Students are encouraged to bring specific questions to the gathering, but there will be prepared questions as well to begin the sharing of information!
Fall Convention
September 29 - October 1, 2021
Virtual Live Stream and
Recording Options Available

Early Bird Discount
Register by September 1st to receive the early bird discount. Click HERE

This convention is offered for up to 1.35 ASHA CEUs
(Various levels; Professional area)