



CSHA Spring 2012 Conference

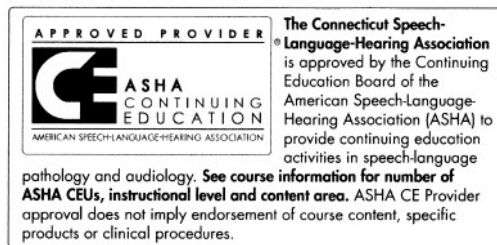
Thursday, April 12th & Friday, April 13th

at

Courtyard by Marriott Cromwell

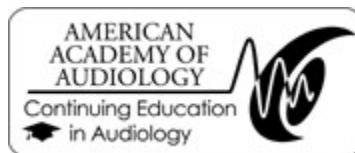
4 Sebeth Drive

Cromwell, CT



This program is offered for a maximum of 0.9 CEU's (Intermediate level; Professional area).

Refer to the following pages for additional program and registration information



Directions to Courtyard by Marriot Cromwell

TRAVELING NORTH OR SOUTH (NEW HAVEN OR SPRINGFIELD):

Take I-91 to Exit 21. Turn right at the end of the exit. Turn right at the Burger King onto Sebeth Drive. The Cromwell Courtyard by Marriott is on the right.

TRAVELING EAST (FROM DANBURY, WATERBURY AREA):

Take I-84 EAST to Exit 27, Route 691 EAST (Meriden/Middletown). Follow to I-91 NORTH. Take Exit 21 off I-91 North. Turn right at the end of the exit. Turn right at the Burger King onto Sebeth Drive. The Cromwell Courtyard by Marriott is on the right.

TRAVELING WEST (FROM EAST HARTFORD, STURBRIDGE, BOSTON AREA): T

Take I-84 WEST to I-91 SOUTH. Take Exit 21 off I-91 South. Turn right at the end of the exit. Turn right at the Burger King onto Sebeth Drive. The Cromwell Courtyard by Marriott is on the right.

SESSION A: Thursday, April 12th

“Words, Words, Words”

0.3 CEU

SPEAKER: Diana Newman, Ph.D., CCC-SLP

COURSE DESCRIPTION: The ability to read and write proficiently is closely related to word knowledge. Given that typical learners acquire thousands of new words a year, which ones should be the focus of intervention in our work with those learners with a language disorder? Further, how can we engage our students in active thinking about the meanings of these words, about how to use these words in different situations, and about the relationships among words? *Participants should bring several print materials such as picture books, graded readers, novels, and textbooks used in their setting (and a laptop, if possible) so they may classify words and develop samples of vocabulary activities.* The course will be relevant for those who work with any age student (first grade through high school) and in any service delivery model (i.e., from direct speech/language/ resource room to classroom collaboration to consultation).

Learner Outcomes:

At the end of this course, participants will be able to:

- Describe our professional roles in light of how school-age children learn words
- Identify the types of words important for literate activities
- Classify vocabulary according to tiers
- Create samples of vocabulary activities that engage students in active thinking about new words

Diana Newman, Ph.D., CCC-SLP has 25+ years experience as a school-based speech-language pathologist working with children from preschool through high school. Currently she is an associate professor in the Department of Communication Disorders at Southern Connecticut State University. Her professional interests are in the connection between oral language and reading, adolescent language/ learning disabilities, and word-finding disorders.

Schedule:

3:30-4:30 Registration and light dinner

4:45-6:30 Discussion regarding how words are learned, what types of words compose a literate lexicon, and what it means to “know” a word

6:30-6:45 Break

6:45-8:00 Discussion regarding how to use a tier process to choose target words as well as work creating samples of activities that engage students in active thinking about these new words

SESSION B: Thursday, April 12th

Cognitive Issues Associated with Aphasia: Implications for Treatment

0.3 CEU

SPEAKER: Mary Purdy, Ph.D., CCC-SLP, BC-ANCDS

COURSE DESCRIPTION: Our understanding of aphasia has significantly increased over the last decade due in part to the advancements in technology and brain-imaging techniques. It is now recognized that aphasia is more than a language disorder, and that a disruption in a variety of cognitive processes play a significant role in the behaviors observed in individuals with aphasia. These co-existing cognitive deficits can have a significant impact on a patient's response to intervention; therefore, speech-language pathologists need to consider the patient's cognitive functioning as well as language ability when determining treatment plans. This course will review the relationship between language and cognition, the impact of cognitive deficits on communication in aphasia, and describe assessment and management approaches using a blending of cognitive and language interventions.

Learner Outcomes:

At the end of this course, participants will be able to:

- Describe the impact of cognitive deficits on communication in persons with aphasia
- Identify assessment tools appropriate for assessment of cognition in persons with aphasia
- Identify behaviors consistent with impaired cognitive processing
- Describe techniques to facilitate cognitive processing and communication

Mary Purdy, Ph.D., CCC-SLP, BC-ANCDS is a professor at Southern Connecticut State University and teaches courses in aphasia, motor speech, cognitive-communication disorders, and swallowing. She is also an SLP for Eastern Rehabilitation Network, where she sees adult patients with a variety of communication and swallowing problems in acute care and outpatient settings. She is Board Certified by the Academy of Neurologic Communication Disorders and Sciences and has published and presented papers on aphasia assessment and treatment, executive functioning, and family education.

Schedule:

3:30-4:30 Registration and light dinner

4:45-6:30 Overview of the relationship between language and cognition; cognitive deficits in aphasia; impact of cognitive deficits on communication; issues to consider with regard to cognitive assessment with aphasia

6:30-6:45 Break

6:45-8:00 Assessment protocols; management of aphasia and cognition

SESSION C: Friday, April 13th

Current Trends and Future Directions in the Assessment and Treatment of Voice Disorders 0.4 CEU

SPEAKER: Robert E. Hillman, Ph.D., CCC-SLP

COURSE DESCRIPTION: This course will describe current trends and future directions in the assessment and treatment voice disorders. With regard to assessment, the course will review the state-of-the art in clinical voice assessment and provide recommended best practices for: 1) assessing the functional impact of a voice disorder, 2) auditory-perceptual assessment of voice quality, 3) acoustic and aerodynamic assessment of voice production, and 4) endoscopic imaging of vocal fold function. Recommendations concerning the role, interpretation and integration of vocal assessment measures in the management of patients with voice disorders will be presented. The potential impact of emerging technologies and research on future directions in clinical voice assessment will also be discussed. With regard to treatment, the course will provide an overview/update of new methods that have been developed to treat voice disorders, with an emphasis on those created by a multidisciplinary group of speech-language pathologists, surgeons, and scientists in Boston. These new innovations include: 1) ambulatory biofeedback, voice therapy boot camp and other innovations to enhance behaviorally-based voice therapy, 2) photoangiolytic lasers to treat vocal fold pathology and preserve vocal function, 3) locally injected Avastin to diminish the recurrence of laryngeal papilloma while preserving vocal function, and 4) a new neural prosthetic approach for improving electrolarynx-based communication in laryngectomy patients. Ongoing efforts to develop an implant that can restore vibratory function to damaged vocal folds will also be described. All of the information presented can be used to better counsel patients with voice disorders about current and future treatment options.

Learner Outcomes:

At the end of this course, participants will be able to:

- Describe current clinical methods that are recommended for assessing the functional impact of voice disorders, auditory-perceptual assessment of voice quality, and acoustic and aerodynamic assessment of voice production
- Describe current clinical methods that are recommended for endoscopic imaging of vocal fold function
- Describe the potential impact of emerging technologies and research on future directions in auditory-perceptual, acoustic, aerodynamic, and endoscopic imaging methods for clinical voice assessment
- Describe new trends in behaviorally-based voice therapy including the use of ambulatory biofeedback, voice therapy boot camp, and other innovations
- Describe how photoangiolytic lasers can be used to treat vocal fold pathology while maximally preserving vocal fold vibratory tissue
- Describe results from initial clinical investigations that demonstrate the potential for locally injected Avastin to diminish the recurrence of laryngeal papilloma while preserving vocal function
- Describe a new neural prosthetic approach for improving electrolarynx-based communication in laryngectomy patients
- Describe the underlying rationale and current status of efforts to develop an implant that can restore vibratory function to damaged vocal folds
- Use the information presented as a basis for counseling patients with voice disorders about current and future treatment options

Robert E. Hillman, Ph.D., CCC-SLP is a clinically certified speech-language pathologist who currently holds positions as Co-Director/Research Director of the Center for Laryngeal Surgery and Voice Rehabilitation at Massachusetts General Hospital, Associate Professor in Surgery and Health Sciences and Technology at Harvard Medical School, and Professor of Communication Sciences and Disorders and Associate Provost for Research at the MGH Institute of Health Professions. He received his doctorate in speech science from Purdue University. He has authored over 100 publications focusing on mechanisms for normal and disordered voice production, evaluation and development of methods for alaryngeal (laryngectomy) speech rehabilitation, development of objective physiologic and acoustic measures of voice and speech production, and evaluation of methods used to treat voice disorders. Dr. Hillman has also been awarded over 24 research grants from both governmental (NIH and VA) and private agencies (ASHA, Keck Foundation) to support his research, some of which have produced new technologies including an ambulatory monitoring and biofeedback system for assessing and treating voice disorders, and the first voice neural prosthesis for laryngectomy patients. He has received 11 major awards related to his research including being made an Associate Fellow of the American Laryngological Association and the Honors of the American Speech-Language-Hearing Association.

Schedule:

7:15-8:15 Registration and light breakfast

8:15-10:00 Assessment of voice disorders

10:00-10:15 Break

10:15-11:30 Treatment of voice disorders I

11:30-12:00 Posters/Exhibits

12:00-1:30 Lunch and Awards Ceremony

1:30-2:30 Treatment of voice disorders II

SESSION D: Friday, April 13th

“Outside the Box” iPad for SLPs– Apps Through a Language Lens!

0.5 CEU

SPEAKER: Sean J. Sweeney M.S. Med, CCC-SLP

COURSE DESCRIPTION: Many great apps were developed specifically for speech and language interventions, but countless treasures in the App Store were designed for other purposes and can be applied creatively in our therapies! This workshop will focus primarily on how to “repurpose” apps for therapeutic activities. A model for evaluating apps will be presented, as well as examples of apps in categories such as gaming, visual exploration, organization, interactive reading, and creation. Apps related to professional development and strategies for finding apps will also be reviewed, and attendees will leave with resources and experience in critically evaluating apps for potential use in their interventions. This workshop will be primarily geared towards clinicians who work with school-aged children however, much of the information can be generalized to adult populations.

Learner Outcomes:

At the end of this course, participants will be able to:

- Analyze apps and utilize task analyses to isolate speech and language objectives in context
- Apply criteria to evaluate apps for clinical use
- Design therapy sessions using apps, with pre or post activities targeting speech and language objectives in context
- Access a reading list of free online resources for further learning and exploration

Sean J. Sweeney, M.S. Med, CCC-SLP is a speech-language pathologist and instructional technology specialist working in the public school setting and in private practice at The Ely Center in Newton, Massachusetts. He is passionate about the potential of technology to energize the practice of speech and language pathology. Sean consults to various organizations on the topic of technology integration in speech and language and has presented at ASHA conventions and the Social Thinking Providers’ Conference. He is the author of the blog SpeechTechie: Looking at Technology Through a Language Lens, a founding editor of the blog TherapyApp411. He is a regular contributor to ASHAsphere: The Blog of the American Speech-Language Hearing Association, ADVANCE for SLPs and Audiologists, Speech in the Schools Blog, and the Mindwing Concepts Blog. Sean recently joined Smarty Ears Apps and is working on creating apps for language and literacy development.

Schedule:

7:15-8:15	Registration and light breakfast
8:15-8:45	iPad tricks: Using iOS and “native” apps to our advantage
8:45-9:15	The language lens and FIVES criteria for evaluating apps: Free, Interactive, Visual, Educationally relevant, and “speechie” (related to speech and language goals) with examples of iOS apps
9:15-10:00	Grading game apps and varying visual exploration apps
10:00-10:15	Break
10:15-11:30	Orchestrating organization apps and converting creation apps
11:30-12:00	Posters/Exhibits
12:00-1:30	Lunch and Awards Ceremony
1:30-1:45	Interacting with book apps
1:45-2:15	The “POP” activity for pre/post app use in therapy sessions (...or , EBP and apps)
2:15-2:45	Looking forward: trends and emerging technology in apps
2:45-3:30	Apps for professional development and finding apps on your own

SESSION E: Friday, April 13th

Implementing Aural Rehabilitation in Your Clinical Practice

0.5 CEU

SPEAKER: Kathleen Cienkowski, Ph.D., CCC/A

COURSE DESCRIPTION: This learning module will focus on implementing aural rehabilitation techniques into clinical practice. Aural rehabilitation is essential for providing comprehensive care to individuals with hearing loss. This module will provide a theoretical framework for aural rehabilitation with a focus on the current World Health Organization model. In addition, existing evidence for the benefits of AR will be reviewed. Documenting benefits achieved through intervention has become increasingly important for numerous reasons including providing documentation to insurers, demonstrating that our services are effective to accrediting agencies, validating clinical decisions, counseling, marketing, and establishing and maintaining “best practices” (Abrams, 2000). Finally, new and innovative techniques currently implemented in AR programs will be examined. This session will be of interest to both SLPs and AUDs

Learner Outcomes:

At the end of this course, participants will be able to:

- Explain how aural rehabilitation fits in the current WHO model
- Identify evidence that supports the use of aural rehabilitation
- Identify 2-3 techniques that can be incorporated into his/her clinical practice

Kathleen Cienkowski, Ph.D., CCC/A is an Associate Professor and Section Head of Audiology at the University of Connecticut. She also directs the Aural Rehabilitation Laboratory. She studies speech perception by normal and hearing-impaired listeners with an emphasis on aging adults and their use of amplification to improve speech understanding. Her work has been funded by the NIDCD and the Veteran's Administration. She currently is investigating the benefits of aural rehabilitation among adults with acquired hearing loss.

Schedule:

7:15-8:15 Registration and light breakfast

8:15-10:00 A model for aural rehabilitation

10:00-10:15 Break

10:15-11:30 Evidence for success in aural rehabilitation

11:30-12:00 Posters/Exhibits

12:00-1:30 Lunch and Awards Ceremony

1:30-3:30 Current techniques

POSTER PRESENTATION

Attendees will have time to explore the poster session area. .1 CEUs will be awarded for attendance. Posters will be on display during registration time on Friday (7:15-8:15 am) and from 11:30-12:00. Further information will be included on the day of the conference in attendees packets.

A Light Dinner will be provided on Thursday Evening

CSHA Business Meeting

will be held from 7:45—8:15 on Friday Morning – All CSHA Members are invited

Friday Luncheon and Awards Ceremony

Join Friends and Colleagues to honor our student award recipients (included in conference fee).

NOW IS THE BEST TIME EVER TO JOIN **CSHA!** OUR MEMBERSHIP YEAR WILL BE CHANGING TO FEBRUARY THROUGH JANUARY. ALL WHO HAVE ALREADY JOINED AND ALL WHO JOIN NOW WILL HAVE THEIR MEMBERSHIP AUTOMATICALLY EXTENDED UNTIL JANUARY 2013!!!

REMEMBER
ALONG WITH MANY OTHER BENEFITS, MEMBERS PAY
DRAMATICALLY REDUCED CONFERENCE FEES.

Connecticut Speech-Language-Hearing Association

Spring Conference

April 12-13, 2012

Courtyard by Marriott
4 Sebethe Drive, Cromwell, CT

HOW TO REGISTER:

You can register online at www.ctspeechhearing.org OR you can print this Pre-Registration Form and mail with your payment to: **CSHA** Spring Conference, 124 Kennerson Rd., Eastford, CT 06242. Please make checks payable to CSHA,.

NOTE: ALL PRE-REGISTRATION FORMS AND PAYMENT (ONLINE OR PRINTED), MUST BE RECEIVED BY MARCH 30, 2012. AFTER THAT DATE, REGISTRATIONS WILL ONLY BE ACCEPTED ON-SITE. **PLEASE NOTE THERE WILL BE A \$25 SURCHARGE FOR ONSITE REGISTRATION. CREDIT CARDS ARE ONLY ACCEPTED FOR PRE-REGISTRATION ON OUR WEBSITE, NOT ON-SITE.** PURCHASE ORDERS ARE NOT ACCEPTED. NO REFUNDS WILL BE ISSUED AFTER APRIL 2ND.

NON-MEMBERS MAY JOIN **CSHA PRIOR TO PRE-REGISTERING** FOR THE CONFERENCE TO GET THE BENEFIT OF THE **GREATLY** REDUCED MEMBER PRICE, HOWEVER YOU MUST JOIN ONLINE AND PAY BY CREDIT CARD SO THAT YOUR MEMBERSHIP IS PROCESSED.

COURSE HANDOUTS WILL NOT BE AVAILABLE ON-SITE. HANDOUTS WILL BE POSTED ON THE CSHA WESITE 1 WEEK PRIOR TO THE CONFERENCE.

PRE-REGISTRATION FORM

Last Name

First Name

Middle Initial

Street Address

City

State

Zip

Home Phone

Work Phone

E-Mail (REQUIRED)

Discipline (SLP, AUD.) _____

Please indicate which session(s) you wish to attend: (check only ONE per day)

Thursday

- Session A: Diana Newman, "Words, words, words"
- Session B: Mary Purdy, Cognitive Issues Associated with Aphasia: Implications for Treatment

Friday

- Session C: Robert E. Hillman, Current Trends and Future Directions in the Assessment and Treatment of Voice Disorders
- Session D: Sean J. Sweeney, "Outside the Box" iPad for SLPs– Apps Through a Language Lens!
- Session E: Kathleen Cienkowski, Implementing Aural Rehabilitation in Your Clinical Practice

Please check ONE:

- CSHA & CTAA Members (Thursday & Friday): \$135.00 (Membership must be up-to-date)
- CSHA & CTAA Members (Thursday only): \$65 (Membership must be up-to-date)
- CSHA & CTAA Members (Friday only): \$100 (Membership must be up-to-date)
- Life Members (Regardless of Thursday only, Friday only, or Thursday & Friday attendance): \$50
- Students (Regardless of Thursday only, Friday only, or Thursday & Friday attendance): \$55
- Non-CSHA Member (Thursday & Friday): \$215
- Non-CSHA Member (Thursday only): \$80
- Non-CSHA Member (Friday only): \$180

THERE IS A \$25 SURCHARGE AFTER THE MARCH 30TH PREREGISTRATION DEADLINE AND CREDIT CARDS CANNOT BE ACCEPTED ON-SITE.

Please indicate whether you will be attending the following event:

- YES

Annual Awards Lunch (included with Registration Fee)

- NO

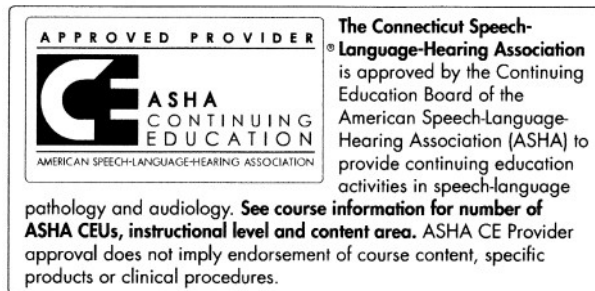
JOIN CSHA PRIOR TO REGISTERING TO PAY THE REDUCED CONFERENCE FEE.

Questions? Website Problems? Please contact us at cscha@ctspeechhearing.org

CEU's Provided for ALL courses, including Poster Sessions

****** CT DEPT OF ED. CEU Form NOW REQUIRES YOUR EIN NUMBER. ******

Please make sure to bring your ASHA/AAA number and/or your EIN number to the conference as CEU forms must be completed and submitted at the event!



This program is offered for a maximum of .9 CEUs.(Intermediate level; Professional area).

*In compliance with ASHA's Continuing Education Board's requirements, CSHA has a policy of disclosing information regarding any relevant financial or non-financial relationships related to course content for all presenters.



Connecticut Academy of Audiology is approved by the American Academy of Audiology to offer Academy CEUs for this activity. The program is worth a maximum of 0.5 CEUs. Academy approval of this continuing education activity does not imply endorsement of course content, specific products, or clinical procedures. Any views that are presented are those of the presenter/CE Provider and not necessarily of the American Academy of Audiology.