

**2024 SDSLHA Convention
Presenter Disclosure Overview**

Presentation time	Title	Presenter	Abstract	Learner Outcomes	Financial Disclosures	Non-financial Disclosures
Thursday 8:00-9:30 10:00-11:30	<i>Trauma Informed Care and Practices within Speech Pathology Settings</i>	McFarland, Heather Palmer	Trauma-informed care has become somewhat of a buzz word within many settings - especially those involving children and young adults. However, in this session, we will learn about the history of trauma-informed care, service approaches within the field of trauma-informed care, and ideas for implementation.	Learners will be able to describe the history of trauma- informed care. Learners will be able to identify trauma approaches within care settings. Learners will be able to implement various ideas in order to better serve their clients and themselves.	SDSLHA - registration/travel SDSLHA: honoraria	NWAEA: professional
Thursday 12:00-1:00	<i>Leadership is a Verb: Taking Action to Fill the Gap(keynote)</i>	Daughrity, Belinda	This session will review the importance of leadership as members of your state association and ASHA. Attendees will learn about how leadership opportunities can help them develop as professionals, while also supporting pre-professionals, colleagues, and clients. Attendees will learn how to identify appropriate leadership opportunities with both their state association and ASHA.	Learners will be able to list at least 2 opportunities for volunteer leadership with ASHA. Learners will be able to identify state association leadership roles and benefits Learners will be able to develop a personal leadership development plan.	CSULB: salary SDSLHA: honoraria Wiley Blackwell: royalty	ASHA: Professional National NSSLHA: Professional
Thursday 4:00-5:00	<i>The ABCs of DEI: Centering Cultural Competence to Enhance Your Professional Practices</i>	Daughrity, Belinda	This session will review the cultural competence continuum and prompt attendees to identify elements of their cultural identity to help recognize how cultural differences can contribute to misunderstandings. Increased cultural awareness and cultural responsiveness can enhance professional interactions and reduce conflicts. Attendees will be prompted to engage in active learning to identify potential challenges resulting from cultural differences. The session will also address strategies to manage errors and promote ongoing learning in cultural competence.	Learners will be able to define the cultural competence continuum. Learners will be able to describe how cultural differences can adversely impact professional practices. Learners will be able to identify at least 2 strategies for ongoing learning to support cultural competence.	CSULB: salary SDSLHA: honoraria Wiley Blackwell: royalty	ASHA: Professional National NSSLHA: Professional
Thursday 1:30-2:30 2:50-3:50	<i>The ABCs of DEI: Centering Cultural Competence to Enhance Your Professional Practices</i>	Moe, Dani	Language, learning, and literacy are critical for all yet present challenges for AAC users – especially given the spectrum across analytic and gestalt learners. This session focuses on strategies (organization, motor planning, vocabulary) embedded in Grid AAC that facilitate different learning approaches. We will explore strategies within Grid giving practical examples supporting different AAC learners.	Participants will be able to identify one main difference between analytic language processing and gestalt language processing. Participants will be able to identify two strategies to support literacy that are utilized within Super Core. Participants will be able to describe two ways to personalize an AAC system to support gestalt language processors who use AAC.	Smartbox Inc :salary SDSLHA: registration Talk to Me Technologies: professional salary	Talk to Me Technologies: professional Smartbox, Inc: professional

**2024 SDSLHA Convention
Presenter Disclosure Overview**

Thursday 1:30-2:30 2:50-3:50	<i>Language, Learning, and Literacy Strategies to Support Analytic and Gestalt Language Processors Using Grid AAC</i>	Bothwell, Lindsey	Language, learning, and literacy are critical for all yet present challenges for AAC users – especially given the spectrum across analytic and gestalt learners. This session focuses on strategies (organization, motor planning, vocabulary) embedded in Grid AAC that facilitate different learning approaches. We will explore strategies within Grid giving practical examples supporting different AAC learners.	Participants will be able to identify one main difference between analytic language processing and gestalt language processing. Participants will be able to identify two strategies to support literacy that are utilized within Super Core. Participants will be able to describe two ways to personalize an AAC system to support gestalt language processors who use AAC.	Talk to Me Technologies: Salary SDSLHA: registration	none
Thursday 1:30-2:30 2:50-3:51	<i>Language, Learning, and Literacy Strategies to Support Analytic and Gestalt Language Processors Using Grid AAC</i>	Gibbons, Chris	Language, learning, and literacy are critical for all yet present challenges for AAC users – especially given the spectrum across analytic and gestalt learners. This session focuses on strategies (organization, motor planning, vocabulary) embedded in Grid AAC that facilitate different learning approaches. We will explore strategies within Grid giving practical examples supporting different AAC learners.	Participants will be able to identify one main difference between analytic language processing and gestalt language processing. Participants will be able to identify two strategies to support literacy that are utilized within Super Core. Participants will be able to describe two ways to personalize an AAC system to support gestalt language processors who use AAC.	Smartbox Assistive :salary SDSLHA: registration	none
Thursday 1:30-2:30 2:50-3:52	<i>Language, Learning, and Literacy Strategies to Support Analytic and Gestalt Language Processors Using Grid AAC</i>	Gylling, Melanie	Language, learning, and literacy are critical for all yet present challenges for AAC users – especially given the spectrum across analytic and gestalt learners. This session focuses on strategies (organization, motor planning, vocabulary) embedded in Grid AAC that facilitate different learning approaches. We will explore strategies within Grid giving practical examples supporting different AAC learners.	Participants will be able to identify one main difference between analytic language processing and gestalt language processing. Participants will be able to identify two strategies to support literacy that are utilized within Super Core. Participants will be able to describe two ways to personalize an AAC system to support gestalt language processors who use AAC.	Smartbox Assistive :salary SDSLHA: registration	ASHA/ASHA SIG 12, ISAAC, USAAC: institutional
Thursday 8:00-9:30 10:00-11:30	<i>Cultural Issues and Practices in Central Auditory Processing Disorders</i>	Johnson Martin, Marni	This session will cover the foundational aspects of auditory processing including the role of the central auditory nervous system and the relationships between auditory processing and language, learning, and communication. Assessment, management, and treatment of auditory processing weaknesses, regardless of whether or not a central auditory processing disorder (CAPD) diagnosis is appropriate, will be addressed. Current protocols and controversy surrounding CAPD will also be discussed. Case studies will be presented to highlight key points.	Learners will be able to recognize the importance of considering auditory processing and listening skills in individuals with language, learning, and/or communication concerns. Learners will be able to identify audiological and speech/language measures to incorporate when assessing individuals with auditory processing and listening concerns. Learners will be able to discuss management and treatment strategies appropriate for individuals with auditory processing weaknesses.	University of South Dakota Center for Disabilities: salary SDSLHA: honoraria/registration	ASHA-professional

**2024 SDSLHA Convention
Presenter Disclosure Overview**

Thursday 1:30-2:30	<i>Leveraging Children's Literature to Maximize IEP Goals and Classroom Success</i>	Schultz, Jennifer	"I found this great book for therapy! Now, what do I do with it?" SLPs have embraced using children's books in therapy based on research demonstrating oral and written language connections. While simply "reading the book" is valuable, savvy SLPs maximize literature-based intervention through book-based activities and materials that support IEP goals and academic standards. This seminar will demonstrate a research-driven tool to identify key language targets in children's literature and translate them into grab-and-go activities for small-group, classroom, and carryover applications. Learn how to address multiple communication targets, reduce planning time, maximize treatment efficacy, and minimize expenses by facilitating language skills "by the book!"	Learners will be able to summarize key points and empirical foundations regarding the use of literature-based intervention to facilitate oral and written language. Learners will be able to analyze children's literature to identify embedded language targets and core communication skills. Learners will be able to create research-supported "grab and go" extension materials suitable for small group, classroom, and carryover applications.	SDSLHA: Convention expense reimbursement Mitchell Technical College: salary Dynamic Resources, LLC: Royalty	SDSLHA: professional ASHA: professional
Thursday 2:50-3:50	<i>Cultivating Competence: Exploring Multiple Approaches to Supervision of Speech-Language Pathology Assistants</i>	Schultz, Jennifer	South Dakota rules for SLPA supervision and the ASHA Scope of Practice for the SLPA outline supervision guidelines based on factors such as SLP and SLPA experience, caseload characteristics, and clinical setting. SLPs are responsible for designing and implementing supervision plans that maintain the highest standards of care, but what that looks like may be different for everyone. In this session, attendees will explore SLPA supervision scenarios. Participants will hear from SLPs about what works for them in their specific situation.	Learners will be able to determine the requirements for frequency and amount of supervision of an SLPA. Learners will be able to develop a supervision plan based on SLP and SLPA experience, caseload characteristics, and setting. Learners will be able to identify options for scheduling SLP responsibilities and supervision tasks to maintain the highest standard of quality care.	Mitchell Technical College: salary SDSLHA: registration Northern Speech Services: Royalty MedBridge: Royalty	SDSLHA: professional ASHA: professional
Thursday 2:50-3:50	<i>Cultivating Competence: Exploring Multiple Approaches to Supervision of Speech-Language Pathology Assistants</i>	Bult, Laura	South Dakota rules for SLPA supervision and the ASHA Scope of Practice for the SLPA outline supervision guidelines based on factors such as SLP and SLPA experience, caseload characteristics, and clinical setting. SLPs are responsible for designing and implementing supervision plans that maintain the highest standards of care, but what that looks like may be different for everyone. In this session, attendees will explore SLPA supervision scenarios. Participants will hear from SLPs about what works for them in their specific situation.	Learners will be able to determine the requirements for frequency and amount of supervision of an SLPA. Learners will be able to develop a supervision plan based on SLP and SLPA experience, caseload characteristics, and setting. Learners will be able to identify options for scheduling SLP responsibilities and supervision tasks to maintain the highest standard of quality care.	SDSLHA - registration	none

**2024 SDSLHA Convention
Presenter Disclosure Overview**

Thursday 2:50-3:50	<i>Cultivating Competence: Exploring Multiple Approaches to Supervision of Speech-Language Pathology Assistants</i>	Brink, Bobbi	South Dakota rules for SLPA supervision and the ASHA Scope of Practice for the SLPA outline supervision guidelines based on factors such as SLP and SLPA experience, caseload characteristics, and clinical setting. SLPs are responsible for designing and implementing supervision plans that maintain the highest standards of care, but what that looks like may be different for everyone. In this session, attendees will explore SLPA supervision scenarios. Participants will hear from SLPs about what works for them in their specific situation.	Learners will be able to determine the requirements for frequency and amount of supervision of an SLPA. Learners will be able to develop a supervision plan based on SLP and SLPA experience, caseload characteristics, and setting. Learners will be able to identify options for scheduling SLP responsibilities and supervision tasks to maintain the highest standard of quality care.	SDSLHA: registration	none
Thursday 2:50-3:50	<i>Cultivating Competence: Exploring Multiple Approaches to Supervision of Speech-Language Pathology Assistants</i>	Harvey, Rebecca	South Dakota rules for SLPA supervision and the ASHA Scope of Practice for the SLPA outline supervision guidelines based on factors such as SLP and SLPA experience, caseload characteristics, and clinical setting. SLPs are responsible for designing and implementing supervision plans that maintain the highest standards of care, but what that looks like may be different for everyone. In this session, attendees will explore SLPA supervision scenarios. Participants will hear from SLPs about what works for them in their specific situation.	Learners will be able to determine the requirements for frequency and amount of supervision of an SLPA. Learners will be able to develop a supervision plan based on SLP and SLPA experience, caseload characteristics, and setting. Learners will be able to identify options for scheduling SLP responsibilities and supervision tasks to maintain the highest standard of quality care.	Teachwell Solutions: salary USD/Mitchell Technical College: Salary SDSLHA: Registration	ASHA: Professional
Thursday 4:00-5:00	<i>Helping Families Access Services and Supports: Who We Are and How We Can Partner Together</i>	Miller, Carla	In this session, participants will discuss the complexities facing families with children with disabilities and learn more about the services and support offered by South Dakota Parent Connection. Participants will also discover valuable resources available to them to assist them when working with families.	Learners will be able to describe the complexities facing families today. Learners will be able to partner with South Dakota Parent Connection by referring families they work with for information and help in working with professionals and connecting to resources. Learners will be able to utilize South Dakota Parent Connection resources in their day to day work with families.	South Dakota Parent Connection Inc.: salary	none
Friday 8:00-9:30 10:00-11:30	<i>Challenging Behavior and Speech-Language Therapy</i>	LaRose, Allyssa	Rooted in principles of applied behavior analysis and social learning theory, this presentation aims to assist SLPs with understanding challenging behavior and feeling more comfortable and confident with managing it. Case studies will be utilized to demonstrate deconstruction of behavior into the Antecedent, Behavior, Consequence. Strategies to de-escalate, shape, and extinguish behavior, criteria and guidelines for setting expectations and rules, and positive and negative reinforcement vs punishment will be discussed.	Learners will be able to apply Antecedent, Behavior, Consequence (ABC) to a current or former student/patient. Learners will be able to describe 5 corrective strategies. Learners will be able to list criteria for establishing expectations and rules to increase opportunities for student/patient success.	Boys Town National Research Hospital: Salary SDSLHA: Registration and travel reimbursement	none

**2024 SDSLHA Convention
Presenter Disclosure Overview**

Friday 8:00-9:30 10:00-11:30	<i>A Fresh Look at School-Based Stuttering Management</i>	Williams, Mandy	A fresh approach to the management of school age children who stutter will review the current literature and best practices for managing stuttering in school age children. Available treatment strategies will be overviewed and demonstrated. The presentation will cover management of speech related anxiety, bullying, and fluency strategies. Attendees will have the opportunity to ask troubleshooting questions based on cases they have seen in the public schools. Case examples provided by the speaker will also be discussed.	Learners will be able to explain the current approaches to dealing with stuttering related speech anxiety in school age children who stutter. Learners will be able to compare and contrast stuttering treatment philosophies for working with school age children who stutter. Learners will be able to incorporate new treatment approaches into their lesson plans for working with school age children who stutter.	SDSLHA - registration	SD Board of Examiners for SLP, president - professional National Stuttering Association - Chapter leader - professional World Stuttering Network - professional
Friday 1:00-2:00	<i>Hearing Screening: Best Practices for an Effective Program</i>	Phelan, Jen	Both audiologists and speech language pathologists complete hearing screenings for various populations within the community. Hearing screenings are an effective way to monitor the hearing health of individual. A successful screening program relies on ensuring the use of best practices and having an effective protocol. Efficiency is also key and can be obtained by using tests most suited for the population.	Learners will be able to describe different technology that can be used for hearing screenings. Learners will be able to determine the best assessment to complete hearing screenings for specific populations. Learners will be able to develop an effective protocol to successful maintain a hearing screening program.	SDSLHA - registration	none
Friday 2:10-3:10	<i>Current Issues in South Dakota</i>	DeVelder, Liz	This session will explore the current opportunities and challenges that audiologists, speech-language pathologists, and speech-language pathology assistants have in the state. Participants will have an opportunity to share current experiences, obstacles, and valuable insights. A panel of individuals will be available as a resource as participants work to brainstorm resources and possible approaches	Learners will be able to identify key opportunities and challenges of audiologists and speech language pathologists in the state. Learners will be able to identify resources for stated opportunities and challenges. Learners will be able to identify potential approaches to address current opportunities and challenges.	USD-Salary SDSLHA-registration	SDSLHA-professional
Friday 2:10-3:10	<i>Current Issues in South Dakota</i>	Hoff, Danci	This session will explore the current opportunities and challenges that audiologists, speech-language pathologists, and speech-language pathology assistants have in the state. Participants will have an opportunity to share current experiences, obstacles, and valuable insights. A panel of individuals will be available as a resource as participants work to brainstorm resources and possible approaches	Learners will be able to identify key opportunities and challenges of audiologists and speech language pathologists in the state. Learners will be able to identify resources for stated opportunities and challenges. Learners will be able to identify potential approaches to address current opportunities and challenges.	SDSLHA-registration	SDSLHA-professional

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Friday 2:10-3:10	<i>Current Issues in South Dakota</i>	Schneider, Jess	This session will explore the current opportunities and challenges that audiologists, speech-language pathologists, and speech-language pathology assistants have in the state. Participants will have an opportunity to share current experiences, obstacles, and valuable insights. A panel of individuals will be available as a resource as participants work to brainstorm resources and possible approaches	Learners will be able to identify key opportunities and challenges of audiologists and speech language pathologists in the state. Learners will be able to identify resources for stated opportunities and challenges. Learners will be able to identify potential approaches to address current opportunities and challenges	SDSLHA-registration	SDSLHA-professional
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