



District of Columbia Speech-Language-Hearing Association
“Interprofessional Education and Practice: Partners in Progress”

Annual Conference
March 22, 2019

Conference Co-Chairs
Valencia Perry, PhD, CCC-SLP
Kari Comer, M.S., CCC-SLP

ASHA National Office – Rockville, MD



The DC Speech-Language-Hearing Association is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for .85 ASHA CEUs (Intermediate Level, Professional Area). Please sign attendance sheet to verify attendance for all full sessions completed.

Schedule of Sessions

7:30-8:00	Check-In & On-Site Registration Continental Breakfast		
8:00-8:30	Welcome Update on DC Licensure DCSHA Open Meeting		
8:30-9:30	Charting an Ethical Course in the Professions <i>*Meets DC and ASHA CEU requirement</i>		
9:35-11:35	Supervising Graduate Students: Philosophies, Models, Strategies <i>*Meets ASHA CEU requirement</i>		
11:40-12:00	Lunch Poster Presentation		
12:00-2:00	Keynote Speaker: Inclusivity Across the Gender Spectrum <i>*Meets DC CEU requirement</i>		
2:10-3:10	A Discussion of the Benefits and Challenges of EI Services within the Natural Learning Environment	Empowering Families Using Natural Learning Environment Practices to Improve Child Development for Children Birth to 3 years	
3:20-4:20	Health Literacy: Do our Families Understand What We're Saying?	Sending out an SOS: Collaborating with Occupational Therapists for the birth to 5 population	Visual Language: A How-To-Workshop
4:30-5:30	Interprofessional Collaboration Between CSD and Sports Medicine Programs for Academic Concussion Management	What's Love Got to do With It: Role of Relationship in Pediatric Speech Therapy	

Presentation Abstracts and Speaker Bios:

8:00-8:30

Welcome

Attendees will be given updates from the DCSHA Board and DOH DC Board of Audiology and Speech-Language Pathology.

***Kari Comer, M.S., CCC-SLP** graduated with her M.S. in Speech-Language Pathology from the University of Alabama. She has a range of clinical experience in a variety of settings including home health, public schools, and hospitals. Kari has a strong interest in international collaboration and has worked in several capacities with organizations abroad. She is on the DC Board of Audiology and Speech-Language Pathology and is President of DCSHA. No financial or non-financial disclosures.*

8:30-9:30

Charting an Ethical Course in the Professions

The session will discuss ethical decision-making, provide examples of typical ethical challenges, explore the differences between state licensing requirements and ASHA Code of Ethics obligations, and highlight key provisions of the Code of Ethics.

***Donna Euben, Esq.** is the current Director of Ethics and Counsel to the Board of Ethics at the American Speech-Language Hearing Association (ASHA). She has extensive experience providing advice on professional ethics; representing individuals challenging due process violations in disciplinary hearings before administrative law judges, arbitrators and agency boards; training organizational members, staff and trustees on legal and ethical issues; and managing internal complaints and grievance procedures. She has served as in-house corporate counsel professional organizations of professors and of union-side labor lawyers.*

As Counsel to the American Association of University Professors, Ms. Euben authored (or co-authored) over 25 amicus briefs, including those filed before the U.S. Supreme Court. She also wrote a regular legal column in Academe magazine and feature articles for various publications on issues such as academic freedom, tenure, and sexual harassment. Immediately after law school, Ms. Euben clerked for a justice on the New Jersey Supreme Court (the highest court in the state), and then practiced law in a D.C. law firm specializing in employment and union-side labor law. No financial disclosures. Non-Financial disclosures: Donna Euben is an employee of ASHA. She is the Director of Ethics and counsel to the Board of Ethics; she also serves as an ex-officio member of the Board of Ethics.

9:35-11:35

Supervising Graduate Students: Philosophies, Models, and Strategies

Most professionals are called on to do some form of student supervision at some point in their careers and yet most have had little or no direct training in specific models of supervision or techniques. Consistent with new ASHA requirements for continuing education in supervision, this interactive course will review established models of supervision, analyze the sometimes competing goals of students, supervisors and facilities, and discuss ways to tailor experiences to meet individual student's needs. Participants will examine their own philosophy of supervision with the goal of being more consistent in their expectations, assessment and implementation of student-specific strategies.

***Kristin Slawson, CCC-SLP, CBIS** is a Clinical Assistant Professor and a speech-language pathologist at the University of Maryland. She has 15 years of experience supervising graduate students and clinical fellows in medical and university settings. She specializes in voice/adult neurological treatment and teaches a graduate course in traumatic brain injury. Financial disclosures: Kristin is an employee at the University of Maryland. She has no non-financial disclosures.*

11:40-12:00 - Poster Session

The Benefits of Using Hometown Postcards and African American Stamps in Speech and Language Therapy

Picture cards have been used in speech and language therapy since the inception of this profession. Historically, there's been a dearth of relevant pictures for African Americans students. Postcards and postal stamps are unique pictures that are used in therapy with any cultural group.

Using pictures on postcards and stamps that are germane to the students can be therapeutic and motivational. Therapeutic, in that it provides relevant academic information and motivational in that students are inspired when their culture is represented or incorporated in the therapy experience. Postcards from students' hometown and Black heritage stamps are used as examples.

***Marva Shand-McIntosh, M.S., CCC-SLP** is a speech-language pathologist in DCPS. She's the founder of **I Love to Listen Day**, May 16th. Marva is the recipient of leadership awards including the 2013 Distinguished Leadership Award from DCSHA and the 2014 Outstanding Educator Award from the International Listening Association. No financial or non-financial disclosures.*

12:00-2:00 - Keynote

Inclusivity across the Gender Spectrum

Join us as we discuss what inclusivity across the gender spectrum means for you, your patients/clients and your coworkers. Learn about the most up to date legislation and regulations, as it pertains to sexual orientation and gender identification. Real life scenarios and case studies will be discussed to highlight the importance of inclusivity in your service delivery to LGBTQ populations. Participants will have the opportunity to interact with each other and walk away with practical strategies.

***Andrea “Deedee” Moxley, M.A., CCC-SLP** is a speech-language pathologist in the Office of Multicultural Affairs practice unit at ASHA. Her responsibilities include administration of the S.T.E.P. Mentoring Program and serving as a subject matter expert for members in the area of cultural competence and health literacy. Financial disclosures: Deedee is an ASHA employee. Non-Financial disclosures: Deedee is the parent of a transitioning child, her mother was a nun, and she is open to LGBTQ populations.*

2:10-3:10

Empowering Families Using Natural Learning Environment Practices to Improve Child Development for Children Birth to Three Years Old

Have you ever had difficulty finding unique ways to engage the families and caregivers of infants and toddlers? Wish you had ways to make sure that ideas and strategies are being carried over? This workshop will discuss how to work within the context of the family's existing routines and empower families to best support their children's development. Learn how to use adult learning principles to build family and caregiver capacity, and establish strong relationships.

***Jasmyn Price, LPC, Supervisory Early Intervention Specialist** is a native Washingtonian and proud product of the District of Columbia Public School System. A Licensed Professional Counselor (DC, MD), Jasmyn has worked in behavioral health and human services for more than 10 years. She holds a graduate certificate in Early Intervention (Georgetown University) and has worked with the Strong Start DC Early Intervention Program since 2015. Jasmyn is passionate about working with parents and children around mental health, parent education and advocacy, and early intervention. No financial or non-financial disclosures.*

***Barbara Grant, M.S. Ed, Supervisory Early Intervention Specialist** is a bilingual professional who has been working with young children and their families for over 10 years, and has been working in early intervention for the last 7 years as a Supervisor, Service Coordinator, Developmental Specialist, and Technical Assistance Team Lead. She has a Master's Degree in Early Childhood Special Education from the GWU, where she also received her undergraduate degree, and a Graduate Certificate in Teaching Students with Visual Impairments from the GMU. In addition, she is endorsed as an Infant Family Specialist by the Virginia Association for Infant Mental Health. No financial or non-financial disclosures.*

Chelsia A. Latney M.S. CCC-SLP, Clinical Manager is the Clinical Manager for Strong Start DC Early Intervention. A Speech-Language Pathologist by trade, Chelsia came to work for Strong Start after working directly with infants and toddlers in Washington DC providing language and feeding therapy, managing therapy staff, and mentoring graduate students and clinical fellows for Coastal Health Care. Chelsia received her B.A. in Psychology from Clark Atlanta University and a Master's in Communication Sciences and Disorders from Howard University. Chelsia is passionate about ensuring all children have equal access to quality services and resources in Washington DC. No financial or non-financial disclosures.

A Discussion of the Benefits and Challenges of EI Services Within the Natural Learning Environment

Providing services in the natural environment is widely considered to be the current standard of best practice in early intervention. This model, which focuses on “coaching” caregivers to implement therapeutic strategies, has been adopted by early Intervention programs across the country, including the District of Columbia. Despite a strong evidence-base for this model, providers face significant challenges, most notably addressing expectations from childcare providers and families who often expect services to follow a more therapist directed approach.

Cora Sagar, M.S., CCC-SLP is a speech-language pathologist with Coastal Healthcare Services in Washington, DC. She earned her B.S. from the University of Vermont and her M.S. from the University of the District of Columbia. Her professional interests primarily encompass feeding and communication interventions for children with medical complexities and severe/ multiple disabilities. Financial disclosure: Cora is an employee of Coastal Healthcare Services. No non-financial disclosures.

Mallory Rotondo, M.S., CCC-SLP is a speech-language pathologist and early intervention provider at Coastal Healthcare Services in Washington, DC. She earned her B.S. and M.S. in speech-language pathology from Purdue University. Her clinical interests include pediatric dysphagia, autism spectrum disorders, socio-emotional development, advocacy, and leadership development. Financial disclosure: Mallory is an employee of Coastal Healthcare Services. No non-financial disclosures.

Tahera Sparks, M.S., CCC-SLP is a speech-language pathologist at Coastal Healthcare Services. In 2017, she earned her Master of Science degree in Speech-Language Pathology at UDC. Tahera has gained experience working with children in private clinics and public schools throughout Maryland, DC and Virginia. Her clinical interests include feeding therapy and apraxia of speech. Financial disclosure: Tahera is an employee of Coastal Healthcare Services. No non-financial disclosures.

Nataly Millan, M.S., CCC-SLP currently serves the bilingual community as a Speech-Language Pathologist & Early Interventionist for Coastal Healthcare Services in D.C. She earned her M.S. in speech-language pathology from Howard University & B.S. speech-language pathology from Florida State University. Her clinical interests include culturally diverse

populations and autism spectrum disorders. *Financial disclosure: Nataly is an employee of Coastal Healthcare Services. No non-financial disclosures.*

3:20-4:20

Health Literacy: Do our families understand what we're saying?

Communication is a vital element of the diagnostic and intervention processes in speech/language pathology. It is imperative that clinicians are able to convey medical information to families from a variety of backgrounds (cultural, disability, and literacy). This session is designed to highlight issues that impact the ability of speech/language pathologists to convey information to families at an appropriate level for their understanding. Basic clinical forms, reports, and education materials will be reviewed and presented.

Stephanie M. Nixon, Ph.D., CCC/SLP is an outpatient speech-language pathologist at Children's National Health System. She specializes in speech sound disorders including Childhood Apraxia of Speech, reading decoding, reading comprehension, and higher order language skills. Dr. Nixon's research and writings have focused on children with language learning disabilities including dyslexia as well as gaining a better understanding of the way adults process written information. She has also written a brief article for families regarding understanding evidence-based practices.

Dr. Nixon received her B.A. degree from University of North Texas in Denton, TX, B.A. degree from Arizona State University in Tempe, AZ, and her Ph.D. degree from the University of Pittsburgh in Pittsburgh, PA. No financial or non-financial disclosures.

Tommie L. Robinson, Jr., Ph.D., CCC/SLP is chief of Hearing and Speech and director of the Scottish Rite Center for Childhood Language Disorders at Children's National Health System in Washington, D.C. and is an associate professor of pediatrics at The George Washington, University School of Medicine and Health Sciences. He specializes in communication disorders in children, with a specific focus on children who stutter. Dr. Robinson's research and writings have focused on normal fluency behaviors in children and adults as well as service delivery to children from culturally and linguistically diverse backgrounds.

Dr. Robinson was the 2010 president of the American Speech-Language-Hearing Association (ASHA) and has served on various boards and committees. In 1998, Dr. Robinson was elected a Fellow of ASHA, one of its highest honors. He served on the board of directors of the National Black Association for Speech, Language and Hearing (NBASLH) and served as the co-chair of the Program Committee for the 1999 and 2000 conventions. Dr. Robinson also served as secretary of the Specialty Board on Fluency Disorders (SBFD) and has been a board recognized fluency specialist since 2000.

Dr. Robinson received his A.A. degree from Coahoma Community College in Clarksdale, MS, B.A. and M.S., degrees from The University of Mississippi in Oxford, MS and his Ph.D. degree from Howard University in Washington, D.C. No financial or non-financial disclosures.

Sending out an SOS: Collaborating with Occupational Therapists for Birth to 5

This presentation will address the roles of speech-language pathologists and occupational therapists when working in a collaborative team. Using five real cases, the presenters will discuss overlapping roles, reasons to consult with each other for optimal outcomes, the benefits of collaboration, and solutions to challenges that arise when working as a team. Participants will learn to identify signs of sensory processing issues and postural instability, as well as learn to recognize when a child has difficulty with attention and regulation.

***Lori Porcelli, M.S., CCC-SLP, IBCLC** is a speech-language pathologist working with infants, toddlers, and school-age children and is also an International Board Certified Lactation Consultant. Lori specializes in infant and toddler feeding issues and language delays. Lori holds an M.S. in Communication Sciences and Disorders from Howard University. No financial or non-financial disclosures.*

***Sarah Laryea, M.S., OTR/L, CEIM** is an occupational therapist specializing in motor skill development, cognitive development, and sensory system/regulation. Her career has allowed her to work with various areas for growth including: hypotonia, hypertonia, sensory modulation disorders, general cognitive delays, difficulty with feeding, and general movement disorders. Sarah holds an M.S. in Occupational Therapy from Virginia Commonwealth University. No financial or non-financial disclosures.*

***Thays Lizaso, M.A., CCC-SLP** is a bilingual speech-language pathologist, fluent in English and Spanish and is conversationally fluent in American Sign Language. Thays specializes in working with multilingual families, english language learners, the early intervention population, and multilingual children with articulation disorders and language disorders. Thays holds a M.A. in Communication Sciences and Disorders from the University of Central Florida. No financial or non-financial disclosures.*

Visual Language: A How-To- Workshop

This comprehensive workshop will cover the essentials that professional must know in working with Augmentative and Alternative Communicators. Topics covered will include, the Value of Core Vocabulary, Core Vocabulary and Language Acquisition, Communication Partner Strategies – A model for teaching communication partners. We will end with instructional applications and the introduction of Unity.

***Ovetta Harris, Ph.D.,** is an Associate Professor and Speech-Language Pathologist with extensive experience working with birth to adult populations. She specializes in the use of technology with limited speaking children and child language disorders. Dr. Harris has conducted previous research studies related to language development in school-age children. She has extensive experience in ethnographic research, and her research expertise includes cultural linguistics and literacy acquisition and development. No financial or non-financial disclosures.*

4:30-5:30

Interprofessional Collaboration Between Communication Sciences and Disorders and Sports Medicine Programs for Academic Concussion Management

Will provide Speech-Language Pathologists, Audiologists, Athletic Trainers, and other sports health and rehabilitative sciences professionals with new insights into the interprofessional education initiatives and collaborative practices for Communication Sciences and Disorders, Athletic Training and Sports Medicine pre-professional and professional programs in order to carry out academic concussion management protocols. This course provides evidence-based recommendations to improve learning objectives in pre-professional and professional programs in both disciplines in order to educate and train, use clinical curriculum and practicums, improve working relationships, modify current clinical curriculum, and develop and monitor new initiatives.

***Tabia Pope, Ph.D., CCC-SLP** is a recent Ph.D. graduate from Howard University and Adjunct Professor at the University of the District of Columbia with a specialization in adult neurogenic disorders. Her research, clinical and supervisory experiences have been in an intercollegiate athletic facility, hospital, skilled nursing and rehabilitation centers, and assisted living centers. No financial or non-financial disclosures.*

What's love got to do with it: the role of relationship in pediatric speech/language therapy

As studies across multiple domains (including teaching, neuroscience, psychology, child development and speech and language development) have shown, children learn best from people they love and in situations where they feel safe and understood. In this presentation, we discuss why we must acknowledge that the therapeutic relationship, particularly with children, is about more than "building rapport", and why it leans more toward attachment and love. Using research from related domains, we will discuss how treatment efficacy is influenced, not solely by particular therapeutic techniques, but by the connection between the therapist and the client/patient. Therapists have an opportunity to improve outcomes for their patients when they are able to form deeper bonds with them.

***Gabriele S. Nicolet, MA, CCC-SLP** is a speech language pathologist in private practice in Washington, DC. She has expertise in treating very young children, particularly those who are late talkers, and presents frequently on issues in early language development. No financial or non-financial disclosures.*