

MSHA 2017 Speaker Biographies and Abstracts

Amy Downing, PT is the owner of Element Physical Therapy in Missoula. She has more than 25 years of experience as a physical therapist and earned both her bachelor's and physical therapy degree from St. Louis University. She graduated in 1990 and gained unique and specialized experiences from settings in which she worked including The Rehab Institute of Chicago, Barnes Hospital in St. Louis, MO, and Sister Kenney Institute in Minneapolis. Amy moved to Montana in 1999. She worked in outpatient settings throughout Missoula as she raised her four children. Amy took over Element Physical Therapy in February 2011 and has enjoyed putting her own expertise and personal flare into the clinic. She has a keen interest in balance rehab, concussions and working with the patient with dizziness and vertigo as she herself has bilateral Meniere's disease, a left perilymphatic fistula (hole in the inner ear) and PPPD. She invested in state of the art equipment, the most advanced technology to date in the world, to help diagnosis and treat the most challenging cases. Amy is Emory University certified in vestibular rehabilitation which is the highest level of certification in our field for dizziness, balance and concussion treatment.

Disclosures: No relevant financial or nonfinancial relationships to disclose.

Vestibular Rehabilitation

Amy Downing, Element PT

Ms. Downing will discuss how to determine if a patient is an appropriate candidate for vestibular rehabilitation based upon patient presentation and clinical test results. A review of the vestibular ocular reflex and its role in overall body function will be included. Finally, there will be a review of the importance of system integration for balance.

LEARNING OBJECTIVES:

1. To learn who is appropriate for vestibular rehabilitation based upon patient presentation and clinical testing.
2. To better understand the vestibular ocular reflex (VOR) and the role it functionally plays in the body.
3. To understand system integration for balance/gait and Dynamic visual acuity/gaze stabilization.

Robert DiSogra, AuD. is an independent audiology consultant in Millstone Twp., NJ. He had been in private practice for 30 years in Freehold, NJ until 2015. He received his Doctor of Audiology degree in 2003 from the Osborne College of Audiology at Salus University in Elkins Park, PA. He holds a Master's Degree in Audiology from Hofstra University and a Bachelor's Degree in Speech Education from St. John's University. Dr. DiSogra developed and taught the *Pharmacology/Ototoxicity* distance learning course at Salus University for five years and is an adjunct lecturer at Salus. He has also taught doctoral level/graduate and undergraduate Audiology courses at St. John's University, Rutgers University and

Kean University (NJ). Dr. DiSogra was the 2016 recipient of the Dr. Joel Wernick Award for his educational contributions within the fields of audiology and hearing science from the *Academy of Doctors of Audiology*. He was also recognized as the 2013 *Alumnus of the Year* from Salus University. He currently serves as Chairperson of the *Osborne College of Audiology Advisory Board* at Salus University. Dr. DiSogra is US Navy veteran and served during the Viet Nam era.

Financial Disclosure: Dr. DiSogra is receiving a speaking stipend for this presentation.

Nonfinancial Disclosure: No nonfinancial relationships to disclose.

Pharmaceuticals & Nutraceuticals in Relation to Hearing Loss and Tinnitus

Robert DiSogra

The number of pharmaceuticals available to manage hearing loss and/or tinnitus continues to grow. This program reviews the current pharmaceutical research for hearing loss and tinnitus as well as reviewing the efficacy and safety OTC tinnitus relief products. Patient management strategies are also reviewed.

LEARNING OBJECTIVES:

1. Identify pharmaceuticals used for hearing loss and tinnitus management;
2. Identify nutraceutical/over-the counter products marketed for hearing loss and tinnitus management;
3. Improve patient management strategies with patients using these compounds

Brian Taylor, Au.D. is the owner of Taylor Audiology Consulting LLC. He serves as clinical audiology advisor for the Fuel Medical Group, editor of *Audiology Practices*, the quarterly publication of the Academy of Doctors of Audiology, and hearing news section editor for the blog *Hearing Healthcare and Technology Matters*. Brian is also an adjunct professor for AT Still University – School of Health Sciences. Dr. Taylor has written and edited several articles and text books devoted to practice management and clinical audiology, including the 3rd version of *Audiology Practice Management* from Thieme Publishing, which will be published in December 2017.

Financial Disclosure: Dr. Taylor is employed by Fuel Medical Group and received a consulting fee from them.

Nonfinancial Disclosure: No nonfinancial relationships to disclose.

The Era of Third-Party Payers and OTC Products

Dr. Taylor will discuss key market trends that are driving change within the audiology profession, including Medicare Advantage programs, over-the counter hearing aids and PSAPs. He will outline how to triage patients into routine and complex cases using patient centered counseling skills and

audiological assessment tools. Strategies to implement patient centered principles that includes third party contracts and OTC products into a sustainable practice will also be discussed.

LEARNING OBJECTIVES:

1. Recognize key market trends that are driving change within the audiology profession, including Medicare Advantage programs, over-the counter hearing aids and PSAPs
 2. Gain the ability to triage patients into routine and complex cases using patient centered counseling skills and audiological assessment tools
 3. Implement patient centered principles that includes third party contracts and OTC products into a sustainable practice
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Christine Hansen was born and raised in Burnsville, Minnesota. She received her B.A. in Speech Language and Hearing Science and Spanish Studies from the University of Minnesota, and went on to receive her M.A. in Speech-Language Pathology from that same institution. She also completed an emphasis program in Bilingual and Multicultural issues. After graduation, she moved to Billings, Montana. She has experience working in skilled nursing facilities and hospitals, but currently works for Billings Public Schools. In her spare time, she enjoys hiking in the mountains with her husband and baking homemade bread.

Financial Disclosure: Financial compensation received for LDP funding

Nonfinancial Disclosure: No nonfinancial relationships to disclosure

Emotional Intelligence & Leadership Skills –

Christina Hansen

Reflections from ASHA's Leadership Development Program

Ms. Hansen will discuss emotional intelligence and describe how it relates to leadership in clinical and administrative capacities. Participants will also learn how to recognize common issues with successful and unsuccessful teams.

LEARNING OBJECTIVES:

1. Participants will be able to define emotional intelligence.
 2. Participants will be able to describe how emotional intelligence relates to leadership in clinical and administrative capacities.
 3. Participants will be able to relate common issues regarding successful and unsuccessful teams.
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Carol Morse, MS, SLP-CCC has been employed at Billings Clinic as a speech pathologist for 27 years. She has been a member of MSHA since 1984, is a lifetime member of ASHA and is the current STARS, StAMP and Habilitation representative for Montana. She has been married to her husband, Bill, for 47 years. Together they have raised 5 children, have 13 grandchildren, 12 grand dogs and 4 grand cats. They own three pampered dogs and love to camp and fish.

Financial Disclosure: No financial relationship to disclose.

Nonfinancial Disclosure: Carol Morse is a member of STARS, StAMP and Habilitation Committees.

**Follow The Yellow Brick Road – Coding, Documentation
& Reimbursement for Medicaid, Medicare and Private
Party Insurances**

Carol Morse

The Affordable Care Act (ACA) requires individual and small group private plans to provide coverage for rehabilitative and habilitative services and devices. Enforcement and implementation of these essential health benefits were largely overseen by the U.S. Department of Health and Human Services under the Obama administration. However, under the new administration, greater flexibility will be given to states to design and decide which benefits should be covered by private plans in the individual and small group markets. Prior to the ACA, habilitation was not widely understood or a covered benefit. There was also variation in coverage between states. To preserve the coverage gains for habilitation, this presentation will explain how state associations and their membership can work with their state legislator, insurance department and other stakeholders to advocate for preserving and maintaining coverage for both habilitation and rehabilitation services and devices in future health reform efforts.

LEARNING OBJECTIVES:

1. The participant will be able to explain how to find and review existing state-required benefits for habilitation services and devices
2. The participant will be able to identify their state's key stakeholders
3. The participant will be able to describe the step-by-step advocacy techniques, including engaging your membership

David Wessell holds a BA Degree in Marketing from San Jose State University and is currently a Pediatric Territory Manager with Phonak LLC. Mr. Wessell has held various sales/sales management positions during his 35 year career in the hearing health care industry and has lectured to numerous professional groups on subjects ranging from marketing practices to new product applications.

Financial Disclosure: David Wessell is employed by Phonak LLC and received a salary for this presentation.

Nonfinancial Disclosure: No nonfinancial relationships to disclose.

Roger Technology in Today's Classroom

Dave Wessell, Phonak

Mr. Wessell will discuss classroom acoustics, the importance of improved signal to noise ratio for students and will describe options for improving the speech signal in the classroom. Differences between FM and Roger technology will be outlined. Participants will be able to make informed decisions regarding the appropriate technology for individual student needs.

LEARNING OBJECTIVES:

1. Understand the difference between FM and Roger technology
 2. Be familiar with the various components of Roger technology
 3. Be able to select specific equipment appropriate for individual student needs.
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Ginger Collins PhD, CCC-SLP is an Associate Professor in the Department of Communicative Sciences and Disorders at the University of Montana where she also directs the Post-Baccalaureate Leveling Program and the Motivational Adolescent Research in Vocabulary and Expressive Language (MARVEL) Lab. Dr. Collins studies how various aspects of language complexity and student motivation contribute to language and literacy success in adolescents. Dr. Collins is also committed to identifying the components of clinical education that prepare pre-service speech-language pathologists to become competent leaders in the field.

Disclosures: No relevant financial or nonfinancial relationships to disclose.

From Baby Boomers to Millennials – Maintaining

Ginger Collins, Ph.D.

Professionalism Through Generationally Responsive Communication

Professionalism is a skill that is required to conduct clinically competent assessment and treatment services in speech-language pathology (SLP) and audiology and is integral to providing best practices in the field of Communication Sciences and Disorders; however, professionalism is multifaceted, is often defined in subjective terms, and varies according to setting and situational context. Further complicating the practice of professionalism is how it is viewed differently across generational cohorts. The purpose of this course is to elucidate generational differences with respect to professionalism so that one may practice generationally responsive communication in the workplace.

LEARNING OBJECTIVES:

1. Define components of generational cohorts and professional behaviors and determine how these are applicable to their own settings
2. Evaluate general, qualitative professional skills in a specific and quantified manner

3. Implement strategies for generationally responsive professionalism

Jennifer Schoffer Closson & Dana Fitz Gale are Communicative Sciences and Disorders faculty members at the University of Montana. Both are passionate about teaching people of all ages with autism social skills and executive functioning skills to support relationships and independent living. Beyond this, they find benefit in educating the community about the value of neuro-diversity, how to be inclusive, bystander intervention, and other strategies that acknowledge and support individuality. Ms. Schoffer Closson and Ms. Fitz Gale have presented on this topic across the state and support students on the UM campus through the MOSSAIC (Mentoring, Organization, and Social Support for Autism Inclusion on Campus) program.

Financial Disclosure: Jennifer Schoffer Closson received a salary for this presentation.

Nonfinancial Disclosure: Jennifer Schoffer Closson has a nonfinancial relationship as a volunteer, as a committee member and for advocacy.

Disclosures: Dana Fitz Gale has no relevant financial or nonfinancial relationships to disclose.

Meet Me In The Middle –

Jennifer Closson / Dana Fitz Gale

Building An Inclusive Community

Learning social skills is usually part of autism intervention. Despite learning how to interact in a variety of situations, people with autism often encounter novel or crisis situations. Helping peers, educators, employers, service providers, and other community members understand and appreciate neuro-diversity while providing strategies for support will result in a more inclusive community.

LEARNING OBJECTIVES:

1. Participants will learn how to use video modeling to educate colleagues and community members about bystander intervention to support people with autism in crisis situations.
 2. Participants will learn how to educate peers, employers, educators, etc. on the benefits of having a neuro-diverse community.
 3. Participants will learn strategies to support people with neuro-diversity through peer mentoring and other evidence based practices.
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Julie A. Wolter, PhD, CCC-SLP is Department Chair and Professor in the Department of Communicative Sciences and Disorders at the University of Montana. Dr. Wolter's past role as a certified speech-language pathologist fuels her teaching and research interests in the area school-age language and literacy development, assessment, intervention, and interdisciplinary collaboration. She currently serves as an Associate Editor for the American Journal of Speech Language Pathology and Topics of Language

Disorders. Dr. Wolter's research and clinical work are widely published and funded by agencies such as the National Institute of Health and the United States Department of Education.

Financial Disclosure: no financial relationship to disclose

Nonfinancial Disclosure: Dr. Wolter is a volunteer teacher / speaker and conference presenter

Language Links to Classroom Success:

Julie Wolter, Ph.D.

The SLP's Guide to Providing Contextualized Intervention

This seminar's purpose is to focus on ways SLPs can use language to facilitate student's academic success in the classroom. Language interventions will be reviewed that focus on student academic success in the areas of vocabulary, narratives, reading, and writing. Specifically, the unique language-underpinnings of academic disciplines such as literature, history, math, and science will be reviewed and ways to contextualize school-age language treatment, write related goals, and create meaningful progress-monitoring tools will be explored.

LEARNING OBJECTIVES:

1. Identify the integral components of a language intervention linked to academic success
2. Develop functional and contextualized school-age language interventions and related goals.
3. Create a progress-monitoring data keeping system specific to the contextualized academic needs of the classroom

Catherine "Kitty" Griffin, M.S.C.D., CCC-SLP, is a Master's level speech and language pathologist. Kitty has spent her career working with families in home based and clinic based treatment. She has worked across the nation including The Helen Beebe Center in Pennsylvania and The Listen Center in Colorado. One of Kitty's clinical specialties is working with families whose children have hearing loss. Kitty has worked with The Montana School for the Deaf and Blind as a Family Advisor and is currently a DHH Outreach Consultant in Southwest Montana. She is a certified Baby Signs instructor. Kitty is a former MSHA president and currently chairs the public relations committee. She also owns and operates her private practice, State of the Heart Therapy, in Dillon, Montana. Kitty's most prestigious and rewarding assignment thus far is as mother to twins, David and Elizabeth. Elizabeth became a Griz Alumna this year and David is scratching his way toward graduation from UM this semester. Kitty is a proud Griz mom!

Disclosures: Financial Disclosure: Kitty Griffin is receiving complimentary registration for this presentation, and has no relevant nonfinancial relationship.

Listening & Spoken Language –

Kitty Griffin

Practical Strategies For Professionals

Ms. Griffin will present information on using daily activities, including home based activities and clinical tasks, to promote listening and learning through hearing for children and adults with hearing loss. This presentation will focus on teaching professionals specific LSL techniques and using the auditory

hierarchy to develop appropriate goals for treatment and measurement of progress in therapy. Discussion and questions will be encouraged.

LEARNING OBJECTIVES:

1. Participants will identify/practice three strategies to promote listening skills in the clinical environment
 2. Participants will identify/practice three strategies to promote listening skills in the home environment
 3. Participants will demonstrate use of the listening hierarchy to develop goals for treatment and measurement of progress in therapy
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Laura Olsonoski, OTD, OTR/L is the owner and founder of Eat.Move.Grow., LLC. She is devoted to improving the quality of life for children and adults with developmental and acquired disabilities by introducing, maintaining and improving skills that allow children to participate and feel included in meaningful life activities. Dr. Olsonoski has a Bachelor's degree in Psychology from the University of Montana and a Doctorate in Occupational Therapy from Pacific University. She has gained specialized skills in feeding, sensory processing disorders and has begun the process to attain her ATP and SMS certifications to ensure individual with mobility difficulties are able to navigate their environments. Dr. Olsonoski is a children's book author and recently published *Strawbert's Sensational Story*, a book designed to show children that eating doesn't have to be a scary 2-step process into the mouth, but rather multiple steps exploring and building a positive relationship with food.

Disclosures: No relevant financial or nonfinancial relationships to disclose.

Shanna Stack, MS, CCC-SLP is a member of the Assiniboine people, enrolled on the Fort Belknap Indian Reservation, who was born and raised in Helena, Montana. Stack Speech Therapy Group, LLC's leader and owner, has experience providing speech therapy services in diverse clinical and community-based settings. She has a Bachelor's degree in Human Biological Sciences and a Master's degree in Speech Pathology from The University of Montana. As an anatomy/physiology and neuroanatomy/physiology for communication instructor at the UM, Ms. Stack has demonstrated expertise as a Speech Language Pathologist and instructor.

Disclosures: No relevant financial or nonfinancial relationships to disclose.

Pediatric Dysphagia & Feeding Therapy

Laura Olsonoski / Shanna Stack

Abstract: This seminar is designed to describe practical strategies needed to collaborate with occupational therapy while targeting feeding and swallowing in the pediatric population. Initially, you will learn basic anatomy and physiology of the developing child's feeding and swallowing mechanisms. You will also gain a better understanding of occupational therapy's role in treating this **population**.

Lastly, this seminar will appreciate the complimentary roles speech and occupational therapy offer while treating children with feeding and swallowing impairments.

LEARNING OBJECTIVES:

1. Gain insight into a variety of oral motor impairments and understand how they affect an individual's ability to manage food.
2. Understand the anatomy and physiology needed to successfully manage and swallow food.
3. Become familiar with therapeutic approach and devices used in the clinical setting during feeding therapy.
4. Gain knowledge of an interdisciplinary assessment and intervention process of feeding difficulties

Lauren Snyder, AuD, CCC-A, FAAA is the Associate Clinical Territory Manager for the Rocky Mountains Territory for Cochlear Americas. In this role, she provides clinical/surgical support and educational training on Nucleus Cochlear Implants and the Baha product line. Lauren received her Bachelor's Degree in Communication Sciences and Disorders from the University of Wyoming and her Doctorate Degree in Audiology from the University of Utah. She currently resides in Utah with her husband and two goldendoodles.

Financial Disclosure: Dr. Snyder receives a salary from Cochlear Americas.

Nonfinancial Disclosure: Dr. Snyder has a professional relationship with Cochlear Americas.

**Hear Your Way: An Update on Implantable
Hearing Solutions**

Lauren Snyder, Cochlear

This presentation is designed to provide attendees who are new to cochlear implants and Baha information on candidacy, technology, and resources. By the end of the course, attendees will be able to list the features and benefits of each system, make appropriate referrals, and identify professional resources.

LEARNING OBJECTIVES:

1. Identify candidates for implantable technology using their audiometric and speech perception information.
2. List candidacy factors which contribute to successful patient outcomes.
3. Be familiar with the features of the N7 and Baha 5 implantable hearing systems.
4. Identify three advantages of bone anchored technology relative to other treatment options.

Identify professional and patient resources

John Tracy, Ph.D., received his Ph.D. in Speech Pathology from the University of Oregon in 1983. He also holds a Master's of Public Health degree from Portland State University in Health Administration and Policy received in 2005. He has taught at the community college, undergraduate and graduate levels. His career includes 21 years in rehabilitation and human resources management at a large hospital in Oregon, completing the last 7+ years of his career as a full-time speech-language pathologist within a hospital system in the Mid-Willamette Valley of Oregon. He saw both inpatients, outpatients and worked in home health. He was involved in policy development, and testified before the Oregon Legislature on most of the legislation supported by the Oregon Speech-Language and Hearing Association from 1990 – 2009. One of the major accomplishments of the Association in which he participated was the licensure law regulation speech-language pathology assistants. He wrote all of the course descriptions for the training program at a community college, taught the first courses, and developed and was the instructor for the first online course, which was the precursor to putting all of the classes online.

Financial Disclosure: Dr. Tracy is receiving a speaking fee for this presentation.

Nonfinancial Disclosure: there is no relevant nonfinancial relationship to disclose.

Julie A. Wolter, PhD, CCC-SLP is Department Chair and Professor in the Department of Communicative Sciences and Disorders at the University of Montana. Dr. Wolter's past role as a certified speech-language pathologist fuels her teaching and research interests in the area school-age language and literacy development, assessment, intervention, and interdisciplinary collaboration. She currently serves as an Associate Editor for the American Journal of Speech Language Pathology and Topics of Language Disorders. Dr. Wolter's research and clinical work are widely published and funded by agencies such as the National Institute of Health and the United States Department of Education.

Financial Disclosure: no financial relationship to disclose

Nonfinancial Disclosure: Dr. Wolter is a volunteer teacher / speaker and conference presenter

Development of the SLP-A

John Tracy / Julie Wolter

Dr. Tracy and Dr. Wolter will discuss the development of the SLP Assistant designation. This talk will include information about regulatory requirements and also a proposed curriculum. Participants will be given the opportunity to offer input regarding this topic **(this topic is not available for ASHA CEUs)**

Mary Hardin-Jones is a Professor in the Division of Communication Disorders at The University of Wyoming. She has served on cleft palate teams in several different states throughout her career and has been actively involved in research studying speech of children with cleft lip and palate for over 30

years. Dr. Hardin-Jones is particularly interested in early speech development and surgical outcomes for these children. She has co-authored three books and has numerous presentations and publications pertaining to these topics.

Financial Disclosure: Dr. Hardin-Jones is receiving financial compensation for this presentation, she receives financial royalties from Woodbine House, Inc., and Elsevier / Mosby for textbooks.

Nonfinancial Disclosure: There are no relevant nonfinancial disclosures.

**Management of Children with Cleft Palate –
How Far Have We Come?**

Mary Hardin-Jones

Dr. Hardin-Jones will discuss the speech-language characteristics of toddlers and young children with cleft palate and will contrast various treatment options for velopharyngeal dysfunction. Treatment strategies for compensatory articulations will be identified.

LEARNING OBJECTIVES:

1. Describe the speech-language characteristics of toddlers and young children with cleft palate
2. Contrast various treatment options for velopharyngeal dysfunction
3. Identify treatment strategies for compensatory articulations

McKay Moore Sohlberg received her Master's in Communication Disorders and her doctorate in Educational Psychology both at the University of Washington. She is an Endowed and Full Professor and Director of the Communication Disorders & Sciences Program at University of Oregon, and a Fellow of the American Speech Language and Hearing Association. Dr. Sohlberg has published numerous articles, chapters, and manuals on managing cognitive impairments following acquired brain injury and is co-author of two leading textbooks in the field. She has been funded on a number of federal projects supporting the development and evaluation of assistive technology to deliver cognitive rehabilitation, and to help individuals with cognitive impairment more fully integrate into their communities.

Financial Disclosure: Dr. Sohlberg is receiving a speaking fee for this presentation.

Nonfinancial Disclosure: there is no relevant nonfinancial relationship to disclose.

**Cognitive Disorders Following Traumatic Brain Injury
In Adolescents and Adults**

McKay Sohlberg

Ms. Sohlberg will list the most common etiologies, cognitive and somatic symptoms, and functional impact of mild traumatic brain injury (mTBI); describe the overarching principles for treating people with mTBI; describe methods to minimize the development of persistent effects following mTBI and describe the key features of dynamic coaching and motivational interviewing applied to selecting specific interventions and evaluating outcomes.

LEARNING OBJECTIVES:

1. list the most common etiologies, cognitive and somatic symptoms, and functional impact of mild traumatic brain injury (mTBI);
2. describe the overarching principles for treating people with mTBI
3. describe methods to minimize the development of persistent effects following mTBI
4. describe the key features of dynamic coaching and motivational interviewing applied to selecting specific interventions and evaluating outcomes