

# THE UO COMMUNICATION DISORDERS AND SCIENCES ANNUAL CONTINUING EDUCATION WORKSHOP

March 7th, 2020 on the University of Oregon campus

## SCHEDULE AT A GLANCE

8:30 am Registration

9:00 am Poster and Vendor Session

10:00 am Welcome

### Adult/Medical Topics:

10 am *Identifying Key Treatment Ingredients SLPs Utilize to Treat Prolonged Cognitive Symptoms Post-Concussion in Adolescents*

12:15 pm Lunch break and Ethics course: *Applications of Clinical Medical Ethics to Speech-Language Pathology and Audiology\**

2:30 pm *Challenging Current Methods of Assessing Social Communication after Acquired Brain Injury*

3:45 pm *Optimizing Rehabilitation by Promoting Resilience During the Therapy Process*

### Pediatric Topics:

10 am *Links Between Bullying and Mental Health Risk in Students with Autism Spectrum Disorder (ASD) and Intellectual and Developmental Disability (IDD)*

12:15 pm Lunch break and Ethics course: *Applications of Clinical Medical Ethics to Speech-Language Pathology and Audiology\**

2:30 pm *Recommended Practices in the Assessment of Infants and Toddlers from Latinx Backgrounds*

3:45 pm *A Review of Target Selection Procedures: Incorporating Motor Learning Principles and Complexity*

\* This session meets criteria for the new professional development ethics requirement for the 2020 ASHA certification standards. A separate certificate of attendance will be provided for this session.



The Oregon 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 .65 ASHA CEUs  
(Intermediate level; Professional area)

## REGISTRATION

Registration for the Saturday workshop on March 7th is \$15 (includes a box lunch)

Please register by Feb 28th  
at the following website:  
**[tinyurl.com/rbs345x](https://tinyurl.com/rbs345x)**

Email [cds@uoregon.edu](mailto:cds@uoregon.edu) with any questions  
or accommodation needs.

## OPTIONAL PRE-CONFERENCE EVENTS: FRIDAY MARCH 6

### OSHA Spring Conference (Satellite Site)

To register, go to:  
<https://www.oregonspeechandhearing.org/event-3694429>  
(Note: There is a separate fee to attend this event.)

### SLP Networking and Happy Hour

5:15pm-7:15pm at Falling Sky Pizzeria  
(on the U of O campus)

There is a \$5.00 processing fee for the Oregon-Speech Language Hearing Association to report your CEUs to ASHA.

This \$5.00 fee is charged by OSHA, not ASHA.

A Certificate of Attendance will be provided to all attendees at the conclusion of the workshop for state licensure hours.

## Identifying Key Treatment Ingredients SLPs Utilize to Treat Prolonged Cognitive Symptoms Post-Concussion in Adolescents

*Jim Wright, MS, CCC-SLP*

The development of prolonged concussion symptoms (PCS) occurs in approximately 10-20% of all sustained concussions on an annual basis. The presence of ongoing cognitive symptoms post-concussion significantly impacts an adolescent's ability to successfully return to their baseline level of functioning in school. It is essential to identify the treatment ingredients SLPs utilize to support adolescents experiencing PCS.

**Learning Objectives:** 1) Participants will be able to define the nature of prolonged concussion symptoms (PCS) and what symptoms individuals with PCS may be experiencing 2) Participants will be able to discuss the types of academic challenges experienced by adolescents with PCS 3) Participants will be able to explain the role of the SLP in management of persistent cognitive symptoms in adolescents with PCS

**Disclosures:** 1) Third-year doctoral student at the University of Oregon 2) Maintains a current internal grant from UO on the development of a virtual concussion clinic

## Challenging Current Methods of Assessing Social Communication after Acquired Brain Injury

*Heidi Iwashita, MS, CCC-SLP*

Impaired social communication is one of the most prevalent long-term concerns of adults who have experienced acquired brain injury (ABI). It impacts relationships, return to work or school, and life satisfaction, yet is also one of the areas least often assessed by SLPs (Frith et al, 2014). This session will examine the current assessment landscape for social communication post-ABI, focusing on conversation sampling methods and pragmatic rating scales, in light of results of a recent study analyzing 45 conversation samples collected using a standardized protocol incorporating conversational challenges from 15 individuals with and 15 without a history of ABI.

**Learning Objectives:** 1) Discuss the need for assessing social communication after ABI. 2) Describe ways to make conversation sampling more efficient by setting up conversational challenges during the sample. 3) Compare and contrast two rating scales used for scoring conversation samples after ABI.

**Disclosures:** Graduate employee at the University of Oregon (UO) Role includes clinical supervision and student training in the UO Brain Injury and Concussion Clinic. Research funded by the Evelyn Bullock Fund, an internal grant at UO.

## Optimizing Rehabilitation by Promoting Resilience During the Therapy Process

*McKay Moore Sohlberg, PhD, CCC-SLP; Aaron Rothbart, MS, CCC-SLP*

Increasingly, the speech pathology field is recognizing the centrality of psychological constructs such as motivation, resilience and self efficacy in the recovery of our patients with cognitive, communication and swallowing challenges. With the advent of the patient-centered care movement, the role of the clinical speech language pathologist has evolved from a skill-enhancing expert to include traits of facilitator, counselor and coach. We now understand the importance of considering factors other than our patients' presenting impairments. This presentation seeks to provide a road map for how to optimize client outcomes by widening our lens to consider the whole person. We will review requisite concepts for understanding the role of motivation, therapeutic alliance and self efficacy in resilience and recovery. The presentation will focus on techniques that SLPs can embed in their diagnostic and therapeutic sessions to facilitate resilience and recovery.

**Learning Objectives:** Participants will be able to describe 1) the concept of resilience relevant to recovery from disease and trauma; 2) describe key components of motivation, therapeutic alliance and self efficacy that are malleable and can be feasibly embedded in rehabilitation; and 3) procedures for promoting resilience factors in clients receiving rehabilitation.

**Disclosures:** M. Sohlberg is a salaried professor in Communication Disorders & Sciences at University of Oregon and receives royalties for textbooks and clinical programs mentioned in talk. She also has current funding from NIH. There are no relevant disclosures for A. Rothbart.

## Links Between Bullying and Mental Health Risk in Students with Autism Spectrum Disorder (ASD) and Intellectual and Developmental Disability (IDD)

*Geovanna Rodriguez, PhD*

Bullying victimization is a commonly experienced phenomenon that affects about 30-60% of school-aged youth. Students with autism spectrum disorder (ASD) and intellectual and developmental disability (IDD) are at even higher risk for peer victimization compared to other students with disabilities. Risk for bullying victimization is often attributed to social communication difficulties, social skills deficits, and co-occurring emotional and behavioral difficulties. Longitudinal research

has shown that bullying may also result in an increase in mental health problems such as depression, anxiety, and aggression. While bullying prevention efforts in schools have been successful at reducing certain bullying behaviors, there are few interventions that target specific subgroups of youth who are most vulnerable and at increased risk for bullying victimization. The aim of this presentation is to provide an overview of longitudinal trends in bullying and ASD/IDD and associated risk factors, as well as identify important strategies to help reduce the negative impact of bullying experiences in students with ASD/IDD.

**Learning Objectives:** 1) Attendees will identify important features of bullying experiences in schools and risk factors associated with bullying victimization in students with developmental disabilities, 2) Attendees will identify at least 2 potential roadblocks and challenges in helping students engage in help-seeking behaviors through collaborative discussions, 3) Attendees will summarize at least 4 effective tools and strategies to promote bullying prevention for students with ASD/IDD.

**Disclosures:** No disclosures to report.

### **Recommended Practices in the Assessment of Infants and Toddlers from Latinx Backgrounds**

*Lauren Czyk, PhD, CCC-SLP*

Latinx infants and toddlers represent a growing population with identified disparities in access to early intervention services. Speech-language pathologists and other early interventionists lack adequate training in evaluating and assessing this population. In this session, we will present a step-wise process for approaching eligibility, assessment, instructional planning, and ongoing progress monitoring with young Latinx children and their families.

**Learning Objectives:** 1) Discuss the need for valid evaluation and assessment of young Latinx children living in the U.S. 2) Recognize the steps involved in valid evaluation and assessment of Latinx infants and toddlers who are referred for, or currently receiving, Part C (early intervention) services. 3) Identify the legal and professional requirements and recommended practices and procedures for evaluation and assessment with children and families from diverse cultural and linguistic backgrounds.

**Disclosures:** No disclosures to report.

### **A Review of Target Selection Procedures: Incorporating Motor Learning Principles and Complexity**

*Stephanie De Anda, PhD, CCC-SLP*

The first half of this presentation will provide a guided approach for target selection following principles of complexity. Participants will be exposed to tools for assessment. The second half of this presentation will review motor learning principles and their application in treatment of speech sound disorders.

**Learning Objectives:** 1) Describe assessment practices that support effective intervention planning 2) Identify appropriate target selection strategies using complexity, 3) Apply principles of motor learning 4) Discuss barriers to implementation.

**Disclosures:** Stephanie De Anda is employed by the University of Oregon.

### **Applications of Clinical Medical Ethics to Speech-Language Pathology and Audiology\***

*Helen Sharp, PhD, CCC-SLP*

*\* This 2-hour session meets criteria for the new ASHA 2020 certification standards (ethics)*

Clinical ethics is the application of philosophy, law, and theory to clinical practice. Much of the literature in clinical ethics is focused in medicine and has application to the practice of speech-language pathology and audiology. The population of individuals with communication disorders presents specific challenges in determining clients' capacity for decision-making and informed consent. Professionals in audiology and speech-language pathology must integrate skills in counseling, knowledge of cultural bias, recognition of individual client's values and goals into practice. This session will introduce core terminology and application of the literature in bioethics to the practice of speech-language pathology and audiology.

**Learning Objectives:** At the end of this session, participants will be able to 1) Differentiate clinical ethics from professional ethics, 2) Explain the role of speech-language pathologists, audiologists, and other clinical professionals in determining a client's capacity for decision-making and optimizing informed consent, 3) Distinguish between clinical decision-making capacity and legal competence, 4) Identify factors that influence client and family decision-making, 5) Explain the inter-connected relationship between clinical ethics, clinical counseling, and cultural humility.

**Disclosures:** Helen Sharp is employed by Pacific University and has no other financial or nonfinancial disclosures.

Poster Session

**Dysphagia-related burden among spousal caregivers of stroke survivors** (Kayla Davis and Samantha Shune)

**Assessing vocabulary in bilingual infants and toddlers: Preliminary evidence from a parent report tool** (Stephanie De Anda & Lauren Cycyk)

**Non-oral proprioceptive and exteroceptive cues influence the timing of eating actions** (Ting-fen Lin)

**Communicating with the Community: A training for communication vulnerable individuals, caregivers and paraprofessionals for emergency and medical situations** (Elise Peltier and Jayme Sloan)

**Understanding the concept of dysphagia compliance/adherence among speech-language pathologists in Saudi Arabia** (Bedoor Nagshabandi)

**Narrative speaking in school-age children: Assessment and intervention** (Marilyn Nippold)

**How metacognitive verbs reflect theory of mind in adolescents and adults** (Marilyn Nippold)

**The impact of visual modeling on food and liquid intake among older patients in the skilled nursing setting** (Samantha Shune)

**Learning Objectives:** 1) Discuss and examine outcomes/results. 2) Describe implications for clinical practice.

**Disclosures:** K. Davis: No disclosures to report. L. Cycyk: No disclosures to report. S. De Anda: Employed by the University of Oregon. T. Lin: No disclosures to report. B. Nagshabandi: No disclosures to report. M. Nippold: No disclosures to report. E. Peltier: Employed by the University of Oregon. S. Shune: Employed by the University of Oregon. Grant funding received from the American Speech-Language-Hearing Association. J. Sloan: Employed by the University of Oregon.

THANK YOU TO OUR SPONSORS!

