

## WSHA Speaker list 1996-2003

Casper WY  
Holiday Inn  
2003

### **Topics and Presenters:**

#### **ENHANCING THE SIGNAL TO NOISE RATIO WITH DIRECTIONAL MICROPHONES AND FM TECHNOLOGY, Presenter: Colleen Noe, Ph.D., CCC-A.**

**Summary:** Understanding speech when background noise is present is one of the most common complaints from patients wearing hearing aids. Although digital hearing aids incorporate noise reduction strategies, these strategies often fall short when the goal is to enhance the signal to noise ratio. Directional microphone and FM technologies provide the needed SNR enhancement that improves speech recognition ability. This talk will focus on the basic components of directional and FM technology, review supporting research, and present data from current studies being done at the James H. Quillen VAMC, Mountain Home, TN.

#### **VERIFICATION OF ADVANCED HEARING AID TECHNOLOGIES, Presenter: Colleen Noe, Ph.D., CCC-A.**

**Summary:** Programmable and digital hearing aids provide audiologists with the flexibility to change almost any acoustic hearing aid parameter to better meet the needs of their patients. Because of the advances in technology, a new family of fitting prescriptions has been introduced to the profession. The more popular advanced fitting formulae (i.e. NAL-NL1, FIG6, and DSL[i/o]) will be reviewed. How these formulae change the way we verify hearing aids using real ear measures will also be discussed.

#### **HEARING AID OUTCOME MEASURES: ACCLIMATIZATION AND PERCEIVED BENEFIT, PRESENTER: Christina Roup, Ph.D., CCC-A.**

**Summary:** Hearing aid outcome measures can be based on objective measures of speech recognition improvement (e.g., acclimatization), and/or on subjective measures of self-report (e.g., perceived benefit). This discussion will focus on tools that are available to the audiologist for the assessment of hearing aid fitting outcome.

#### **MULTICHANNEL COMPRESSION DIGITAL HEARING AIDS, Presenter: Christina Roup, Ph.D., CCC-A.**

**Summary:** The new generation of multichannel compression digital technology provides the audiologist with greater flexibility in fitting hearing aids to a wide range of hearing losses. Specifically, multichannel compression allows for different amounts of compression in different frequency ranges. This talk will discuss the reasons why multichannel compression is considered superior to other types of compression, the theoretical background and supporting research behind multichannel compression, as well as data from a current study being done at the VA Northern California Health Care System, Martinez, CA.

#### **HEARING AIDS FOR SLPS, Presenters: Christina Roup, Ph.D., CCC-A & Colleen Noe, Ph.D., CCC-A.**

**Summary:** Speech Language Pathologists often encounter clients wearing hearing aids in school and nursing home settings. Basic hearing aid components and troubleshooting techniques will be discussed to help facilitate better use of hearing in these settings. In addition the signs of hearing loss and communication strategies will be reviewed.

#### **AUDIOLOGY GRAND ROUNDS, Presenter: Kirstin Beach, Ph.D., CCC-A.**

**Summary:** The grand rounds format will be used as a forum to present cases that demonstrate critical points in the diagnosis and treatment of auditory disorders. In this session, audiologists local to the Wyoming community will present cases that illustrate the use of behavioral and physiological measures of audition to differentially diagnosis and provide intervention for hearing losses with a variety of underlying pathologies. Time for discussion will follow each case presentation.

**UNDERSTANDING CLASSROOM ACOUSTICS, Presenter: Scott Wright.** Topics will include new ANSI specifications, available acoustical material and where to buy it, and proper reverberation time for classrooms. A hands-on session will simulate classrooms on a computer program called EASE. Participants will insert various acoustical materials to determine what it will take to make these rooms meet ANSI specs.

**NEGOTIATING PRIVATE HEALTH PLAN COVERAGE —A PROCESS, Presenter: Maureen Thompson, M.A., CCC-A.**

**Summary:** This program will describe the process of advocating and negotiating with private health plans for coverage of speech-language pathology and audiology services. Participants will learn who the various “players” are and gain insight on the current state and federal health care environments. The elements of effective persuasion will be provided along with tips on preparing effectively and initiating contact.

**NEONATES, INFANTS, AND TODDLERS AT RISK: A CONTINUUM OF CARE FOR THE SPEECH-LANGUAGE PATHOLOGIST, Presenter: Paula Horner, Ph.D., CCC-SLP.**

**Summary:** During the past decade there has been a veritable explosion of interest in the assessment and treatment of infants in neonatal intensive care nurseries. This need to provide highly specialized services to premature and medically fragile infants has served as a clarion call for speech-language pathologists. The unique developmental needs of these infants and their families have become more clearly defined for therapists involved in their care. The morning session will provide key information to prepare clinicians for entering this highly demanding area of clinical practice. The afternoon session will provide early intervention specialists with theoretical knowledge, conceptual foundations, and clinical strategies that will address the parameters of optimal learning situations for infants and toddlers at developmental risk. Throughout the evolution of early intervention services the term ‘natural learning environment’ has often been defined as the placement of children with special needs in inclusive settings where they interact with chronological peers. A common belief is that these environments are the least restrictive and therefore the best contexts for treatment. However, as the field of early intervention enters the new millennium we must ask if this single interpretation of the natural learning environment best meets the needs of the children and families we serve. What other features of the learning context may be important for effective treatment? This session will discuss assessment and intervention approaches using authentic learning practices that allow children to engage in meaningful social-communicative exchanges.

**HORNS AND/OR STRAWS AS THERAPY TOOLS, Presenter: Sara Rosenfeld-Johnson, CCC-SLP**

**Summary:** This presentation will explain how Oral-Motor Exercises can be used in conjunction with traditional articulation therapy to improve speech production following a CVA. Participants will understand the hierarchies of jaw, lip and tongue dissociation as well as the muscle level requirements for speech sound production and co-articulation. Mrs. Johnson will demonstrate how the use of various tools such as Bite Blocks, Horns, Straws and Tongue Depressors, when used therapeutically, will improve oral control and muscle strength for standard speech sound production. Oral-Motor exercises from Sara’s book *Oral-Motor Exercises for Speech Clarity* will be taught.

**LANGUAGE AND LITERACY AND SLPS: HOW TO USE READING AND WRITING TO DO WHAT WE'VE ALWAYS DONE BETTER. Presenter: Nickola W. Nelson, Ph.D., CCC-SLP.**

**Summary:** Speech-language pathologists can play important roles in keeping children with disabilities in the general education curriculum. Participants will learn tools for assessing reading and writing samples, constructing goals and benchmarks, and designing activities to address students' curriculum-based needs. Case studies will be used to present the intervention techniques and demonstrate possible outcomes of curriculum-based language intervention practices for students across the grade span from early elementary through high school. Participants will learn techniques for implementing an inclusive computer-supported writing process to language intervention.

**LANGUAGE AND LEARNING, ASSISTANCE FROM THE BRAIN, Presenter: Gail Richard, Ph.D., CCC-SLP.**

**Summary:** The orientation to teaching for most professionals has been based on a behavioral approach. While educators know the brain is involved, the behavioral approach has minimized its importance in learning. This presentation will present a paradigm shift from behavior to neurology. It's time to turn on the brain! The path to more effective learning must include ideas to stimulate brain development and focus. Topics will include discussion of school readiness and the roles of attention, movement, sensory systems, motivation, and memory to enhance learning. Participants will be challenged to think about teaching and learning from a new perspective.

**SLP: TAKE CHARGE OF YOUR DAY! Presenter: Roger I. Burgraff, Ph.D., CCC-SLP.**

**Summary:** This is a purposeful and powerful workshop on how to get tough on time. SLPs will learn practical new procedures to logistically maneuver and protect their limited time, conquer the frustration of too many immediate tasks, decisively manage each day's activities, including paperwork, and interact with others to promote positive, productive, peak performance. Dr. Burgraff is well versed in school regulations and is an expert in addressing multi-task issues and time-management.

**FAIRY TALES, LEGENDS & FOLKTALES: USING LITERATURE IN CLASSROOM COLLABORATION, Presenter: Janelle Weeks, M.A., CCC-SLP.**

**Summary:** An overview of two thematic units, which use a team-teaching approach for various grade levels (K-6), will be presented. Both of these yearlong themes (called the "Communication Lab") are language based, with an emphasis on literature, writing, and social communication skills. Participants will learn a variety of methods, activities, resources, assessments, and implementation related to district outcomes. Workshop format will be lecture, with participation activities and opportunity for questions. While intended for elementary classrooms, these themes are easily adapted to older grades.

**TELE THERAPY: INCORPORATING TECHNOLOGY INTO SPEECH-LANGUAGE THERAPY, Dana Graham, M.S., CCC-SLP.**

**Summary:** Ms. Graham describes how her school district applied teletherapy for speech-language services this past year. ASHA is advocating the use of technology to improve the therapeutic services provided to individuals who are homebound or living in remote locations. Participants will be encouraged to understand the use of computer and video equipment as a method to increase service delivery time, improve client outcomes, and decrease the time demands made on overburdened professionals.

**Exhibitor Talks (15 minutes):**

**ADMINISTRATION OF THE CLINICAL ASSESSMENT OF ARTICULATION AND PHONOLOGY. Presenter: Clint Johnson, M.A., CCC-SLP.**

**Summary:** The Clinical Assessment of Articulation and Phonology (CAAP) is a new standardized tool developed by Wayne Secord and JoAnn Donahue. The administration, scoring and analysis of this tool will be discussed.

**BENEFITS OF SOUND FIELD AMPLIFICATION. Presenter: Ryan Webster.**

**Summary:** The Maar's study will be discussed and a short video will be presented on the benefits of sound field amplification. Results from various research studies documenting a 40% drop in learning disability referrals, increase in test scores, decrease in teacher absence and fatigue will be discussed.

**POSTER SESSIONS:**

**THE EFFECT OF SINGLE CONTINUOUS POSITIVE AIRWAY PRESSURE (CPAP) SESSIONS ON VELOPHARYNGEAL TIMING. Presenter: David L. Jones, Ph.D. and Andrea Van Hulle, B.S.**

**Summary:** The purpose of this study was to determine if measurable differences in velopharyngeal function are evident after single CPAP therapy sessions. The participants included two adults with normal oropharyngeal anatomy. Nasal airflow, intranasal pressure, and intraoral pressure signals were acquired simultaneously during 20 repetitions of "puhmpa" prior to and following a series of CPAP "therapy" sessions. The participants completed two CPAP sessions per week over a seven week period. During the first four weeks, CPAP pressure was increased in a stepwise fashion each week while session duration was constant. During the final three weeks, session duration was increased in a stepwise fashion each week, and CPAP pressure was constant. The aerodynamic measures of interest included a)

Relative Nasal Airflow Fall Time and b) Relative Nasal Airflow Duration. Pairwise t-tests were carried out to compare the pre- and post-CPAP measures. Statistically significant decreases in relative nasal airflow duration and relative nasal airflow fall time were found post-CPAP, but not in a consistent fashion. For both subjects, velopharyngeal closing appeared to be progressively “faster” during the first 2-3 CPAP sessions. The remaining sessions did not show consistent effects. It was concluded that single CPAP sessions will result in changes in velopharyngeal timing, but not on a consistent basis.

**SPEECH PRODUCTION PATTERNS OF PRESCHOOLERS WITH CLEFT PALATE. Presenters: Mary A. Hardin-Jones, Ph. D. and David L. Jones, Ph.D.**

**Summary:** The present investigation was conducted to examine the early speech results associated with primary palatal surgery. Specifically, we were interested in examining the prevalence of preschool children with repaired cleft palate who 1) required speech therapy, 2) demonstrated significant nasalization of speech, and 3) produced compensatory articulations. The relationship between these three dependent variables and the independent variables of cleft type and age of primary palatal surgery was also examined. Participants included 212 preschoolers ranging in age from two years, ten months to five years, six months (mean= 3-6) who were seen for routine examination by a cleft palate team between 1992 and 2000. Results obtained from speech assessments, including information about articulation errors and resonance, and information about speech therapy was obtained. The findings of this study indicate that a large percentage of children with repaired cleft palate demonstrate significant speech production problems during the preschool years.

**THE CRITERION VALIDITY OF FOUR VOCABULARY TESTS COMPARED TO A LANGUAGE SAMPLE. Presenter: Teresa A Ukrainetz, Ph.D.**

**Summary:** The criterion-validity of four commonly used vocabulary tests was compared. The relations among the vocabulary tests and the role of test-taking ability contributed in making test results appear more similar.

**SPEECHEASY... A TRUE FLUENCY DEVICE. Presenter: Linda Lawlis, M.S., CCC-SLP.**

**Summary:** This poster presentation will introduce the SpeechEasy Device. This device inhibits stuttering, emulates choral speech and has a 100% digital signal. The presentation will provide background information on the development of the device and will discuss how it is used and why it works so well for some patients to inhibit stuttering. A demonstration will be available. Participants will be able to view news reports if they wish.

**2002  
Jackson WY  
Snow King Resort**

**Title: *Differential Diagnosis Among Motor Speech Disorders* Joseph R. Duffy, Ph.D.**

**Summary:** This workshop will address the neurologic substrates and clinical differential diagnosis among motor speech disorders (MSDs). The contribution of differential diagnosis to the localization and diagnosis of neurologic disease will be highlighted. The neurologic correlates, confirmatory clinical signs and symptoms, associated clinical assessment procedures, and characteristic and distinguishing clinical perceptual characteristics of each of the major dysarthria types and apraxia of speech will be described and compared. Audio and videotape samples will demonstrate assessment procedures and illustrate the salient and distinctive clinical features of each MSD in a manner that will sharpen participants' clinical diagnostic skills and understanding of the meaning of important neurologic speech signs and symptoms.

**., Title: *Right Hemisphere Communication Disorders: Theory, Evidence and Therapy***

**Connie A. Tompkins, Ph.D. Summary:** In this presentation, Dr. Tompkins will discuss a variety of current issues and evidence, their theoretical foundations, and their clinical implications, for adults with communicative disorders due to right hemisphere brain damage. Among the possible emphases in this course are (1) a review of communicative and cognitive problems common to this population; (2) an update on what is known about the nature of these deficits and about appropriate assessment and treatment, with a primary focus on language comprehension; and (3) a discussion of outcomes measurement, including

available conceptual frameworks and assessment tools, and critical needs for improving our knowledge base in this area. Audience participation will be encouraged.

**Title:** *Effective Fluency Management Programs for School-Age Children*

**Jon Hasbrouck, Ph.D**

**Summary:** This presentation will focus on the structure, applications, and outcomes of two intensive behavioral treatment programs utilized with school-age children and the non-intensive approaches derived from them. The intensive programs were implemented for nine years in the Cherry Creek School District in Englewood, CO and for two years in a summer program at Buffalo Hearing and Speech Center in Buffalo, NY. The intensive programs utilized tension/relaxation, EMG biofeedback, and airflow procedures for fluency acquisition and a discriminative stimulus control procedure for carry-over and maintenance. The programs were highly effective in eliminating stuttering and obtaining and maintaining normal speech fluency. The presentation also will focus on ways to utilize these treatment procedures in a non-intensive format, over a longer period of time, to obtain similar outcomes.

**Title:** *Responding to IDEA: Language and Literacy Assessment and Intervention in School-Age Children*

**Elisabeth H. Wiig, Ph.D.**

**Summary:** This presentation introduces practical tools for assessing and developing in-depth language and text comprehension in students with language disorders and learning disabilities and provides hands-on activities. *The Learning Ladder* (Wiig & Wilson, 2001) introduces graded stories to assess text comprehension (Grades 2-7). It provides a ten-step intervention process that stimulates discussion of given and implied information and uses visual tools. *Map It Out! Planning, organizing and Communicating* (Wiig & Wilson, 2000) is a related cognitively-based resource for intervention. It provides visual tools and guidelines for developing critical thinking for language and communication through the use of visual maps and cognitive mediation.

**Title:** *Management of Speech Disorders Related to Cleft Palate and Velopharyngeal Insufficiency*

**David L. Jones, Ph.D**

**Mary A. Hardin-Jones, Ph. Summary:** This seminar will review strategies for diagnosis and treatment of speech disorders in individuals with cleft palate. The effect of cleft palate and cleft palate repair on early phonological development will be discussed. The presenters will share their experiences with speech therapy approaches that are effective in treating maladaptive articulation and will review surgical and nonsurgical approaches to treatment of velopharyngeal insufficiency. The role of the SLP who is not affiliated with a Cleft Palate Team will be discussed.

**Title:** *Cochlear Implants: An Update on Devices, Candidacy, and Patient Results*

**Terry Zwolan, Ph.D., CCC-A,**

**Summary:** This presentation will provide an update on the current status of cochlear implants, and will include discussion of the following: Description of currently available devices (Nucleus, Clarion, and MedEl) and how they work, Candidacy requirements for children and adults, Preoperative test procedures used to determine candidacy, Description and videotape of cochlear implant surgery, Post-operative programming of children and adults with currently available devices, Discussion of speech perception results of children and adults with current technology, Recommendations for educational and auditory habilitation for children with cochlear implants, and discussion of research findings and future expectations of cochlear implants.

**Title:** *A Coherent Approach to Diagnosis and Treatment of CAPD.*

**Jack Katz, Ph.D**

**Summary:** This program will present a time-honored approach to CAP for both speech-language pathologists and audiologists. The approach is coherent because it can be conceptualized on several levels, each of which relates to each of the others. The program will cover a) the anatomy and physiology of the central auditory system that is closely related to CAP functions, b) four categories of CAP, c) a central test battery for CAP evaluation, and d) therapy and management procedures that are useful for the various types of CAPD. In addition, there will be a discussion and demonstration of the influence of otitis media on CAP.

**Title:** *ENTs and SLPs.*

**Stanley E. Siegel, M.D., F.A.C.S**

**Summary:** Dr. Siegel will perform a fiberoptic laryngoscopy on a conference volunteer. The anatomy of the vocal mechanism will be viewed on screen as the procedure is explained. This presentation will also feature videos of pathologic conditions of the larynx. The effects of gastroesophageal reflux on vocal cords will be described. This presentation will also include a discussion of the relationship between the otolaryngologist and the SLP regarding appropriate referrals and follow-up.

**Title:** *Evidence Based Audiology, The Differential Diagnosis Of Acoustic Neuroma When Access to Auditory Brainstem Response Testing is Limited*

**Kirstin Beach, Ph.D., CCC-A Summary:** The presenting symptoms of acoustic neuroma will be discussed followed by a review of the use of classical behavioral audiology and tests of auditory physiology typically utilized in the diagnosis of acoustic neuromas. Clinical decision analysis statistics will be applied to available research data so that the clinical efficacy of audiological tests such as the SISI, acoustic reflex thresholds, and auditory brainstem response may be determined. The diagnosis of acoustic neuroma when of access to auditory brainstem response testing and otoacoustic emissions is limited will be discussed.

**Exhibitor Talks (15 min)**

**Scott Wright Title:** *Basic Concepts of Acoustics in the Classroom*

**Summary:** This presentation topics related to acoustics in the classroom including the most misunderstood word in acoustics, recommended reverberation time and background noise levels for classrooms, the top 10 acoustic questions to ask as part of a building or remodeling project, and recommended reading on classroom acoustics.

**Paul McCarty, Ph.D., Title:** *Sound Field Systems Affects: Learning Environment and Learning Potential*

**Summary:** Participants will learn how to solve classroom acoustical and noise concerns, and provide audio enhanced classrooms that will improve student test scores and achievement

**Walt Stemler, CCC-A** is the Customer Service Manager, representative, and special fittings staff member at Starkey Northwest.

**Title:** *Digital Amplification*

**Summary:** This presentation will cover topics related to expanded features and options with digital amplification.

**Linda R. Schreiber, MS, CCC- Title:** *Using Software in Intervention*

**Summary:** This is a presentation of the practical issues regarding the use of technology in language intervention. An example of a functional user-friendly software format that uses narratives and real-life settings to test and teach basic language concepts will be presented.

**Ashley Drennan, M.S.P., CCC-SLP Title:** *New Ideas for Intervention*

**Summary:** New approaches to intervention and suggestions for materials to support these interventions will be discusses.

**Wayne Olsen, Title:** *WYNOT Services*

**Summary:** WYNOT serves as Wyoming's federally funded assistive technology project. Wayne will share information about WYNOT and its services, which are available to all citizens in Wyoming.

**Patti Lindstrom, OT, ATTitle:** *Comparing AAC Devices*

**Summary:** This presentation will present a variety of popular augmentative communication devices from major manufacturers. Participants will receive a wall chart comparing different devices & summarizing basic features.

**2001**

**Casper WY  
Holiday Inn**

**Robert Traynor: Personal Style: The Key to Success with Hearing Aid Fitting and aural Rehabilitation.**

**Pelagie M. Beeson:** *Understanding and Treating Acquired Disorders of Reading and Writing*

**Cheryl Deconde Johnson:** *Management of Children with Auditory Disorders.*

**Anne M. Meyer:** *Practical Applications of Sensory Intergration Techniques into a Busy Therapist's Schedule.*

**Patricia Lindamood:** *Why Speech Pathologists should Lead the Way in Literacy Instruction and out Roles in Diagnosis and Intervention.*

**JoAnn Ross:** *Autism and Structured Teaching, Working with Children with Autism and Aspergers Disorders.*

**Beverly J. Griffin and G. Scott Griffin:** *Industrial Audiology and a New Way to Look at the Practice of Audiology.*

**2000**

**1999**

**Radisson Hotel  
Casper WY**

**Mark L. Kander, Harriet Klontz,** *Medicare Evolution and Revolution. Billing and Coding, Negotiating Contracts, Scope of Practice Issues.*

**Linda Stowers,** *Current Certification for School Speech Language Pathologists and audiologists.*

**Shannon Harrison, M.D.,** *Blood Bourn and Other Pathogens and Measures to Prevent Risk to SLP and Audiologists.*

**Beth Foley,** *Highlight the Critical Connections between Oral and Written Language Abilities.*

**Mark Hakel,** *Motor Speech Disorders: Assessment and Treatment Strategies.*

**Mark Hakel,** *Dysphagia Intervention-What do we Know.*

**Sandra Abbott Gabbard,** *Update of Current Knowledge of Otoauoustic Emissions and High Frequency Tympanometry and Pediatric Assessment*

**Rhonda Robles,** *Brain Gym*

**Steve Ackley,** *Misconceptions about the Ear and Hearing-Genetics and Embryology of Hearing.*

**1998**

**Cody WY**

**Dana J. Meyers,** *-Grant Writing and Strategies for improved Work Relations and Attitudes.*

**Nancy Huffman.** *Professional Empowerment and Development, New Diretions and Issues in Public School Services, Positioning Ourselves for the Future, Outcomes*

**Margo Stein,** *Outcomes.*

**Mary Kay Farina.** *SLPs-Issues in Cleft Palate.*

**Diane Seville.** *Making your own Toys.*

**Clough Shelton.** *Neurotology and Progressive Sensorineural Hearing Loss*

**Gayle Miller.** *Infection Control*

**Terri Cassey and Renee Hanlin.** *Vestibular Rehabilitation*

**Darrell Micken.** *Issues in Audiology and the Future of Audiology.*

**1997**

**Casper WY**

**Hilton**

**Eugene Cooper and Crystal Cooper.** *Personalized Fluency Control Therapy. The State of the Discipline and the Professional*

**Ruth Bentler.,** *Progression of the Hearing Aid Technology and Benefit: Have they?*

**Audrey Holland,** *Service Delivery for Aphasic Patients in the Context of Changing Health Care Patterns.*

**James Hall,** *Management of CAP Disorders. Applications for Otoacoustic Emmisions in Clinical Audiology., Differential Diagnosis in Ototoxicity and Rare Syndromes.*

**Lynne Hewitt,** *Autistic Spectrum Disorers: Current Issues in Assessment and Intervention.*

**Elizabeth Crais,** *Increasing Family and Teacher Participation in the Assessment and Intervention of Children Birth to 5.*

**Florence Blager,** *Diagnosis and Treatment of Vocal Cord Dysfunction. Performing Voice Techniques Adapted for Treatment of Hyperfunctional Voice Disorders.*

**1996**

**Holiday Inn**

**Sheridan WY**

**Melinda Harrison.** *Total Quality Management. Future of the Pofession-Audiology*

**Amy Rushforth, Ellen Holzman, Bedbra Stewart,** *Sensory Integration and Its Treatment Applications.*

**Scott Bateman,** *Hearing Restorative Surgery*

**Gus Mueller,** *Outcomes Measures for Hearing Aid Fittings*

**Carole Roth,** *Differential Diagnosis and Treatment of Motor Speech Disorders, Cognitive-Communication Deficits associated with TBI.*

**Nancy McKinley,** *Communication Assessment and Intervention Strategies for Older Language Imparied Students.*

**Perry Hanavan,** *Establishing an Aural Rehab Program with Adults.*

