

2026 NJSHA CONVENTION COURSE DESCRIPTIONS

Professional Conduct and Discrimination Policy

All participants are expected to conduct themselves in professional manor. Please review NJSHA's [Professional Conduct and Discrimination Policy](#).

Complaint Policy

Questions and concerns should be emailed to the Association Office, info@njsha.org. Complaints arising during or after an event, can be filed using the post event evaluation form or by contacting the Association office.

Accessibility Policy

The Association is committed to providing an outstanding experience for all participants at its events. We strive for full access to the activities of these events and accommodations relating to mobility, hearing, vision or other areas may be provided. We ask that requests for reasonable accommodations at the event be made as early as possible, and well in advance of the event, so we may explore options to best meet the individual's need or provide a resource/suggestion to help meet the individuals' requirement.

Potential Barriers: Although we strive to make this event as accessible as possible to all members, some barriers may remain due to financial, logistical, facility, vendor or volunteer/staffing limitations.

If the association is unable to provide an accommodation due to one or more of the reasons stated above and the individual feels attendance is no longer an option, the Association will provide a full refund of the event registration fee.

Satisfactory Completion Requirements:

Certificates of completion will be awarded after active attendance at the entire presentation, submission of a completed evaluation and submission of a completed assessment of learning. A link to the online assessment and evaluation will be provided.

Continuing Education

ASHA Continuing Education



ASHA CE
APPROVED PROVIDER

New Jersey
Speech-Language-Hearing
Association

This course is offered for up to 1.65 ASHA CEUs (Various Levels).

AAA Continuing Education



The New Jersey Speech-Language-Hearing Association is approved by the American Academy of Audiology to offer Academy CEUs for this activity. The program is worth up to 1.5 CEUs. Academy approval of this continuing education activity is based on course

content only and does not imply endorsement of course content, specific products, or clinical procedure, or adherence of the event to the Academy's Code of Ethics. Any views that are presented are those of the presenter/CE Provider and not necessarily of the American Academy of Audiology.

International Hearing Society

NJSHA is approved by the International Hearing Society to offer continuing education for this course. This course [CEN-454-26] is approved for up to 10.5 credit(s) of continuing education (1 CE Credit = 1 contact hour). IHS approval of this course is based on content



only and does not imply endorsement of the course content, specific products, clinical procedure, instructor or adherence to the IHS Code of Ethics. Any views that are presented are those of the presenter/Education Provider and not necessarily of the International Hearing Society.

Presentation Title:

S01 The AI-Empowered Speech-Language Specialist

CEU Hours: 0.15

Speaker Name & Credentials:

Stacey Palant – Princeton Public Schools

Speaker Bio:

Stacey Palant, M.A., CCC-SLP, NJ SLS, is a dedicated speech-language specialist with over 25 years of experience in New Jersey public school settings, currently practicing in Princeton Public Schools. A strong advocate for the profession, Stacey currently serves on the NJSHA Board of Directors. She proudly represents school speech-language specialists as the New Jersey ASHA Schools State Education Advocacy Leader (SEAL). Recently, she was appointed in 2025 by the New Jersey Commissioner of Education to the Working Group for IEP Improvements to provide actionable recommendations for enhancing special education practices statewide.

Abstract:

Speech-language specialists often feel stretched between delivering quality therapy and the heavy burden of paperwork. This hands-on workshop introduces Artificial Intelligence (AI) as your essential clinical co-pilot! We will focus on practical exercises and using AI to maximize efficiency, focusing on helping the SLS reclaim direct therapy time.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe the role of artificial intelligence (AI) as a tool to support efficiency in speech-language pathology practice.
2. Identify practical applications of AI to assist with documentation, workflow management, and reduction of administrative burden.
3. Apply at least one AI-based strategy or tool to improve efficiency and increase time available for direct therapy services.

Level of Education: Introductory

Financial Disclosures: Employee of Princeton Public School

Non-financial Disclosures: ASHA Schools State Education Advocacy Leader (SEAL)

Presentation Title:

S02 From Conversation to Connection: Advancing Real-World Language for Secondary Students Through The New York Times Learning Network 2.0

CEU Hours: 0.15

Speaker Name & Credentials:

Marla Reich - Freehold Regional High School District

Speaker Bio:

Marla Sperling Reich, MA, CCC-SLP, is a seasoned speech-language pathologist with over 30 years of experience, currently serving the Freehold Regional High School District. Her diverse background includes work in both private and public sectors across Florida, the Maryland/DC metro area, and New Jersey. Marla has contributed to the New York Times Learning Network, with a published piece on January 17, 2018. She was also selected to participate in the New York Times Learning Network's Teaching Project (2021-2022), collaborating with 40 educators nationwide. Her innovative ideas have been recognized for their creativity and impact, with the New York Times noting that Mrs. Reich's ideas are creative and inspiring...and help spark conversations that are relatable and enjoyable for everyone. With a passion for fostering engaging and accessible learning experiences, Marla empowers students to articulate their understanding of complex topics and develop critical thinking skills.

Abstract:**Learner Outcomes:**

After completing this course, participants will be able to:

1. Describe the components of real-world language instruction for secondary students using authentic media sources such as The New York Times Learning Network.
2. Identify strategies for integrating current events and media-based resources to support language development in secondary students.
3. Apply instructional techniques that promote critical thinking, discussion, and functional communication skills through real-world content.

Level of Education: Introductory

Financial Disclosures: Person is an employee Freehold Regional High School District

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S03 School Security for Students with Exceptionalities

CEU Hours: 0.15

Speaker Name & Credentials:

Thomas Gambino, Ed.D – New Jersey Department of Education

Speaker Bio:

Dr. Thomas Gambino is an experienced educational leader, with an expertise in school safety and emergency planning for schools. With a Doctorate in Educational Leadership from Nova Southeastern University and a Master's in Public Administration from John Jay College of Criminal Justice, he has dedicated much of his career to improving education systems and ensuring safe learning environments. Since 2000, Dr. Gambino has worked with the New Jersey Department of Education, contributing to several statewide education reform initiatives aimed at school improvement.

His current role, which began in 2014, is within the Office of School Preparedness and Emergency Planning. In this capacity, he collaborates with school leaders across New Jersey to promote best practices in school safety and security. His work has made him a sought-after professional on topics such as school-based threat assessment, school security, implementing safety drills and emergency planning for students with exceptionalities and in numerous other areas, which have helped shape school response procedures. In addition to his work in the public sector, Dr. Gambino has been an adjunct professor since 2007, teaching online and hybrid courses. He emphasizes the importance of providing students with practical, real-world solutions that address contemporary challenges in education. Dr. Gambino resides in Monmouth County with his wife, Tracy, and their two daughters, balancing a rewarding career with a fulfilling family life.

Abstract:

In accordance with N.J.S. § 18A:41-1, all public and private schools in New Jersey are required to conduct monthly school safety drills. These drills often require modifications and accommodations to meet the needs of students with exceptionalities.

In this session, presenters from the New Jersey Department of Education (NJDOE) will share best practices for preparing for drills and responding to school crises. The session will emphasize the importance of ensuring all staff are informed about student needs, understanding the mandates of the revised legislation, and fostering strong partnerships with first responders.

Learner Outcomes:

After completing this course, participants will be able to:

1. Apply the importance of school security drills
2. Explain the importance of preparing modifications and accommodations for a school security drill or school crisis.
3. Demonstrate the fundamentals of N.J.S. § 18A:41-1

Level of Education: Introductory

Financial Disclosures: Dr. Gambino has been an adjunct professor New Jersey Department of Education

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S03 School Security for Students with Exceptionalities

CEU Hours: 0.15

Speaker Name & Credentials:

Julie Norflus-Good, Ph.D. of Ramapo College. Dr. Good - Ramapo College

Speaker Bio:

Julie Norflus-Good is a Full Professor and a Director of the Masters of Arts in Special Education (MASE), the 4+1 MASE and the TA to Teacher programs at Ramapo College.

She is a seasoned college administrator. Former school district administrator, child study team director, director of pupil personnel services, language coordinator, teacher trainer, general and special educator. She was also a Director of Professional Development and a Private Consultant for several large educational publishing and technology companies. She earned her Ed.D., MEd and M.A. from Columbia University, Teachers College.

Dr. Norflus-Good is the President of the NJ Council for Exceptional Children (NJCEC), CAAN coordinator, Conference Coordinator and member of the Representative Assembly. She volunteers with the National/International Division of Leaders and Legacy where she is on the executive board and is Communications Chair and member of the By-Laws Committee. She is a member of the New Jersey State Special Education Advisory Council (NJ-SSEAC) and other various New Jersey Department Of Education committees and task forces.

Abstract:

In accordance with N.J.S. § 18A:41-1, all public and private schools in New Jersey are required to conduct monthly school safety drills. These drills often require modifications and accommodations to meet the needs of students with exceptionalities.

In this session, presenters from the New Jersey Department of Education (NJDOE) will share best practices for preparing for drills and responding to school crises. The session will emphasize the importance of ensuring all staff are informed about student needs, understanding the mandates of the revised legislation, and fostering strong partnerships with first responders.

Learner Outcomes:

After completing this course, participants will be able to:

1. Apply the importance of school security drills
2. Explain the importance of preparing modifications and accommodations for a school security drill or school crisis.
3. Demonstrate the fundamentals of N.J.S. § 18A:41-1

Level of Education: Introductory

Financial Disclosures: No relevant financial disclosures

Non-financial Disclosures: Dr. Norflus-Good is the President of the NJ Council for Exceptional Children (NJCEC), CAAN coordinator, Conference Coordinator and member of the Representative Assembly. She volunteers with the National/International Division of Leaders and Legacy where she is on the executive board and is Communications Chair and member of the By-Laws Committee. She is a member of the New Jersey State Special Education Advisory Council (NJ-SSEAC) and other various New Jersey Department Of Education committees and task forces.

Presentation Title:

S04 AAC Essentials for Early Intervention

CEU Hours: 0.15

Speaker Name & Credentials:

Quinn Kelly - The Way You Say LLC/ Language First

Speaker Bio:

Quinn Kelly is a bilingual, American Sign Language (ASL)-fluent, certified Speech-Language Pathologist licensed in New York and New Jersey. She currently works in private practice at The Way You Say LLC in northern New Jersey and serves as a content expert for Language First.

Quinn primarily works with Early Intervention (EI) and school-aged populations, with a primary focus on supporting children who use Augmentative and Alternative Communication (AAC) to develop both expressive and receptive language skills. As a bilingual therapist, she has extensive experience implementing AAC alongside ASL, particularly when working with Deaf Plus individuals and complex communicators. Her clinical work emphasizes accessible, multimodal communication systems that support language development from an early age. Quinn has worked with both neurotypical children and those with complex communication needs, using individualized, bilingual approaches that has integrated ASL and AAC. In addition to her clinical practice, Quinn has co-developed informal AAC assessment tools and created resources to support practitioners and families in all settings. She has presented research on AAC at both national and international levels. Quinn holds an ASL Proficiency Interview (ASL-PI) certification from Gallaudet University and is based in northern New Jersey.

Abstract:

Participants will gain valuable insights into the best practices for implementing and supporting Augmentative and Alternative Communication (AAC) systems for Deaf students with multiple disabilities. Focusing on inclusive, evidence-based strategies, this session will help attendees understand the critical role they play in fostering an environment that ensures communication access, academic success, and social inclusion for these students. This presentation will address the unique challenges faced by Deaf students with additional disabilities and how AAC systems can support communication and learning in diverse educational settings. Practical strategies for selecting and implementing AAC tools that meet individual needs will be shared, as well as practices for training staff and collaborating with families to ensure children have access communication using a language AND an AAC system. Join us to explore actionable solutions that administrators can use to create supportive, inclusive environments that empower Deaf students with multiple disabilities to thrive both academically and socially.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe the role of Augmentative and Alternative Communication (AAC) systems in supporting communication, academic access, and social inclusion for Deaf students with multiple disabilities.
2. Identify evidence-based strategies for selecting and implementing AAC tools that address the individual needs of Deaf students in diverse educational settings.
3. Apply collaborative practices for training staff and partnering with families to support effective AAC use alongside language development.

Level of Education: Introductory

Financial Disclosures: Owner private practice at The Way You Say LLC

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S05 Bridging the Gap - Voice Therapy for Professional Voice Users

CEU Hours: 0.15

Speaker Name & Credentials:

Lisa Mullane Viggiano - Self

Speaker Bio:

Lisa Mullane Viggiano, M.A., CCC-SLP is a licensed speech-language pathologist and Clinical Adjunct Instructor at New York University specializing in voice and mindfulness-based approaches to communication. She integrates evidence-based voice therapy with mindfulness strategies to support professional voice users and individuals seeking holistic communication wellness.

Abstract:

Bridging the Gap: Voice Therapy for Professional Voice Users

Professional voice users—teachers, performers, broadcasters, clergy, and others—rely on optimal vocal function for their careers. Yet, many face chronic vocal strain, fatigue, or injury due to the high demands placed on their voices. This presentation aims to bridge the gap between traditional voice therapy and the unique needs of this population by offering a holistic, evidence-based framework grounded in anatomy, neurology, mindfulness, and storytelling. Attendees will gain practical tools for assessing and treating voice disorders in professional voice users, with a focus on integrating vocal function exercises, breath work, and neural retraining. Key concepts include vocal load management, the role of the autonomic nervous system in voice production, and the use of narrative as both a therapeutic and diagnostic tool. Mindfulness-based strategies will be introduced to address performance anxiety, vocal tension, and awareness of dysphonia.

This session blends science and story, offering SLPs a comprehensive, compassionate approach to care. Attendees will leave equipped to empower their clients not only to heal but to thrive—finding confidence, control, and joy in their professional voice use once more. Whether you're new to voice therapy or a seasoned clinician, this session will deepen your toolkit and clinical insight.

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify and apply therapeutic techniques that integrate vocal anatomy, neurology, and mindfulness for professional voice users
2. Implement storytelling as a clinical tool to enhance assessment and therapeutic engagement
3. Develop individualized voice therapy plans that address both functional vocal use and emotional-psychological factors in high-demand voice clients

Level of Education: Introductory

Financial Disclosures: Clinical Adjunct Instructor at New York University

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S06 Breaking the Silence: Exploring the Link to Autoimmune Disorders and Sudden Hearing Loss

CEU Hours: 0.15

Speaker Name & Credentials:

Mary Ying - Rutgers New Jersey Medical School

Speaker Bio:

Yu-Lan Mary Ying, MD is a Professor specializing in Otolaryngology/Neurotology, in the Department of Otolaryngology - Head and Neck Surgery at Rutgers New Jersey Medical School in Newark, NJ and an attending physician at Summit Health. She has extensive training and experience focusing on the ear and inner ear, including all hearing and balance disorders, facial nerve disorders, and skull base/temporal bone tumors. Dr. Ying treats both adults and children, including newborns, who have failed a newborn hearing screening test. She has expertise in caring for and treating patients who are hard of hearing and those who experience chronic dizziness.

Abstract:

Sudden sensorineural hearing loss (SSNHL) is idiopathic in 70-90% of cases with 10-30% linked to vascular injuries, viral infections, or autoimmune inner ear disease (AIED). AIED contributes to less than 1% of all hearing losses. It is categorized into primary autoimmune processes, targeting only the inner ear, and secondary involvement, associated with systemic autoimmune diseases (SAID). Primary AIED represents approximately 84% of autoimmune-related SSNHL cases.

Several systemic autoimmune conditions (SAID)—including rheumatoid arthritis, systemic lupus erythematosus, Sjögren syndrome, Behçet disease, antiphospholipid syndrome, polyarteritis nodosa, Cogan's syndrome and multiple sclerosis—demonstrate significantly elevated SSNHL risk compared to the general population.

The mechanism involves vasculitis, inflammatory infiltrates targeting inner ear structures, and circulating autoantibodies against inner ear proteins or indirect effects of deposits of circulating immune complexes caused by systemic immune-mediated diseases in the inner ear. Although AIED is rare, autoimmune etiology is often overlooked owing to the absence of a specific diagnostic test.

AIED is a diagnosis of exclusion, and should be suspected in cases of rapidly progressive SNHL, when other etiologic causes have been ruled out. Patients with comorbid autoimmune disease demonstrate poorer hearing recovery outcomes.

First-line treatment involves high-dose corticosteroids to reduce inflammation, often combined with immunosuppressants for long-term management. Early, aggressive treatment is crucial to prevent permanent, severe, or profound hearing loss, which may otherwise necessitate hearing aids or cochlear implants.

Learner Outcomes:

After completing this course, participants will be able to:

1. Differentiate between idiopathic sudden hearing loss and hearing loss associated with autoimmune disorders based on clinical presentation and patient history.
2. Analyze diagnostic criteria and assessment tools used to identify autoimmune-related hearing loss in clinical practice.
3. Apply evidence-based intervention and management strategies for patients presenting with sudden hearing loss linked to autoimmune conditions.

Level of Education: intermediate

Financial Disclosures: An honorarium is provided by NJSHA for this presentation.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S07 KEYNOTE: Your Personal Journey to Success

CEU Hours: .15

Speaker Name & Credentials:

Michael Kauffman - Premier Education Services

Speaker Bio:

Michael Kaufman, MSW, PhD, combines his heart of a social worker and head of a business executive to lead companies, effect change, and improve lives. With a bachelor's in accounting, a master's in social work, and a doctorate in clinical psychology, Mike currently applies his leadership acumen and field experience as Managing Director of Premier Education Partners (PEP), a special education management company he founded in 2017 after launching the start-up teletherapy company TalkPath™ Live. From 2005 to 2015, he served at the helm (as COO, then President and CEO) of Specialized Education Services, Inc. (SESI), one of the largest privatized schooling companies in the country. In addition to holding several other pivotal positions in education and social work that helped shape his organizational vision and expertise, Mike has taught graduate-level courses at Rutgers University, completed Harvard's prestigious Key Executives Program, and makes regular appearances as an accomplished public speaker and inspirational thought leader. He is the author of *Doing Good & Doing Well: Inspiring Helping Professionals to Become Leaders in Their Organizations* (Rowman & Littlefield, 2023), which champions the leadership potential of his colleagues in the social services sectors and encourages them to pursue their highest career aspirations.

Abstract:

This keynote address is tailored specifically for NJSHA audiologist and SLP members, intended to “light a fire” in them to, first, identify what “success” means to them at this point in their lives—both professionally and personally—and then to start thinking about and taking steps toward proactively pursuing their definition of success in not only their current jobs but in the future jobs they envision for themselves. There are so many demands on audience members right now—the time and budget pressures they face every day, the overloaded caseloads and the overburdened job profiles, the endless productivity metrics that lead to fatigue and burnout—that therapists and clinicians can lose sight of their talents and passion. In the tradition of aspirational keynotes, this address aims to empower the audience to reclaim their joy, refocus their intention, and chart a path to achieve what “success” means to them and what they truly want to accomplish inside and outside of work.

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify key factors that contribute to personal and professional success within speech-language pathology and audiology.
2. Describe strategies for goal setting, self-reflection, and professional growth across different stages of a career.
3. Apply at least one actionable strategy to support ongoing personal development and career advancement.

Level of Education: introductory

Financial Disclosures: An honorarium is provided by NJSHA for this presentation.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S08 Honoring Clients in Stuttering Therapy: Building the Therapeutic Alliance Through Co-Design and Collaboration

CEU Hours: 0.15

Speaker Name & Credentials:

Erik X. Raj - Monmouth University

Speaker Bio:

Dr. Erik X. Raj holds a Certificate of Clinical Competence from the American Speech-Language-Hearing Association and is a practicing speech-language pathologist who works with children and adults with a range of communication difficulties. He is currently an associate professor in the Department of Speech-Language Pathology at Monmouth University, where he serves as the director of the Meaningful Digital Experiences Research Lab. Dr. Raj also serves as assistant faculty at Camp Shout Out in the Grand Rapids, Michigan area, a residential summer camp for children who stutter.

Benny:

Benny is currently a 7th grader at Princeton Middle School in Princeton, New Jersey. As a school-aged child who stutters, he has been working with Dr. Raj since the fall of 2023.

Abstract:

This session highlights a collaborative partnership between a speech-language pathologist and a middle school student who stutters, offering a meaningful look at how therapy can be shaped with clients rather than for them. Through shared experiences, attendees will explore how collaborative and co-designed therapeutic activities can foster engagement, reflection, and authentic communication. Grounded in research on the therapeutic alliance, this session emphasizes the importance of shared goals, meaningful tasks, and honoring the lived experience of stuttering. Practical examples and reflections from both clinician and client perspectives will provide attendees with actionable strategies to create more collaborative, individualized, and impactful therapy experiences.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe the principles of client-centered care and their role in building a strong therapeutic alliance in stuttering therapy.
2. Examine collaborative approaches, including co-design strategies, to actively engage clients in the therapy planning process.
3. Apply evidence-based techniques to foster trust, autonomy, and meaningful participation in individuals who stutter through shared decision-making.

Level of Education: introductory

Financial Disclosures: An honorarium is provided by NJSHA for this presentation.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S09 Keys of Inclusive Therapy: A Course for School-Based/Pediatric Speech Language Therapists

CEU Hours: 0.15

Speaker Name & Credentials:

Laurie Summer - Montclair State University/Ho-Ho-Kus Public School

Speaker Bio:

Dr. Laurie Summer is a speech language therapist with thirty years experience in the field. She has worked in hospital outpatient centers, nursing homes, rehabilitation centers, private practice, and pre-K-12 schools. Additionally, Dr. Summer teaches undergraduate and graduate adjunct classes in education and communication disorders, and has supervised undergraduate and graduate students. In the last twenty years, Dr. Summer has served learners in pre-K -12 schools with communicative needs and disabilities, including autism, language learning disorders, ADHD, articulation disorders, fluency, and selective mutism. Dr. Summer's commitment to equity, inclusion, and social justice led her to obtain her Ph.D. in Teacher Education and Teacher Development, and her dissertation supported speech language therapists, classroom teachers, and other educators in developing more inclusive mindsets and practices. Dr. Summer lives in Northern New Jersey with her husband, Don, their two adult sons, two awesome cats, and the best mini-poodle ever. In addition to her academic writing and career endeavors, Dr. Summer is an avid reader, a forever-beginner-but-lover of yoga, and a published poet.

Abstract:

This course will support pediatric and school-based speech language therapists in developing inclusive mindsets and practices. To build shared understandings, we will compare the differences between deficit mindsets and strength-based mindsets. We will collaboratively reflect on the importance of embracing difference as expected and welcome, and how to harness such mindsets for equity within systems. To make this course applicable to our daily work experiences, we will identify inclusive ways to engage in assessment with learners. Additionally, we will learn how we can enact speech language therapy in more equitable and responsive ways with students within our daily practices. Finally, we will examine ways to authentically and inclusively collaborate with students, families, teachers, and team members.

Learner Outcomes:

After completing this course, participants will be able to:

1. Comprehend the differences between deficit and strength-based mindsets
2. Identify inclusive assessment approaches
3. Describe inclusive therapy practices

Level of Education: introductory

Financial Disclosures: Employee of Montclair State University

Non-financial Disclosures: No relevant non-financial relationships to disclose

Presentation Title:

S11 Building Your Private Practice in Speech-Language Pathology and Audiology

CEU Hours: 0.15

Speaker Name & Credentials:

Denise Bayles - The Bayles Family Speech Center, LLC

Speaker Bio:

Denise completed her Bachelor of Arts and Masters of Arts degrees in 1993 and 1995 at Montclair State College. Following her graduation, she completed her Clinical Fellowship at HealthSouth Rehabilitation Hospital in Toms River, NJ. Since then, she has worked in a variety of settings: rehabilitation and acute care hospitals, sub-acute rehabs and nursing homes, public schools, and private clinics. She has also been an adjunct faculty member at Montclair State University. In June of 2007, she decided that she needed to make a change for herself, not only as a speech-language pathologist, but also as a wife and a mom. From that decision, her private practice, The Bayles Family Speech Center, LLC was born and is currently located in Bridgewater, NJ. She has been a proud recipient of NJ Family Magazine's favorite kids doc award every year since 2010 and the Bridgewater City Lifestyle magazine Reader's Choice award in 2020, 2021, 2023, and 2025. Ms. Bayles is a member of the New Jersey Speech, Language, Hearing Association and the American-Speech-Language-Hearing Association.

Abstract:

This panel will bring together experienced private practice owners in speech-language pathology and audiology to share practical insights, lessons learned, and strategies for success. Designed for professionals who are considering opening a private practice or are in the early stages of doing so, this session aims to demystify the business side of clinical care, promote professional independence, and build confidence in navigating private practice challenges. This presentation will include an audience

Learner Outcomes:

After completing this course, participants will be able to:

Identify key steps involved in establishing a private practice in speech-language pathology and audiology, including legal, financial, and operational considerations.

Describe effective strategies for client acquisition, marketing, and practice growth within a private practice setting.

Apply practical solutions to common challenges in private practice, including time management, service delivery, and business sustainability.

Level of Education: Introductory

Financial Disclosures: Owner The Bayles Family Speech Center, LLC

Non-financial Disclosures: Ms. Bayles is a member of the New Jersey Speech, Language, Hearing Association and the American-Speech-Language-Hearing Association.

Presentation Title:

S11 Building Your Private Practice in Speech-Language Pathology and Audiology

CEU Hours: 0.15

Speaker Name & Credentials:

Julia Latorraca - Newmark Education

Speaker Bio:

Julia Latorraca MS, CCC-SLP is the owner of Growing Through Speech LLC. Julia is a proud graduate of Seton Hall University, where she earned a bachelor degree in education as well as a master degree in speech pathology. In addition to her practice, she works at Newmark Education, a special education school for students with a variety of learning, emotional, and behavioral disorders. Julia specializes in the areas of pediatric language, literacy, and executive functioning.

Mrs. Latorraca is a member of the New Jersey Speech, Language, Hearing Association and the American-Speech-Language-Hearing Association.

Disclosures

Financial:

Owner, Growing Through Speech LLC

NJ Licensed SLP

PA Licensed SLP

NJ Department of Education, Speech-Language Specialist

Registration fee for today waived by NJSHA

Abstract:

This panel will bring together experienced private practice owners in speech-language pathology and audiology to share practical insights, lessons learned, and strategies for success. Designed for professionals who are considering opening a private practice or are in the early stages of doing so, this session aims to demystify the business side of clinical care, promote professional independence, and build confidence in navigating private practice challenges. This presentation will include an audience

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify key steps involved in establishing a private practice in speech-language pathology and audiology, including legal, financial, and operational considerations.
2. Describe effective strategies for client acquisition, marketing, and practice growth within a private practice setting.
3. Apply practical solutions to common challenges in private practice, including time management, service delivery, and business sustainability

Level of Education: Intermediate

Financial Disclosures: Owner, Growing Through Speech LLC, Registration fee for today waived by NJSHA

Non-financial Disclosures:

NJ Licensed SLP, PA Licensed SLP, NJ Department of Education, Speech-Language Specialist

Presentation Title:

S11 Building Your Private Practice in Speech-Language Pathology and Audiology

CEU Hours: 0.15

Speaker Name & Credentials:

Christina Luna - Integrated Speech Pathology, LLC

Speaker Bio:

Christina is a NJ Speech-Language Specialist, a NJ licensed ASHA certified speech-language pathologist who has practiced for more than 25 years. She earned her clinical doctorate in 2009 from Nova Southeastern University, focusing her academic work on executive function disorders in persons with aphasia and readiness for implementation of AAC. A former Adjunct and Assistant Professor at Kean University, Christina has a diverse clinical background including working in early intervention as well as with pediatric and adult clients in acute, subacute and long term care, rehabilitation facilities, home care, and psychiatry. She is currently a partner/owner of Integrated Speech Pathology, LLC where she offers a variety of services across the lifespan including AAC, neuro-based cognitive communication disorders, LSVT LOUD and LOUD for Pediatrics, and as an AAC consultant for schools across the state of NJ. Christina serves as the Chair of NJSHA's Private Practice Committee, NJ ASHA STAR, and the NJ SLP representative to ASHA's Committee of Ambassadors. She is passionate about advocating for her profession and supporting her clients.

Abstract:

This panel will bring together experienced private practice owners in speech-language pathology and audiology to share practical insights, lessons learned, and strategies for success. Designed for professionals who are considering opening a private practice or are in the early stages of doing so, this session aims to demystify the business side of clinical care, promote professional independence, and build confidence in navigating private practice challenges. This presentation will include an audience

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify key steps involved in establishing a private practice in speech-language pathology and audiology, including legal, financial, and operational considerations.
2. Describe effective strategies for client acquisition, marketing, and practice growth within a private practice setting.
3. Apply practical solutions to common challenges in private practice, including time management, service delivery, and business sustainability.

Level of Education: Intermediate

Financial Disclosures: Integrated Speech Pathology, LLC

Non-financial Disclosures: NJ licensed ASHA certified speech-language pathologist

Presentation Title:

S11 Building Your Private Practice in Speech-Language Pathology and Audiology

CEU Hours: 0.15

Speaker Name & Credentials:

Alex Malyarovich - Sussex Audiology Services

Speaker Bio:

Dr. Alex Malyarovich is an audiologist and owner of Sussex Audiology Services in Newton, New Jersey. Nearly three years ago, he purchased the practice and has since focused on growing a patient-centered private practice rooted in clinical excellence, personalized care, and long-term relationships. Prior to becoming a practice owner, he spent seven years working in a private ENT office, where he gained valuable experience in diagnostic audiology, hearing healthcare, and the day-to-day realities of private practice.

Abstract:

This panel will bring together experienced private practice owners in speech-language pathology and audiology to share practical insights, lessons learned, and strategies for success. Designed for professionals who are considering opening a private practice or are in the early stages of doing so, this session aims to demystify the business side of clinical care, promote professional independence, and build confidence in navigating private practice challenges. This presentation will include an audience

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify key steps involved in establishing a private practice in speech-language pathology and audiology, including legal, financial, and operational considerations.
2. Describe effective strategies for client acquisition, marketing, and practice growth within a private practice setting.
3. Apply practical solutions to common challenges in private practice, including time management, service delivery, and business sustainability.

Level of Education: introductory

Financial Disclosures: Owner of Sussex Audiology Services

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S11 Building Your Private Practice in Speech-Language Pathology and Audiology

CEU Hours: 0.15

Speaker Name & Credentials:

Sharon Ratiner - Ratiner Speech and Language Therapy Services

Speaker Bio:

Sharon Ratiner MA, CCC-SLP, is the owner and director of Ratiner Speech and Language Therapy Services, LLC, located in Metuchen NJ. In addition to her practice, she works at Newmark Education, a special education school for students with a variety of learning, emotional, and behavioral disorders. Ms. Ratiner earned her Master of Arts degree in Speech-Language Pathology from Montclair State University. She was awarded certification as an orofacial myologist in 2014 from the International Association of Orofacial Myology (IAOM). Ms. Ratiner has over 40 years of experience treating the adult and pediatric population.

Abstract:

This panel will bring together experienced private practice owners in speech-language pathology and audiology to share practical insights, lessons learned, and strategies for success. Designed for professionals who are considering opening a private practice or are in the early stages of doing so, this session aims to demystify the business side of clinical care, promote professional independence, and build confidence in navigating private practice challenges. This presentation will include an audience

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify key steps involved in establishing a private practice in speech-language pathology and audiology, including legal, financial, and operational considerations.
2. Describe effective strategies for client acquisition, marketing, and practice growth within a private practice setting.
3. Apply practical solutions to common challenges in private practice, including time management, service delivery, and business sustainability.

Level of Education: introductory

Financial Disclosures: Owner Ratiner Speech and Language Therapy Services

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S11 Building Your Private Practice in Speech-Language Pathology and Audiology

CEU Hours: 0.15

Speaker Name & Credentials:

Eric Sandler - The Hearing Center

Speaker Bio:

Dr. Eric Sandler, Sc.D. is a licensed audiologist and Director of Audiological Services at The Hearing Center, a leading independent audiology practice serving patients across the lifespan in New Jersey. He earned his Doctorate of Science in Audiology from Montclair State University and has been practicing in private practice since 2007. As a practice owner, he oversees clinical operations, mentors doctoral students, and works closely with his team to deliver comprehensive, patient-centered hearing care. He is an adjunct faculty at Kean University. Dr. Sandler has extensive experience in pediatric and adult diagnostics, amplification, cochlear implants, and complex hearing cases. He has presented at state, national, and international conferences.

He is an active member and leader within the New Jersey Speech-Language-Hearing Association (NJSHA), where he serves in audiology leadership and advocacy roles supporting the profession statewide.

In addition to his clinical and leadership work, Dr. Sandler is the co-host of Hear Us Out, a podcast dedicated to exploring how sound and hearing influence the human experience.

Abstract:

This panel will bring together experienced private practice owners in speech-language pathology and audiology to share practical insights, lessons learned, and strategies for success. Designed for professionals who are considering opening a private practice or are in the early stages of doing so, this session aims to demystify the business side of clinical care, promote professional independence, and build confidence in navigating private practice challenges. This presentation will include an audience

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify key steps involved in establishing a private practice in speech-language pathology and audiology, including legal, financial, and operational considerations.
2. Describe effective strategies for client acquisition, marketing, and practice growth within a private practice setting.
3. Apply practical solutions to common challenges in private practice, including time management, service delivery, and business sustainability.

Level of Education: Intermediate

Financial Disclosures: No relevant financial relationships to disclose.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S11 Building Your Private Practice in Speech-Language Pathology and Audiology

CEU Hours: 0.15

Speaker Name & Credentials:

Barbara Seltzer - Access Communication and Therapy

Speaker Bio:

Barbra Seltzer, MS CCC-SLP, ATP is the owner and clinical director of Access Communication and Therapy, where she provides AAC Evaluations and Therapy to children and adults in Northern New Jersey. Barbara is a Speech/Language Pathologist with more than 30 years of experience working with children and adults with complex communication needs. She has worked in a variety of settings including hospitals, private practice, special needs schools, early intervention, adult day programs, and home-based therapy. Barbra has a Certificate of Clinical Competence from the American Speech/Language and Hearing Association, a New Jersey license to practice Speech/Language Pathology and Certification by the New Jersey Department of Education as a Speech/Language Specialist. She serves as Chair of the AAC Committee and is a member of the Board of Directors for the New Jersey Speech/Language and Hearing Association. Barbra is also a member of the Rehabilitation Engineering and Assistive Technology Society of North America and is certified as an Assistive Technology Professional. Barbra believes that all people have a right to be heard, understood, and respected.

Abstract:

This panel will bring together experienced private practice owners in speech-language pathology and audiology to share practical insights, lessons learned, and strategies for success. Designed for professionals who are considering opening a private practice or are in the early stages of doing so, this session aims to demystify the business side of clinical care, promote professional independence, and build confidence in navigating private practice challenges. This presentation will include an audience

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify key steps involved in establishing a private practice in speech-language pathology and audiology, including legal, financial, and operational considerations.
2. Describe effective strategies for client acquisition, marketing, and practice growth within a private practice setting.
3. Apply practical solutions to common challenges in private practice, including time management, service delivery, and business sustainability.

Level of Education: introductory

Financial Disclosures: Owner and clinical director of Access Communication and Therapy

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S12 Pediatric Feeding and Swallowing: An Interactive Workshop

CEU Hours: 0.15

Speaker Name & Credentials:

Jacki Kemp - The Speech Tree

Speaker Bio:

Jacki Kemp, MS, CCC-SLP, is a private practice speech pathologist and clinical supervisor at The Speech Tree in Morganville, New Jersey. With over 25 years of experience, she has worked with all age groups and medical diagnoses. Currently, Jacki works with pediatrics and treats oral motor, orofacial myofunctional, feeding and swallowing disorders.

Abstract:

This workshop style course provides relevant information and hands-on learning to implement functional assessments and treatment strategies for your birth to three-year-old caseloads with specific feeding and swallowing concerns. After providing a review of anatomy and physiology specific to pediatric feeding and swallowing, the lecture will detail typical feeding and swallowing development (milestones) and risk factors (red flags) for the neonatal or pediatric speech-language pathologist (SLP). Next presenters will offer current best practices on SLP evaluation and treatment, beginning in the neonatal intensive care (NICU) setting and ending in the pediatric outpatient practice. The session will finally transition to an interactive breakout session, where the presenters will collaboratively demonstrate simulations of different SLP evaluation and treatment techniques upon conclusion of the didactic section of the workshop. At that time, course participants will have the opportunity to interact with all the simulations and ask questions from the feeding and swallowing experts.

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify major differences between pediatric versus adult swallowing anatomy & physiology
2. Outline normal swallowing development and feeding skills from birth to 36 months of age
3. Summarize SLP evaluation and treatment in the NICU setting

Level of Education: introductory

Financial Disclosures: No relevant financial relationships to disclose.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S12 Pediatric Feeding and Swallowing: An Interactive Workshop

CEU Hours: 0.15

Speaker Name & Credentials:

Susan M. Pattay - Monmouth University and Monmouth Medical Center

Speaker Bio:

Susan Pattay, Ed.D., CCC-SLP, BCS-S is an Assistant Professor in the Department of Speech-Language Pathology at Monmouth University in West Long Branch, New Jersey.

Dr. Pattay teaches coursework relating to pediatric and adult dysphagia- including simulation education. She works in a clinical capacity in the NICU setting across several hospitals.

Abstract:

This workshop style course provides relevant information and hands-on learning to implement functional assessments and treatment strategies for your birth to three-year-old caseloads with specific feeding and swallowing concerns. After providing a review of anatomy and physiology specific to pediatric feeding and swallowing, the lecture will detail typical feeding and swallowing development (milestones) and risk factors (red flags) for the neonatal or pediatric speech-language pathologist (SLP). Next presenters will offer current best practices on SLP evaluation and treatment, beginning in the neonatal intensive care (NICU) setting and ending in the pediatric outpatient practice. The session will finally transition to an interactive breakout session, where the presenters will collaboratively demonstrate simulations of different SLP evaluation and treatment techniques upon conclusion of the didactic section of the workshop. At that time, course participants will have the opportunity to interact with all the simulations and ask questions from the feeding and swallowing experts.

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify major differences between pediatric versus adult swallowing anatomy & physiology
2. Outline normal swallowing development and feeding skills from birth to 36 months of age
3. Summarize SLP evaluation and treatment in the NICU setting

Level of Education: introductory

Financial Disclosures: Employee of Monmouth University and Monmouth Medical Center

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S13 Functional Hearing Difficulties: Detecting What the Audiogram Misses

CEU Hours: 0.15

Speaker Name & Credentials:

Christina Roup - The Ohio State University

Speaker Bio:

Christina received her B.A. and M.A. in Communicative Disorders from the California State University Long Beach, and completed a predoctoral fellowship at the Mt. Home VAMC in Johnson City, TN. She received her Ph.D. in Communicative Disorders from the University of Wisconsin-Madison in 2002. Christina worked as a Research Audiologist at the VA Outpatient Clinic in Martinez, CA, where she coordinated amplification research. She is currently an Associate Professor at The Ohio State University where she teaches courses in introductory audiology and audiologic rehabilitation. Christina is the director of the Speech Recognition and Aging Laboratory and studies binaural auditory processing deficits in the aging and traumatic brain injury populations. She also studies the effectiveness and efficacy of low-gain hearing aids for adults with functional hearing difficulties. Christina is a past president of the Ohio Academy of Audiology and an ASHA Fellow.

Abstract:

This presentation will explore the clinical challenges and opportunities in the assessment and management of adults who present with functional hearing difficulties. Functional hearing difficulties, also referred to as hidden hearing loss or subclinical hearing loss, refers to the self-perception of hearing and listening problems, especially in noisy environments, despite having a normal pure-tone audiogram. Importantly, functional hearing difficulties often result in reduced hearing-related quality of life for many adults. Key concepts related to the assessment of self-perceived functional hearing difficulties and suprathreshold auditory processing deficits will be reviewed. Emphasis will be placed on using test battery results to inform individualized treatment and management recommendations.

Drawing on current research and clinical evidence, the presentation will also explore the role of appropriately fit low-gain hearing aids as a safe and effective intervention for this population. Through a review of the current research and case examples, attendees will gain insight into both subjective and objective benefits of low-gain hearing aids for patients with functional hearing difficulties. Common questions regarding hearing aid use in this population will be addressed, equipping clinicians with the knowledge to confidently assess and treat this often-overlooked group.

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify and describe the characteristics of functional (hidden) hearing difficulties, including their impact on patient quality of life and limitations of the standard audiogram.
2. Apply assessment strategies by integrating self-report measures and suprathreshold auditory processing tests to inform individualized clinical decision-making.
3. Evaluate and implement treatment options, including the appropriate use of low-gain hearing aids, based on current research evidence and patient-specific needs.

Level of Education: Introductory

Financial Disclosures: An honorarium is provided by NJSHA for this presentation.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S14 Autism and Literacy Part 1

CEU Hours: 0.15

Speaker Name & Credentials:

Karen Kimberlin - Speech Language Learning Connection, LLC

Speaker Bio:

Karen T. Kimberlin, SLP.D., CCC-SLP has over 50 years' experience in the field of speech language pathology. During her journey as a speech-language pathologist, she has worked in early intervention, public schools, and a hospital setting. Dr Kimberlin is currently the owner of the Speech Language Learning Connection, LLC, in Tinton Falls specializing in language and literacy disorders. Through her practice, she performs private, independent evaluations on behalf of parents, schools and educational attorneys. She has served as an expert witness to represent children with dyslexia, and other types of reading and writing disabilities.

Dr. Kimberlin is proud to have served on the 2011 NJ Reading Disabilities Task Force and to have been a contributor to the NJ Dyslexia Handbook. Dr. Kimberlin also represented NJSHA on the NJ DOE Student Literacy Working group whose focus was to review literacy screenings that could be used by public school districts to fulfill the literacy screening mandate that is part of the literacy laws package passed in 2024.

Dr. Kimberlin loves to travel, especially to her secret hideaway in Bonaire!

Abstract:

Autism can present with unique strengths but also challenges in literacy development. What are these challenges? Which areas of reading and writing might this population struggle with? What role do oral and pragmatic language play in reading and writing? What role do common comorbidities such as ADHD and anxiety play? Is executive function a factor? Can students with Autism have dyslexia? Hyperlexia? Or are reading struggles specific to comprehension? With the focus on universal screening for literacy, are current screeners used by public schools designed to identify some of the unique challenges of this population of students? Do risk factors change over time? Is late diagnosis, especially in girls, a factor that should be considered in the upper grades? To address some of these questions, together we will review the revised definition for Dyslexia (2025), consider the reading disorder subtypes aligned with the Simple View of Reading, review NJ's new literacy laws and resources, and look at the under employment and unemployment rates of this population. We will consider the oral and pragmatic language skills, executive function Further discussion will address the role of speech-language pathologists/specialists in identification and remediation of literacy disorders in this unique population, in addition to the need for CST and teacher collaboration.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe the unique literacy profiles of students with Autism, including strengths and challenges in decoding, comprehension, written expression, and pragmatic language.
2. Explain the relationship between oral language, pragmatic language, and literacy development in students with Autism.

3. Differentiate among reading profiles such as dyslexia, hyperlexia, and comprehension-based reading difficulties using frameworks such as the Simple View of Reading.

Level of Education: Introductory

Financial Disclosures: No relevant financial disclosures.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S15 The Role of Speech-Language Pathologists in Testing and Treating Children with Selective Mutism Part 1

CEU Hours: 0.15

Speaker Name & Credentials:

Evelyn Klein - La Salle University, Dept. of Communication Sciences & Disorders

Speaker Bio:

Dr. Evelyn R. Klein, PhD, CCC-SLP, BCS-CL is a professor and clinical supervisor at La Salle University in the Department of Communication Sciences and Disorders where she teaches and directs the Castle Lab for clinical evaluations. Dr. Klein holds professional licenses in speech-language pathology and psychology. Her areas of specialization include selective mutism, autism, counseling, language-learning disabilities, acquired language disorders, and stuttering. Dr. Klein is a Fellow of the American Speech-Language-Hearing Association with Pennsylvania supervisory certification in special education. She received the Lindback Distinguished Teaching Award and the Distinguished Faculty Scholarship Award from La Salle. Recent publications include ECHO: A Vocal Language Program for Easing Anxiety in Communication for Selective Mutism; EXPRESS (Expanding Receptive and Expressive Skills through Stories for Selective Mutism; More Than Fluency; and the 4th edition of the textbook, Acquired Language Disorders: A Case-Based Approach. She is a contributor and expert reviewer for academic journals and serves on the Scientific Advisory Board of the national Selective Mutism Association.

Abstract:

This workshop focuses on Selective Mutism (SM), a childhood anxiety disorder impacting communication where children consistently fail to speak in specific social settings despite speaking comfortably in others, such as at home with family. Participants will gain knowledge about the etiology of SM and how it impacts social communication in a variety of settings. This training includes a comprehensive process that integrates speech, language, and behavioral assessments for differential diagnosis and intervention. Practical strategies for supporting children as they develop vocal control and pragmatic language skills are demonstrated to facilitate communication. Attendees will be exposed to innovative, evidence-informed treatment methods that help children initiate and sustain voice production for spoken language in various contexts, including conversation. This workshop will help speech-language professionals accurately evaluate speech, language, voice-related communication, and deliver effective treatments so that children with SM can communicate more comfortably.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe the etiology and characteristics of Selective Mutism and its impact on social communication across settings.
2. Identify assessment components used in the differential diagnosis of selective mutism, including speech, language, and behavioral factors.
3. Apply evidence-informed intervention strategies to support voice initiation, vocal control, and pragmatic language development in children with selective mutism.

Level of Education: Intermediate

Financial Disclosures: An honorarium is provided by NJSHA for this presentation.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S15 The Role of Speech-Language Pathologists in Testing and Treating Children with Selective Mutism Part 1

CEU Hours: 0.15

Speaker Name & Credentials:

Cesar Ruiz - La Salle University

Speaker Bio:

Cesar E. Ruiz, SLP.D, CCC-SLP, BCS-S, is Professor Emeritus at La Salle University in the Department of Communication Sciences and Disorders. Dr. Ruiz is a licensed and certified speech-language pathologist. He holds Board Certification in Swallowing and Swallowing Disorders and is a Voice Clinical Specialist. His areas of specialization include selective mutism, dysphagia, voice disorders, and bilingualism. Dr. Ruiz is an author of ECHO: A Vocal Language Program for Easing Anxiety in Conversation. He received the Lindback Distinguished Teaching Award. He co-directs the CASTLE Center at La Salle University in Philadelphia. The CASTLE Center is a specialized comprehensive assessment center where children with Selective Mutism are evaluated. Dr. Ruiz has pioneered the use of vocal control to help children with Selective Mutism. He has published and presented on topics related to his area of expertise locally, nationally, and internationally.

Abstract:

This workshop focuses on Selective Mutism (SM), a childhood anxiety disorder impacting communication where children consistently fail to speak in specific social settings despite speaking comfortably in others, such as at home with family. Participants will gain knowledge about the etiology of SM and how it impacts social communication in a variety of settings. This training includes a comprehensive process that integrates speech, language, and behavioral assessments for differential diagnosis and intervention. Practical strategies for supporting children as they develop vocal control and pragmatic language skills are demonstrated to facilitate communication. Attendees will be exposed to innovative, evidence-informed treatment methods that help children initiate and sustain voice production for spoken language in various contexts, including conversation. This workshop will help speech-language professionals accurately evaluate speech, language, voice-related communication, and deliver effective treatments so that children with SM can communicate more comfortably.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe the etiology and characteristics of Selective Mutism and its impact on social communication across settings.
2. Identify assessment components used in the differential diagnosis of selective mutism, including speech, language, and behavioral factors.
3. Apply evidence-informed intervention strategies to support voice initiation, vocal control, and pragmatic language development in children with selective mutism.

Level of Education: Intermediate

Financial Disclosures: An honorarium is provided by NJSHA for this presentation.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S16 Sensory-Motor Pathways to Speech: The Evidence Behind Outdoor Play

CEU Hours: 0.15

Speaker Name & Credentials:

Emily McCue - Sticks & Sprouts

Speaker Bio:

Emily completed her undergraduate studies at Drew University, earning a Bachelor's Degree in Psychology, before attending Columbia University, where she received her Master of Science in Occupational Therapy. She has worked in a variety of pediatric settings, including outpatient clinics, home care, and schools, before founding Sticks & Sprouts in 2021.

Sticks & Sprouts operates entirely outdoors across several sites and partners with multiple schools to integrate nature-based learning into early education.

Abstract:

Outdoor play represents a critical, evidence-based context for supporting communication, speech, and broader developmental outcomes. This session examines the connection between nature-based movement experiences and speech development, highlighting research that links sensory-motor engagement with language acquisition and fluency.

Studies demonstrate that outdoor environments promote greater whole-body movement—including running, climbing, balancing, and jumping—compared to indoor settings. These experiences activate multisensory systems fundamental to speech and language, particularly the vestibular and proprioceptive systems that support postural stability and breath regulation. These foundations are essential for articulation, voice control, and motor planning.

Activities involving bilateral coordination, midline crossing, and sequential movement further strengthen neural integration, enhancing speech timing and fluency.

Beyond physical benefits, unstructured outdoor play promotes creativity, collaboration, and social communication. Open-ended, sensory-rich contexts naturally support executive functioning, joint attention, and pragmatic language skills.

Participants will explore evidence-informed strategies for embedding movement-rich, language-enhancing opportunities within therapeutic and educational settings.

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify core developmental mechanisms linking outdoor movement and speech production.
2. Explain how sensory-motor integration contributes to neural organization and fluency within outdoor play contexts.
3. Apply research-informed strategies to integrate outdoor, movement-centered interventions in practice.

Level of Education: Introductory

Financial Disclosures: No relevant financial relationships to disclose

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S16 Sensory-Motor Pathways to Speech: The Evidence Behind Outdoor Play

CEU Hours: 0.15

Speaker Name & Credentials:

Brianna Reich - Sticks & Sprouts

Speaker Bio:

Brianna earned her Bachelor's Degree in Psychology from Drew University and went on to obtain a Master of Arts in Speech Pathology from Kean University. She has worked in specialized school settings with a focus on supporting students with special needs. Brianna joined Sticks & Sprouts full-time as a Lead Instructor in September 2025, bringing her expertise in speech and language development to outdoor, play-based learning environments.

Abstract:

Outdoor play represents a critical, evidence-based context for supporting communication, speech, and broader developmental outcomes. This session examines the connection between nature-based movement experiences and speech development, highlighting research that links sensory-motor engagement with language acquisition and fluency.

Studies demonstrate that outdoor environments promote greater whole-body movement—including running, climbing, balancing, and jumping—compared to indoor settings. These experiences activate multisensory systems fundamental to speech and language, particularly the vestibular and proprioceptive systems that support postural stability and breath regulation. These foundations are essential for articulation, voice control, and motor planning.

Activities involving bilateral coordination, midline crossing, and sequential movement further strengthen neural integration, enhancing speech timing and fluency.

Beyond physical benefits, unstructured outdoor play promotes creativity, collaboration, and social communication. Open-ended, sensory-rich contexts naturally support executive functioning, joint attention, and pragmatic language skills.

Participants will explore evidence-informed strategies for embedding movement-rich, language-enhancing opportunities within therapeutic and educational settings.

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify core developmental mechanisms linking outdoor movement and speech production.
2. Explain how sensory-motor integration contributes to neural organization and fluency within outdoor play contexts.
3. Apply research-informed strategies to integrate outdoor, movement-centered interventions in practice.

Level of Education: Introductory

Financial Disclosures: No relevant financial relationships to disclose

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S16 Sensory-Motor Pathways to Speech: The Evidence Behind Outdoor Play

CEU Hours: 0.15

Speaker Name & Credentials:

Kelsie Teehan - Abilities In Action, Sticks & Sprouts

Speaker Bio:

Kelsie completed her undergraduate studies in Education and Special Education at Seton Hall University, where she also earned her Master of Science in Speech-Language Pathology. She has experience in both pediatric private practice and public school settings, where she continues to support children's communication and developmental growth. Kelsie joined Sticks & Sprouts as a Class Instructor, combining her speech expertise with a passion for outdoor learning and child-led exploration.

Abstract:

Outdoor play represents a critical, evidence-based context for supporting communication, speech, and broader developmental outcomes. This session examines the connection between nature-based movement experiences and speech development, highlighting research that links sensory-motor engagement with language acquisition and fluency.

Studies demonstrate that outdoor environments promote greater whole-body movement—including running, climbing, balancing, and jumping—compared to indoor settings. These experiences activate multisensory systems fundamental to speech and language, particularly the vestibular and proprioceptive systems that support postural stability and breath regulation. These foundations are essential for articulation, voice control, and motor planning.

Activities involving bilateral coordination, midline crossing, and sequential movement further strengthen neural integration, enhancing speech timing and fluency.

Beyond physical benefits, unstructured outdoor play promotes creativity, collaboration, and social communication. Open-ended, sensory-rich contexts naturally support executive functioning, joint attention, and pragmatic language skills.

Participants will explore evidence-informed strategies for embedding movement-rich, language-enhancing opportunities within therapeutic and educational settings.

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify core developmental mechanisms linking outdoor movement and speech production.
2. Explain how sensory-motor integration contributes to neural organization and fluency within outdoor play contexts.
3. Apply research-informed strategies to integrate outdoor, movement-centered interventions in practice.

Level of Education: Introductory

Financial Disclosures: No relevant financial relationships to disclose

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S17 What's Missing From Your Pediatric Evaluation?

CEU Hours: 0.15

Speaker Name & Credentials:

Stephanie Garcia - Hackensack University Medical Center

Speaker Bio:

Stephanie Garcia, Au.D., has been with Hackensack University Medical Center's pediatric audiology department since 2011, where she focuses on the clinical diagnosis and management of pediatric hearing loss. This is her third presentation with New Jersey Speech & Hearing Association's annual conference, with her first two presentations occurring in 2022.

Dr. Garcia received her Doctorate in Audiology from Adelphi University and the Long Island Audiology Consortium in May 2011, and completed her undergraduate studies in speech-language pathology and audiology at Loyola University Maryland in May 2007. She maintains her Certificate of Clinical Competence in Audiology (CCC-A) from ASHA, and is licensed by the state of New Jersey as a dispensing audiologist. Dr. Garcia has been nominated as New Jersey's Favorite Kids' Doc by New Jersey Family's readers for multiple years.

When not behind the audiometer or advocating for your child, Dr. Garcia enjoys board games, reading, traveling, and cheering on the New York Mets.

Abstract:

No spoilers here - "What's Missing From Your Pediatric Evaluation?" is the hearing test. This session, geared toward pediatrics speech pathologists, will go back to basics in audiology for a refresher on the types of hearing loss and its impact on language development through the use of clinical case studies. This talk will provide an overview on the different parts of a hearing test and how we as audiologists interpret them, an overview on how we treat hearing loss, and the importance of audibility.

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify a screening versus an evaluation.
2. Identify the type and degrees of different hearing losses.
3. Identify a hearing aid versus a cochlear implant.
4. Feel confident in recommending hearing evaluations for their clients' families.

Level of Education: Introductory

Financial Disclosures: Employee of Hackensack University Medical Center

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S17 What's Missing From Your Pediatric Evaluation?

CEU Hours: 0.15

Speaker Name & Credentials:

Meghan Lockard - Hackensack University Medical Center

Speaker Bio:

Meghan Lockard is a senior audiologist at Hackensack University Medical Center where she has worked primarily with pediatric patients and cochlear implant recipients for 20 years. Dr. Lockard received her Bachelor of Science degree from James Madison University in 2002 and her Doctor of Science degree in Audiology from Montclair State University in 2006. Dr. Lockard has a passion for providing audibility to patients in order to help them reach their communication potential. She has been voted as an NJ Kids' favorite Doc multiple times in recent years. She spends her time outside of work on the sidelines cheering on her 3 kids at their sporting events. Dr. Lockard hopes you will see the value in collaborating with Audiology to better serve your patients.

Abstract:

No spoilers here - "What's Missing From Your Pediatric Evaluation?" is the hearing test. This session, geared toward pediatric speech pathologists, will go back to basics in audiology for a refresher on the types of hearing loss and its impact on language development through the use of clinical case studies. This talk will provide an overview on the different parts of a hearing test and how we as audiologists interpret them, an overview on how we treat hearing loss, and the importance of audibility.

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify a screening versus an evaluation.
2. Identify the type and degrees of different hearing losses.
3. Identify a hearing aid versus a cochlear implant.
4. Feel confident in recommending hearing evaluations for their clients' families.

Level of Education: Introductory

Financial Disclosures: Employee of Hackensack Medical Center

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S18 Cognitive Deficits in PTSD: Implications for SLP Practice

CEU Hours: 0.15

Speaker Name & Credentials:

Christiane J Scarpino - self

Speaker Bio:

Hello! I'm Christiane Scarpino—though my friends call me Christi. I am originally from Mt. Vernon, NY, and am a licensed Speech Language Pathologist and a retired Massage Therapist. I earned my Bachelor's Degree from Douglass College of Rutgers University and my Master's Degree from Purdue University. I no longer work full time, but I occupy my time with my writing, painting, hydroponic gardening and dog training.

In 1977, I survived a terrorist bombing at the Mobil Oil Corporation Employment Office—a day that altered the course of my life forever. The trauma greatly impacted my daily life to the extent that there were days when I was not able to function. Back then, PTSD wasn't established as a trauma diagnosis, and there were few options for services to help me. Learning to navigate and advocate for my healing became my mission, and it's now my goal to educate others about PTSD and its profound effects on daily life.

Abstract:

Post Traumatic Stress Disorder (PTSD) is often framed as an emotional or behavioral diagnosis, but beneath the surface lies a cognitive toll. Attention, memory, executive functioning and event processing are frequently disrupted, yet these deficits remain under recognized in clinical settings. Speech Language Pathologists (SLPs) have the training to address these challenges, but many lack access to trauma informed frameworks or referrals. This 90 minute presentation will (1) define PTSD through clinical and experiential lenses (2) Present current research on cognitive impairment associated with PTSD (3) share my personal journey of recovery, including the systems I built to support my own cognitive function (4) Discuss how SLPS can become involved in trauma recovery (5) Call for expanded services, increased awareness and access to care.

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify key components commonly overlooked in comprehensive pediatric speech-language evaluations.
2. Analyze the impact of incomplete assessment practices on diagnosis, treatment planning, and outcomes in pediatric populations.
3. Apply evidence-based strategies to enhance evaluation protocols, ensuring thorough and functional assessment of pediatric clients.

Level of Education: Introductory

Financial Disclosures: No relevant financial relationships to disclose.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S19 Low-Gain Hearing Aids: A Clinical Approach to Managing Functional Hearing Difficulties

CEU Hours: 0.15

Speaker Name & Credentials:

Christina Roup - The Ohio State University

Speaker Bio:

Christina received her B.A. and M.A. in Communicative Disorders from the California State University Long Beach, and completed a predoctoral fellowship at the Mt. Home VAMC in Johnson City, TN. She received her Ph.D. in Communicative Disorders from the University of Wisconsin-Madison. Christina worked as a Research Audiologist at the VA Outpatient Clinic in Martinez, CA, where she coordinated amplification research. She is currently an Associate Professor at The Ohio State University where she teaches courses in introductory audiology and audiologic rehabilitation. Christina is the director of the Speech Recognition and Aging Laboratory and studies binaural auditory processing deficits in the aging and traumatic brain injury populations. She also studies the efficacy of low-gain hearing aids for adults with functional hearing difficulties.

Abstract:

This presentation will explore the clinical challenges and opportunities in the assessment and management of adults who present with functional hearing difficulties. Functional hearing difficulties, also referred to as hidden hearing loss or subclinical hearing loss, refers to the self-perception of hearing and listening problems, especially in noisy environments, despite having a normal pure-tone audiogram. Importantly, functional hearing difficulties often result in reduced hearing-related quality of life for many adults. Key concepts related to the assessment of self-perceived functional hearing difficulties and suprathreshold auditory processing deficits will be reviewed. Emphasis will be placed on using test battery results to inform individualized treatment and management recommendations.

Drawing on current research and clinical evidence, the presentation will also explore the role of appropriately fit low-gain hearing aids as a safe and effective intervention for this population. Through a review of the current research and case examples, attendees will gain insight into both subjective and objective benefits of low-gain hearing aids for patients with functional hearing difficulties. Common questions regarding hearing aid use in this population will be addressed, equipping clinicians with the knowledge to confidently assess and treat this often-overlooked group.

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify key cognitive deficits commonly associated with PTSD
2. Describe ways PTSD can disrupt information processing, memory and executive function in daily living
3. Summarize strategies for cognitive intervention that SLPs can use in trauma informed care.

Level of Education: Intermediate

Financial Disclosures: An honorarium is provided by NJSHA for this presentation.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S20 Autism and Literacy Part 2

CEU Hours: 0.15

Speaker Name & Credentials:

Karen Kimberlin - Speech Language Learning Connection, LLC

Speaker Bio:

Karen T. Kimberlin, SLP.D., CCC-SLP has over 50 years' experience in the field of speech language pathology. During her journey as a speech-language pathologist, she has worked in early intervention, public schools, and a hospital setting. Dr Kimberlin is currently the owner of the Speech Language Learning Connection, LLC, in Tinton Falls specializing in language and literacy disorders. Through her practice, she performs private, independent evaluations on behalf of parents, schools and educational attorneys. She has served as an expert witness to represent children with dyslexia, and other types of reading and writing disabilities. Dr. Kimberlin is proud to have served on the 2011 NJ Reading Disabilities Task Force and to have been a contributor to the NJ Dyslexia Handbook. Dr. Kimberlin also represented NJSHA on the NJ DOE Student Literacy Working group whose focus was to review literacy screenings that could be used by public school districts to fulfill the literacy screening mandate that is part of the literacy laws package passed in 2024.

Dr. Kimberlin loves to travel, especially to her secret hideaway in Bonaire!

Abstract:

Autism can present with unique strengths but also challenges in literacy development. What are these challenges? Which areas of reading and writing might this population struggle with? What role do oral and pragmatic language play in reading and writing? What role do common comorbidities such as ADHD and anxiety play? Is executive function a factor? Can students with Autism have dyslexia? Hyperlexia? Or are reading struggles specific to comprehension? With the focus on universal screening for literacy, are current screeners used by public schools designed to identify some of the unique challenges of this population of students? Do risk factors change over time? Is late diagnosis, especially in girls, a factor that should be considered in the upper grades? To address some of these questions, together we will review the revised definition for Dyslexia (2025), consider the reading disorder subtypes aligned with the Simple View of Reading, review NJ's new literacy laws and resources, and look at the under employment and unemployment rates of this population. We will consider the oral and pragmatic language skills, executive function Further discussion will address the role of speech-language pathologists/specialists in identification and remediation of literacy disorders in this unique population, in addition to the need for CST and teacher collaboration.

Learner Outcomes:

After completing this course, participants will be able to:

1. Analyze the impact of executive functioning and comorbidities (e.g., ADHD, anxiety) on literacy outcomes in students with Autism.
2. Evaluate the effectiveness and limitations of universal literacy screeners in identifying literacy challenges in this population across grade levels.

3. Apply evidence-based assessment and intervention strategies, including interdisciplinary collaboration, to support literacy development in students with Autism.

Level of Education: Introductory

Financial Disclosures: No relevant financial relationships to disclose.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S21 The Role of Speech-Language Pathologists in Testing and Treating Children with Selective Mutism Part 2

CEU Hours: 0.15

Speaker Name & Credentials:

Evelyn Klein - La Salle University, Dept. of Communication Sciences & Disorders

Speaker Bio:

Dr. Evelyn R. Klein, PhD, CCC-SLP, BCS-CL is a professor and clinical supervisor at La Salle University in the Department of Communication Sciences and Disorders where she teaches and directs the Castle Lab for clinical evaluations. Dr. Klein holds professional licenses in speech-language pathology and psychology. Her areas of specialization include selective mutism, autism, counseling, language-learning disabilities, acquired language disorders, and stuttering. Dr. Klein is a Fellow of the American Speech-Language-Hearing Association with Pennsylvania supervisory certification in special education. She received the Lindback Distinguished Teaching Award and the Distinguished Faculty Scholarship Award from La Salle. Recent publications include ECHO: A Vocal Language Program for Easing Anxiety in Communication for Selective Mutism; EXPRESS (Expanding Receptive and Expressive Skills through Stories for Selective Mutism; More Than Fluency; and the 4th edition of the textbook, Acquired Language Disorders: A Case-Based Approach. She is a contributor and expert reviewer for academic journals and serves on the Scientific Advisory Board of the national Selective Mutism Association.

Abstract:

This workshop focuses on Selective Mutism (SM), a childhood anxiety disorder impacting communication where children consistently fail to speak in specific social settings despite speaking comfortably in others, such as at home with family. Participants will gain knowledge about the etiology of SM and how it impacts social communication in a variety of settings. This training includes a comprehensive process that integrates speech, language, and behavioral assessments for differential diagnosis and intervention. Practical strategies for supporting children as they develop vocal control and pragmatic language skills are demonstrated to facilitate communication. Attendees will be exposed to innovative, evidence-informed treatment methods that help children initiate and sustain voice production for spoken language in various contexts, including conversation. This workshop will help speech-language professionals accurately evaluate speech, language, voice-related communication, and deliver effective treatments so that children with SM can communicate more comfortably.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe the etiology and characteristics of Selective Mutism and its impact on social communication across settings.
2. Identify assessment components used in the differential diagnosis of selective mutism, including speech, language, and behavioral factors.
3. Apply evidence-informed intervention strategies to support voice initiation, vocal control, and pragmatic language development in children with selective mutism.

Level of Education: Intermediate

Financial Disclosures: An honorarium is provided by NJSHA for this presentation.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S21 The Role of Speech-Language Pathologists in Testing and Treating Children with Selective Mutism Part 2

CEU Hours: 0.15

Speaker Name & Credentials:

Cesar Ruiz - La Salle University

Speaker Bio:

Cesar E. Ruiz, SLP.D, CCC-SLP, BCS-S, is Professor Emeritus at La Salle University in the Department of Communication Sciences and Disorders. Dr. Ruiz is a licensed and certified speech-language pathologist. He holds Board Certification in Swallowing and Swallowing Disorders and is a Voice Clinical Specialist. His areas of specialization include selective mutism, dysphagia, voice disorders, and bilingualism. Dr. Ruiz is an author of ECHO: A Vocal Language Program for Easing Anxiety in Conversation. He received the Lindback Distinguished Teaching Award. He co-directs the CASTLE Center at La Salle University in Philadelphia. The CASTLE Center is a specialized comprehensive assessment center where children with Selective Mutism are evaluated. Dr. Ruiz has pioneered the use of vocal control to help children with Selective Mutism. He has published and presented on topics related to his area of expertise locally, nationally, and internationally.

Abstract:

This workshop focuses on Selective Mutism (SM), a childhood anxiety disorder impacting communication where children consistently fail to speak in specific social settings despite speaking comfortably in others, such as at home with family. Participants will gain knowledge about the etiology of SM and how it impacts social communication in a variety of settings. This training includes a comprehensive process that integrates speech, language, and behavioral assessments for differential diagnosis and intervention. Practical strategies for supporting children as they develop vocal control and pragmatic language skills are demonstrated to facilitate communication. Attendees will be exposed to innovative, evidence-informed treatment methods that help children initiate and sustain voice production for spoken language in various contexts, including conversation. This workshop will help speech-language professionals accurately evaluate speech, language, voice-related communication, and deliver effective treatments so that children with SM can communicate more comfortably.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe the etiology and characteristics of Selective Mutism and its impact on social communication across settings.
2. Identify assessment components used in the differential diagnosis of selective mutism, including speech, language, and behavioral factors.
3. Apply evidence-informed intervention strategies to support voice initiation, vocal control, and pragmatic language development in children with selective mutism.

Level of Education: Intermediate

Financial Disclosures: An honorarium is provided by NJSHA for this presentation.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S22 R without the Rage

CEU Hours: 0.15

Speaker Name & Credentials:

Shelby Ford - Shelby the SLP, LLC

Speaker Bio:

Shelby Ford, M.S., CCC-SLP, is a pediatric speech-language pathologist and creator dedicated to making speech sound therapy more accessible, functional, and effective for clinicians and the children they serve. As the owner of Shelby the SLP, LLC, she provides private speech therapy services in northern New Jersey and develops modern, evidence-aligned materials that support SLPs in delivering confident, engaging therapy.

After years of watching clinicians—herself included—feel overwhelmed or stuck when treating speech sound disorders, Shelby set out to simplify the process. Her work focuses on breaking down complex concepts into clear, practical strategies that clinicians can use immediately in their sessions. She creates trainings, resources, and tools designed to help SLPs approach speech sound disorders with clarity, creativity, and renewed confidence.

Shelby also connects with a large and vibrant online community through her social media channels (@shelbytheslp), where she shares therapy tips, demonstrations, and supportive education for SLPs around the world. Her mission is simple: to empower clinicians with evidence-informed, easy-to-apply approaches that make learning—and therapy—feel exciting again.

Abstract:

Many speech-language pathologists find treating the R sound frustrating—but it does not have to be that way. This engaging and practical session will explore effective strategies to reduce frustration and increase success when targeting the R sound. From creative elicitation techniques to motivating, functional activities, this session will cover every stage of therapy—from sound acquisition to generalization and carryover. Whether you are a new professional or a seasoned clinician, you will leave with a renewed sense of confidence, a collection of engaging tools, and a refreshed approach to make R therapy effective, efficient, and enjoyable. The /r/ sound is one of the most challenging targets in pediatric speech therapy, and for many clinicians, it can quickly become a source of frustration—leading to avoidance, burnout, or inconsistent progress with clients. R Without the Rage: Make it Click, Make it Stick, Make it FUN is designed to shift that narrative by equipping SLPs with clear, effective, and engaging strategies to support students from initial elicitation through generalization and carryover. This session will focus on three core areas: (1) elicitation techniques for the R sound that reduce frustration and increase success, (2) activity ideas that are both functional and fun to help maintain motivation during the therapy process, and (3) practical carryover strategies to support generalization of the R sound beyond the therapy room.

The main argument of this presentation is that R therapy does not have to be overwhelming or dreaded.

With the right tools, structure, and mindset, even the most “resistant R” clients can make meaningful progress. Through a combination of evidence-based practices and real-world clinical application, this session will provide SLPs with the confidence and creativity they need to tackle the R sound with purpose and positivity.

The presentation will begin by outlining common barriers in R therapy—such as inconsistent production, client frustration, and lack of engagement—and then move into practical solutions.

Attendees will be introduced to a variety of elicitation techniques, including shaping, tactile and visual cues, and the use of coarticulation and context-based support. Video examples and demonstrations will be used to enhance understanding of each strategy.

Next, the session will explore activity ideas that move beyond traditional drill work. Emphasis will be placed on play-based, movement-based, and gamified approaches that not only make sessions more enjoyable but also promote high-quality practice and meaningful connections. These activities are designed with flexibility in mind, making them adaptable across ages and settings.

Finally, attendees will learn evidence-informed strategies for carryover, including self-monitoring tools, home practice supports, and contextualized practice ideas that make generalization more attainable. The goal is to help SLPs move students from accurate productions in isolation or words to spontaneous use in conversation—with less friction and more success.

Whether you're new to R therapy or simply looking for fresh ideas, this session will help you reframe your approach to the R sound—making it less intimidating, more effective, and a lot more fun.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe common challenges and contributing factors associated with /r/ sound production in speech development.
2. Identify evidence-based strategies for eliciting and shaping accurate /r/ production in a variety of contexts.
3. Apply practical techniques to support successful /r/ remediation while minimizing frustration and promoting student engagement.

Level of Education: Intermediate

Financial Disclosures: An honorarium is provided by NJSHA for this presentation.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S23 Mastering Documentation: Executive Functioning & Mindset Tools That Work

CEU Hours: 0.2

Speaker Name & Credentials:

Theresa Harp - Theresa Harp Coaching

Speaker Bio:

Theresa Harp, M.A., CCC-SLP, LSLS Cert. AVT is a certified speech-language pathologist and ADHD-trained productivity coach. She helps busy, often neurodivergent SLPs manage time, reduce overwhelm, and build sustainable work-life systems through evidence-informed coaching and executive functioning support.

Abstract:

For many speech-language pathologists, documentation is one of the most significant challenges in their daily workload. Commonly cited barriers include heavy caseloads, limited time, and inconsistent expectations regarding documentation requirements. While these external factors are valid, they often overshadow another critical component: executive functioning. Unlike systemic constraints, executive functioning is an area where SLPs have greater agency. Moreover, understanding how executive functioning skills are involved in documentation can offer practical, evidence-based strategies for improving task initiation, consistency, and follow-through.

Documentation tasks rely heavily on executive function skills such as sustained attention, working memory, planning, sequencing, prioritization, response inhibition, emotional regulation, and time awareness. When these systems are compromised – whether due to stress, burnout, or neurodivergence – SLPs will have a harder time meeting documentation requirements. Not only does this impact their ability to do their job, it also affects their overall job satisfaction and work-life balance.

This session will provide an evidence-based framework for understanding and addressing the executive function demands associated with documentation. The presenter will explore:

- The cognitive and emotional processes involved in documentation tasks.
- How stress, burnout, and neurodivergence impair executive functioning.
- Emotional regulation strategies to support documentation
- Practical tools to improve follow-through, even in high-demand clinical settings
- Resources to support more sustainable, neurodivergent-informed documentation habits

This presentation centers on supporting the speech-language pathologist, with the understanding that well-supported SLPs are better equipped to provide high-quality care to their students/clients.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe the role of executive functioning skills (e.g., attention, working memory, planning, and emotional regulation) in the completion of clinical documentation tasks.

2. Analyze how factors such as stress, burnout, and neurodivergence impact executive functioning and contribute to documentation challenges for speech-language pathologists.
3. Apply evidence-based strategies and tools to improve task initiation, consistency, and follow-through in documentation within high-demand clinical settings.

Level of Education: Introductory

Financial Disclosures: Owner of Theresa Harp Coaching

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S24 Strategies for Working with Persons with Serious Mental Health Conditions

CEU Hours: 0.2

Speaker Name & Credentials:

Stephanie Hubbell - Rutgers University

Speaker Bio:

Stephanie Hubbell, M.S., CCC-SLP (she/her) is the Director of Clinical Education within Rutgers MS Speech-Language Pathology program. A PhD Candidate within Rutgers Psychiatric Rehabilitation Counseling program, Stephanie's research interests lie in exploring the intersections of mental health and communication access to support improved trans- and interdisciplinary care for dually-diagnosed individuals.

Abstract:

Persons with communication disabilities (CD) and concomitant serious mental health challenges (SMHC) – collectively referred to as PWCD/SMHC – hold intersecting, marginalized identities that place them at heightened risk for suboptimal health outcomes. These risks stem from limitations in their social determinants of health and barriers to accessing services across the continuum of care.

Research indicates that individuals with CD are more likely to experience SMHC than those without CD, and vice versa. This bidirectional relationship underscores the need for speech-language pathologists (SLPs) to be equipped with knowledge and strategies for supporting individuals with dual diagnoses. While counseling is within the scope of practice for SLPs, it often focuses narrowly on the psychosocial impact of communication disorders, rather than the co-management of serious mental illness.

This presentation aims to introduce SLPs to foundational principles of psychiatric rehabilitation to enhance their ability to support clients with SMHC. Attendees will gain: (a) an overview of common serious mental health conditions (e.g., bipolar disorder, major depressive disorder, generalized anxiety disorder, schizophrenia), (b) insight into the communication profiles and support needs of these populations, (c) an understanding of etiological factors contributing to the high co-occurrence of CD and SMHC, (d) review of social determinants of health and systemic barriers affecting access to care, and (e) practical strategies to support this population, including wrap-around and evidence-based supports, to promote continuity of care and interdisciplinary collaboration.

By integrating psychiatric rehabilitation principles into their practice, SLPs can play a critical role in improving outcomes for PWCD/SMHC across diverse settings.

Learner Outcomes:

After completing this course, participants will be able to:

1. State two features of each of four introduced serious mental health conditions
2. Identify three limitations within social determinants of health and three barriers to accessing healthcare more likely to be experienced by persons with dual communication disabilities and serious mental health diagnoses
3. List three strategies for supporting persons with serious mental health conditions being seen for speech-language services

Level of Education: Intermediate

Financial Disclosures: Employee at Rutgers University

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S25 Hearing Loss From Diabetes and Other Chronic Illnesses

CEU Hours: 0.15

Speaker Name & Credentials:

Robert DiSogra - Dr. Robert M. DiSogra, Audiologist

Speaker Bio:

Dr. Robert DiSogra is a retired audiologist (now consultant) from Millstone, New Jersey. Before retiring in 2016 he maintained private practice for 30 years in Freehold, New Jersey.

Dr. DiSogra serves on the Board of Directors for The Audiology Project as well as being one of the two audiologists representing the profession on the Centers for Disease Control's Diabetes Management Collaborative.

Bob has an extensive teaching, publication and lecture history (including webinars) on hearing loss from diabetes and other chronic illnesses, pharmacology, ototoxicity, COVID-19's impact on hearing and auditory processing, and adverse drug reactions on hearing and balance. Aside from many state Speech and Hearing Associations and Academies of Audiology, Dr DiSogra has lectured in England, Germany, Canada, New Zealand and Puerto Rico.

Dr. DiSogra was the 2020 recipient of the award for Clinical Excellence in Audiology from the American Academy of Audiology and the 2016 Academy of Doctors of Audiology Dr. Joel Wernick Award in recognition of an outstanding educational contribution within the fields of Audiology and Hearing Science.

Bob is US Navy veteran and served during the Vietnam era.

Abstract:

In 2024, the Centers for Disease Control and Prevention listed each of the following 10 medical conditions as chronic illnesses: asthma, cancer (excluding skin cancer), chronic kidney disease, chronic obstructive pulmonary disease, coronary heart disease, depression, diabetes, high cholesterol, hypertension, and obesity/fall risk. Hearing loss, fall risk and cognitive issues can be associated with each of these illnesses likely due to ototoxicity, microangiopathy, genetics, and other etiologies.

Of interest is that depression is listed as one of the top 10 chronic illnesses. Alone, depression does not cause auditory/balance/cognitive impairment. On the contrary, it is the hearing loss (regardless of the etiology) that can lead to isolation, family disconnection and thus, depression.

Familiarity with typical symptoms associated with chronic illnesses can help hearing care professionals know which tests to conduct and how to better manage and treat these patients.

This program will review the risk, prevalence, type, and degree of auditory-vestibular and cognitive symptoms which may occur in parallel with these chronic illnesses.

Management strategies will also be presented for each illness.

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify the top 10 chronic illnesses according to the Centers for Disease Control and Prevention
2. Identify how these 10 chronic illnesses can cause hearing loss, balance and/or cognitive issues

3. Plan a management strategy for each of these illnesses as it pertains to the practice of audiology

Level of Education: intermediate

Financial Disclosures: No relevant financial relationships to disclose.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

ASHA SPEAKER BREAKFAST

Presentation Title:

The Successful Leader and Advocate: Realizing Your Potential

CEU Hours: 0.15

Speaker Name & Credentials:

Mark DeRuiter - ASHA

Speaker Bio:

Mark is Vice Chair for Academic Affairs at the University of Pittsburgh. He has had a long history of service to the discipline, including roles with the Council of Academic Programs in Communication Sciences and Disorders, the American Speech-Language-Hearing Association (ASHA), and a range of state-level roles. Mark is currently ASHA's Vice President for Standards and Ethics in Audiology.

Abstract:

Becoming a leader or an advocate can sound ominous. Yet there are many of our colleagues performing in these roles without any formal title at all. Join this session to consider your role as a leader and advocate. You'll leave this talk with the motivation and tools to realize your personal potential.

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify key characteristics and responsibilities of leadership and advocacy roles within speech-language pathology and audiology practice.
2. Describe practical strategies for incorporating leadership and advocacy into everyday professional activities, regardless of formal title.
3. Apply at least one tool or approach to support personal development as a leader or advocate in their professional setting.

Level of Education: Introductory

Financial Disclosures: Mark has received financial support from the American Speech-Language-Hearing Association (ASHA) to attend this meeting. He receives royalties from Plural Publishing as well as Taylor and Francis.

Non-financial Disclosures: Mark serves as ASHA's Vice President for Standards and Ethics in Audiology. He is also a member of ASHA and the American Academy of Audiology.

Presentation Title:

S26 Social Executive Functioning

CEU Hours: 0.2

Speaker Name & Credentials:

Dani Pellicano - GrowNOW

Speaker Bio:

Dani Pellicano, M.S., CCC-SLP is an Executive Function Specialist with nearly a decade of experience supporting teens and young adults with ADHD and Executive Functioning Developmental Delays as they prepare for and navigate the transition to college. She serves as the Director of the College Success Program at GrowNOW, where she works closely with students and families to build the internal executive function skills necessary for independence, self-regulation, and long-term success.

Dani specializes in supporting high school students preparing for college and college-level students with ADHD and executive function delays using the GrowNOW Internal Skills Model, a framework designed to move students beyond prompt dependence and toward internal accountability and self-management. Her work emphasizes executive-function-driven intervention, skill generalization, and a strong focus on parent coaching to support sustainable growth outside of sessions.

In addition to her clinical work, Dani collaborates with high schools and universities. She provides professional development, leads workshops and presentations, and participates in multidisciplinary meetings to help educational teams better support students with ADHD and executive function challenges.

Abstract:

This presentation explores social executive functioning: the internal brain-based skills that drive how students navigate relationships, regulate emotions, and respond in real-time social situations. Participants will learn why these skills are stronger predictors of long-term success than IQ, how they develop in the brain, and why many children struggle with them today. The session breaks down the six core components of social executive functioning, helping attendees recognize what challenges look like in everyday settings such as classrooms, peer interactions, and unstructured environments. It also introduces the impact of modern factors like screen time and reduced play on development. Most importantly, the presentation provides practical, research-based strategies, including the GrowNOW model, to help educators and parents build students' internal "brain coach," strengthen self-awareness and regulation, and support more successful, independent social functioning.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe the relationship between executive functioning skills and social communication in children and adolescents.
2. Identify key components of executive functioning (e.g., planning, organization, inhibition, cognitive flexibility) that impact social interactions.
3. Apply evidence-based strategies to support social executive functioning skills in educational or clinical settings.

Level of Education: introductory

Financial Disclosures: No relevant financial relationships to disclose.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S27 Inclusive AAC in Education: Practical Strategies for Access and Participation

CEU Hours: 0.2

Speaker Name & Credentials:

Jennifer O'Donnell - Gwynedd Mercy University

Speaker Bio:

Jennifer McIlvaine O'Donnell, PhD, CCC-SLP, ATP, is an Assistant Professor in the Master of Science in Speech-Language Pathology Program at Gwynedd Mercy University. As a speech-language pathologist, her clinical expertise centers on assistive technology (AT) and augmentative and alternative communication (AAC) for individuals with complex communication needs (CCN). Her research focuses on AT, AAC, and inclusive education, with a particular emphasis on amplifying the voices of AAC users.

Abstract:

This presentation emphasizes the importance of centering student augmentative and alternative communication (AAC) users in the AAC evaluation and implementation process. By integrating principles from Disability Studies in Education, Universal Design for Learning, and the Neurodiversity Movement, this session explores how speech-language pathologists, educators, support staff, and related service providers can create inclusive learning environments that honor the diverse communication modalities of students. Key themes include advocating for presuming competence, access to robust vocabulary, supporting communication autonomy, and embracing neurodiversity. Through practical strategies and case studies, attendees will gain insights into fostering inclusion and increasing communication access for AAC users.

Learner Outcomes:

After completing this course, participants will be able to:

1. Discuss ways to center student AAC users by enabling them to actively participate in decision-making processes and ensuring their individual wants, needs, and desires are prioritized.
2. Recommend practical strategies to foster inclusion and enhance communication access for student AAC users.
3. Identify strategies professionals can use to advocate for prioritizing the wants, needs, and desires of student AAC users.

Level of Education: Introductory

Financial Disclosures: Employee Gwynedd Mercy University

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S27 Inclusive AAC in Education: Practical Strategies for Access and Participation

CEU Hours: 0.2

Speaker Name & Credentials:

Lauren Padula - TechAbilities Consulting, LLC

Speaker Bio:

Lauren Padula, M.S., CCC-SLP, ATP, is the Owner and Lead Clinician of TechAbilities Consulting, LLC, based in New Jersey. She is a licensed Speech-Language Pathologist and a certified Assistive Technology Professional (ATP) through RESNA, bringing more than 15 years of experience in the field. Lauren specializes in a neurodiverse-affirming approach to Augmentative and Alternative Communication (AAC) and assistive technology, supporting individuals in accessing their fullest potential through innovative tools and strategies. Guided by the belief that access the possibilities with Assistive Technology, Lauren and TechAbilities Consulting are dedicated to inspiring communication, learning, and independence for individuals of all abilities.

Abstract:

This presentation emphasizes the importance of centering student augmentative and alternative communication (AAC) users in the AAC evaluation and implementation process. By integrating principles from Disability Studies in Education, Universal Design for Learning, and the Neurodiversity Movement, this session explores how speech-language pathologists, educators, support staff, and related service providers can create inclusive learning environments that honor the diverse communication modalities of students. Key themes include advocating for presuming competence, access to robust vocabulary, supporting communication autonomy, and embracing neurodiversity. Through practical strategies and case studies, attendees will gain insights into fostering inclusion and increasing communication access for AAC users.

Learner Outcomes:

After completing this course, participants will be able to:

1. Discuss ways to center student AAC users by enabling them to actively participate in decision-making processes and ensuring their individual wants, needs, and desires are prioritized.
2. Recommend practical strategies to foster inclusion and enhance communication access for student AAC users.
3. Identify strategies professionals can use to advocate for prioritizing the wants, needs, and desires of student AAC users.

Level of Education: introductory

Financial Disclosures: Owner and Lead Clinician of TechAbilities Consulting, LLC

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S27 Inclusive AAC in Education: Practical Strategies for Access and Participation

CEU Hours: 0.2

Speaker Name & Credentials:

Gabriella Wendling - AAC & Me, LLC

Speaker Bio:

Gabriella Wendling, M.S., CCC-SLP, is a licensed Speech-Language Pathologist in New Jersey and Pennsylvania and the Owner and Lead Clinician of AAC & Me, LLC. She specializes in assistive technology and augmentative and alternative communication (AAC), offering evaluations, consultations, trainings, and professional development workshops. Gabriella partners with school districts as an AAC Consultant, providing individualized support to classrooms, educators, and families working with AAC users. Driven by a person-centered approach, Gabriella is dedicated to empowering individuals with complex communication needs and equipping those who support them with the tools and knowledge to foster meaningful communication, independence, and confidence.

Abstract:

This presentation emphasizes the importance of centering student augmentative and alternative communication (AAC) users in the AAC evaluation and implementation process. By integrating principles from Disability Studies in Education, Universal Design for Learning, and the Neurodiversity Movement, this session explores how speech-language pathologists, educators, support staff, and related service providers can create inclusive learning environments that honor the diverse communication modalities of students. Key themes include advocating for presuming competence, access to robust vocabulary, supporting communication autonomy, and embracing neurodiversity. Through practical strategies and case studies, attendees will gain insights into fostering inclusion and increasing communication access for AAC users.

Learner Outcomes:

After completing this course, participants will be able to:

1. Discuss ways to center student AAC users by enabling them to actively participate in decision-making processes and ensuring their individual wants, needs, and desires are prioritized.
2. Recommend practical strategies to foster inclusion and enhance communication access for student AAC users.
3. Identify strategies professionals can use to advocate for prioritizing the wants, needs, and desires of student AAC users.

Level of Education: Introductory

Financial Disclosures: Owner and Lead Clinician of AAC & Me, LLC

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S28 Skills First: A Practical Framework for Intentional Parent Coaching in Early Intervention

CEU Hours: 0.2

Speaker Name & Credentials:

Samantha Ecker - Let's Talk Toddler

Speaker Bio:

Samantha Ecker, MS, CCC-SLP, is a speech-language pathologist and mom of three specializing in toddler language development and caregiver coaching. A former early intervention provider now in private practice, she's the founder of Let's Talk Toddler, where she creates physical, digital, and AI-powered tools to support families and providers everywhere.

Abstract:

Engaging parents, planning purposeful sessions, and maintaining a clear therapeutic vision across weekly visits are common challenges for early intervention SLPs. This presentation introduces the Skills First Method—a simple yet powerful framework that helps SLPs plan therapy and communicate with families with clarity and intention. Attendees will learn how to identify a foundational communication skill, select effective strategies to build that skill, and integrate them into meaningful daily activities. This approach helps SLPs design sessions that are cohesive, goal-driven, and evidence-aligned, while empowering parents to become active participants in therapy. Attendees will also explore how tools like ELLA, the AI-powered Early Language Learning Assistant, and the Let's Talk Toddler Toolkit can help clinicians and families apply the Skills First framework to enhance confidence, carryover, and communication outcomes.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe strategies for making parent coaching more accessible, concrete, and collaborative by meeting families where they are.
2. Apply the Skills First framework by selecting foundational communication skills and corresponding strategies for intentional, individualized therapy planning.
3. Explain therapeutic goals and activities clearly to parents and caregivers to promote understanding and engagement.

Level of Education: Introductory

Financial Disclosures: Founder of Let's Talk Toddler

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S29 Empowering Autistic Adults Through the Clubhouse Model

CEU Hours: 0.2

Speaker Name & Credentials:

Allison Alba Vega - Rutgers University

Speaker Bio:

Allison Alba Vega (she/her) is a graduate student within Rutgers MS Speech-Language Pathology Program who interns within the NEXUS program for her on-campus clinical assignment. Her clinical interests include working with Autistic teens and adults in school-based and community settings

Abstract:

The Clubhouse model, rooted in the field of psychiatric rehabilitation, offers a dynamic, strengths-based framework for supporting Autistic adults in community-based settings.

Originally designed for individuals with serious mental illness, this model of service provision emphasizes egalitarianism, member-driven goals, and a structured work-ordered day that fosters self-determination and meaningful participation, particularly for a population facing a dearth of social-communication supports following the transition to adulthood.

This presentation- led by a multi-stakeholder group including an OT, SLPs, student intern, and autistic program member- introduces the theoretical basis of the Clubhouse model and explores its unique benefits for neurodivergent populations. Through sharing insights from implementation of the NEXUS program at Rutgers University – a joint endeavor of the OT and SLP programs – participants will be introduced to logistical considerations for establishing Clubhouse programs within their own settings, such as securing space, partnering across disciplines, recruiting members, and implementing an iterative co-design process that incorporates member feedback to improve program offerings.

Attendees of the session will come away with ideas for key activities that can be implemented with members – all embedded within real-world contexts that promote generalization.

Facilitation methods grounded in neurodiversity-affirming practices will also be shared, including the use of client-led goal-setting, declarative language, visual supports, and scaffolded routines that respect each member's communication style and sensory profile.

Whether attendees come from clinical, educational, or community-based settings, this session will highlight practical considerations for establishing inclusive service models that support Autistic adults in ways that honor their agency and foster lifelong growth.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe 3 key principles of the Clubhouse model
2. Create an action plan identifying resources, potential partners, and outreach strategy to implement a Clubhouse program in their setting
3. Explain three strategies that can be used to support members within self-directed Clubhouse activities

Level of Education: Introductory

Financial Disclosures: No relevant financial relationships to disclose.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S29 Empowering Autistic Adults Through the Clubhouse Model

CEU Hours: 0.2

Speaker Name & Credentials:

Aaron Dallman - Rutgers University

Speaker Bio:

Dr. Aaron Dallman, Ph.D., OTR/L, is a licensed occupational therapist and translational social scientist with a research emphasis on improving the lives and wellbeing of children with intellectual and developmental disabilities and their families.

Dr. Dallman works at the intersection of healthcare and community, employing a multi-informant and mixed-methods approach to enhance the quality of healthcare and educational interventions throughout the treatment process. For example, Dr. Dallman has partnered with health systems to evaluate practitioner attitudes and to develop scalable educational programs to improve high-value service delivery throughout the healthcare experience (e.g., primary care to specialty care). Dr. Dallman aims to create scalable and high-value interventions within health and educational systems.

Dr. Dallman's research has been shown to meet community-centered priorities and improve transition outcomes for individuals with neurodevelopmental conditions. Their work has informed evidence-based practices that are now being implemented in partnership with a hospital system. Dr. Dallman also has a research interest in innovative philosophical approaches to understanding human participation and engagement in the world. They are particularly interested in embodiment theories and how they might help us better understand the experiences of those with disabilities.

Abstract:

The Clubhouse model, rooted in the field of psychiatric rehabilitation, offers a dynamic, strengths-based framework for supporting Autistic adults in community-based settings.

Originally designed for individuals with serious mental illness, this model of service provision emphasizes egalitarianism, member-driven goals, and a structured work-ordered day that fosters self-determination and meaningful participation, particularly for a population facing a dearth of social-communication supports following the transition to adulthood.

This presentation- led by a multi-stakeholder group including an OT, SLPs, student intern, and autistic program member- introduces the theoretical basis of the Clubhouse model and explores its unique benefits for neurodivergent populations. Through sharing insights from implementation of the NEXUS program at Rutgers University – a joint endeavor of the OT and SLP programs – participants will be introduced to logistical considerations for establishing Clubhouse programs within their own settings, such as securing space, partnering across disciplines, recruiting members, and implementing an iterative co-design process that incorporates member feedback to improve program offerings.

Attendees of the session will come away with ideas for key activities that can be implemented with members – all embedded within real-world contexts that promote generalization.

Facilitation methods grounded in neurodiversity-affirming practices will also be shared, including the use of client-led goal-setting, declarative language, visual supports, and scaffolded routines that respect each member's communication style and sensory profile.

Whether attendees come from clinical, educational, or community-based settings, this session will highlight practical considerations for establishing inclusive service models that support Autistic adults in ways that honor their agency and foster lifelong growth.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe 3 key principles of the Clubhouse model
2. Create an action plan identifying resources, potential partners, and outreach strategy to implement a Clubhouse program in their setting
3. Explain three strategies that can be used to support members within self-directed Clubhouse activities

Level of Education: Introductory

Financial Disclosures: No relevant financial relationships to disclose.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S29 Empowering Autistic Adults Through the Clubhouse Model

CEU Hours: 0.2

Speaker Name & Credentials:

Frances DeCicco - Club NEXUS

Speaker Bio:

Frances DeCicco (she/he) is member of the Rutgers NEXUS program. She advises on NEXUS program development given her lived experience as a consumer of community services for Autistic individuals. Frances works as an administrative assistant at an ABA therapy center and is studying to be a registered behavior technician.

Abstract:

The Clubhouse model, rooted in the field of psychiatric rehabilitation, offers a dynamic, strengths-based framework for supporting Autistic adults in community-based settings. Originally designed for individuals with serious mental illness, this model of service provision emphasizes egalitarianism, member-driven goals, and a structured work-ordered day that fosters self-determination and meaningful participation, particularly for a population facing a dearth of social-communication supports following the transition to adulthood. This presentation- led by a multi-stakeholder group including an OT, SLPs, student intern, and autistic program member- introduces the theoretical basis of the Clubhouse model and explores its unique benefits for neurodivergent populations. Through sharing insights from implementation of the NEXUS program at Rutgers University – a joint endeavor of the OT and SLP programs – participants will be introduced to logistical considerations for establishing Clubhouse programs within their own settings, such as securing space, partnering across disciplines, recruiting members, and implementing an iterative co-design process that incorporates member feedback to improve program offerings. Attendees of the session will come away with ideas for key activities that can be implemented with members – all embedded within real-world contexts that promote generalization. Facilitation methods grounded in neurodiversity-affirming practices will also be shared, including the use of client-led goal-setting, declarative language, visual supports, and scaffolded routines that respect each member’s communication style and sensory profile.

Whether attendees come from clinical, educational, or community-based settings, this session will highlight practical considerations for establishing inclusive service models that support Autistic adults in ways that honor their agency and foster lifelong growth.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe 3 key principles of the Clubhouse model
2. Create an action plan identifying resources, potential partners, and outreach strategy to implement a Clubhouse program in their setting
3. Explain three strategies that can be used to support members within self-directed Clubhouse activities

Level of Education: introductory

Financial Disclosures: No relevant financial relationships to disclose.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S29 Empowering Autistic Adults Through the Clubhouse Model

CEU Hours: 0.2

Speaker Name & Credentials:

Giovanni Paul - Rutgers University

Speaker Bio:

Giovanni Paul, M.S. CCC-SLP (she/her) is a Clinical Educator within the Rutgers MS Speech-Language Pathology program and serves as the speech supervisor for the NEXUS program. In addition to her role at Rutgers, she supports d/Deaf and Hard of hearing students within the public school setting.

Abstract:

The Clubhouse model, rooted in the field of psychiatric rehabilitation, offers a dynamic, strengths-based framework for supporting Autistic adults in community-based settings. Originally designed for individuals with serious mental illness, this model of service provision emphasizes egalitarianism, member-driven goals, and a structured work-ordered day that fosters self-determination and meaningful participation, particularly for a population facing a dearth of social-communication supports following the transition to adulthood. This presentation- led by a multi-stakeholder group including an OT, SLPs, student intern, and autistic program member- introduces the theoretical basis of the Clubhouse model and explores its unique benefits for neurodivergent populations. Through sharing insights from implementation of the NEXUS program at Rutgers University – a joint endeavor of the OT and SLP programs – participants will be introduced to logistical considerations for establishing Clubhouse programs within their own settings, such as securing space, partnering across disciplines, recruiting members, and implementing an iterative co-design process that incorporates member feedback to improve program offerings. Attendees of the session will come away with ideas for key activities that can be implemented with members – all embedded within real-world contexts that promote generalization. Facilitation methods grounded in neurodiversity-affirming practices will also be shared, including the use of client-led goal-setting, declarative language, visual supports, and scaffolded routines that respect each member’s communication style and sensory profile.

Whether attendees come from clinical, educational, or community-based settings, this session will highlight practical considerations for establishing inclusive service models that support Autistic adults in ways that honor their agency and foster lifelong growth.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe 3 key principles of the Clubhouse model
2. Create an action plan identifying resources, potential partners, and outreach strategy to implement a Clubhouse program in their setting
3. Explain three strategies that can be used to support members within self-directed Clubhouse activities

Level of Education: Intermediate

Financial Disclosures: Clinical Educator - Rutgers MS Speech-Language Pathology program

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S29 Empowering Autistic Adults Through the Clubhouse Model

CEU Hours: 0.2

Speaker Name & Credentials:

Stephanie Hubbell - Rutgers University

Speaker Bio:

Stephanie Hubbell, M.S., CCC-SLP (she/her) is the Director of Clinical Education within Rutgers MS Speech-Language Pathology program. A PhD Candidate within Rutgers Psychiatric Rehabilitation Counseling program, Stephanie's research interests lie in exploring the intersections of mental health and communication access to support improved trans- and interdisciplinary care for dually-diagnosed individuals.

Abstract:

The Clubhouse model, rooted in the field of psychiatric rehabilitation, offers a dynamic, strengths-based framework for supporting Autistic adults in community-based settings. Originally designed for individuals with serious mental illness, this model of service provision emphasizes egalitarianism, member-driven goals, and a structured work-ordered day that fosters self-determination and meaningful participation, particularly for a population facing a dearth of social-communication supports following the transition to adulthood.

This presentation- led by a multi-stakeholder group including an OT, SLPs, student intern, and autistic program member- introduces the theoretical basis of the Clubhouse model and explores its unique benefits for neurodivergent populations. Through sharing insights from implementation of the NEXUS program at Rutgers University – a joint endeavor of the OT and SLP programs – participants will be introduced to logistical considerations for establishing Clubhouse programs within their own settings, such as securing space, partnering across disciplines, recruiting members, and implementing an iterative co-design process that incorporates member feedback to improve program offerings.

Attendees of the session will come away with ideas for key activities that can be implemented with members – all embedded within real-world contexts that promote generalization.

Facilitation methods grounded in neurodiversity-affirming practices will also be shared, including the use of client-led goal-setting, declarative language, visual supports, and scaffolded routines that respect each member's communication style and sensory profile. Whether attendees come from clinical, educational, or community-based settings, this session will highlight practical considerations for establishing inclusive service models that support Autistic adults in ways that honor their agency and foster lifelong growth.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe 3 key principles of the Clubhouse model
2. Create an action plan identifying resources, potential partners, and outreach strategy to implement a Clubhouse program in their setting
3. Explain three strategies that can be used to support members within self-directed Clubhouse activities

Level of Education: Intermediate

Financial Disclosures: Director of Clinical Education within Rutgers MS Speech-Language Pathology program

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S30 Novel Ways AI Can Transform Clinical Supervision

CEU Hours: 0.2

Speaker Name & Credentials:

Lisa Belle - Kean University

Speaker Bio:

ASHA-certified bilingual SLP in early intervention and school settings. Specializes in ASD and developmental assessment in culturally and linguistically diverse populations. Research focuses on systemic barriers to equitable identification and intervention.

Abstract:

This new interactive training is designed for current and prospective clinic supervisors who want new strategies to build stronger, more effective relationships with speech-language pathology students by blending established supervision models with innovative tools for today's clinical practice. Grounded in Anderson's Continuum of Supervision (1988), Geller and Foley's (2009) relational model, and Falender et al.'s (2014) multicultural competencies, this session emphasizes the importance of starting strong: establishing rapport early, developing communication awareness, and approaching supervision with cultural humility. Participants will reflect on their own supervisory styles, consider personality-informed strategies for supporting students, and explore ways to clarify expectations and foster trust before externships begin. A key focus of this session is the integration of emerging technologies into clinical supervision, including demonstrations of AI platforms such as ChatGPT, Google Gemini, and Microsoft Copilot. These tools will be shown as practical supports for designing compatibility assessments, streamlining communication, and introducing interactive resources like the SLP Student Baseball Card, an engaging tool that highlights each supervisee's learning style, motivators, and personal values to strengthen the supervisor–student partnership. By combining time-tested supervision models with modern innovations, this training provides professionals with concrete tools and strategies for individualizing mentorship, addressing cultural dynamics that can be implemented immediately in order to keep pace with the evolving demands of clinical education. Attendees will leave with new, ready-to-use ideas that not only make supervision more efficient but also more student-centered, relational, and adaptive to today's professional training needs.

Learner Outcomes:

After completing this course, participants will be able to:

1. Explain the role of personality types in supervisor–student dynamics and apply this knowledge to enhance communication and feedback strategies with supervisees regularly.
2. Discern the importance of establishing supervisor–student compatibility prior to clinical placement, and utilize AI tools in order to facilitate this process through personalized questionnaires, compatibility profiles, and communication insights.
3. Integrate multicultural and diversity-informed practices into daily supervision practices by applying cultural humility, identity awareness, and power dynamics.

Level of Education: introductory

Financial Disclosures: Employee Kean University

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S30 Novel Ways AI Can Transform Clinical Supervision

CEU Hours: 0.2

Speaker Name & Credentials:

Lauren Dennis - Kean University

Speaker Bio:

NJ-licensed, ASHA-certified SLP with Montclair Public School system in NJ. Specializes in ASD and culturally/linguistically diverse populations. Doctoral researcher at Kean University exploring technology in pragmatic language development.

Abstract:

This new interactive training is designed for current and prospective clinic supervisors who want new strategies to build stronger, more effective relationships with speech-language pathology students by blending established supervision models with innovative tools for today's clinical practice. Grounded in Anderson's Continuum of Supervision (1988), Geller and Foley's (2009) relational model, and Falender et al.'s (2014) multicultural competencies, this session emphasizes the importance of starting strong: establishing rapport early, developing communication awareness, and approaching supervision with cultural humility. Participants will reflect on their own supervisory styles, consider personality-informed strategies for supporting students, and explore ways to clarify expectations and foster trust before externships begin. A key focus of this session is the integration of emerging technologies into clinical supervision, including demonstrations of AI platforms such as ChatGPT, Google Gemini, and Microsoft Copilot. These tools will be shown as practical supports for designing compatibility assessments, streamlining communication, and introducing interactive resources like the SLP Student Baseball Card, an engaging tool that highlights each supervisee's learning style, motivators, and personal values to strengthen the supervisor–student partnership. By combining time-tested supervision models with modern innovations, this training provides professionals with concrete tools and strategies for individualizing mentorship, addressing cultural dynamics that can be implemented immediately in order to keep pace with the evolving demands of clinical education. Attendees will leave with new, ready-to-use ideas that not only make supervision more efficient but also more student-centered, relational, and adaptive to today's professional training needs.

Learner Outcomes:

After completing this course, participants will be able to:

1. Explain the role of personality types in supervisor–student dynamics and apply this knowledge to enhance communication and feedback strategies with supervisees regularly.
2. Discern the importance of establishing supervisor–student compatibility prior to clinical placement, and utilize AI tools in order to facilitate this process through personalized questionnaires, compatibility profiles, and communication insights.
3. Integrate multicultural and diversity-informed practices into daily supervision practices by applying cultural humility, identity awareness, and power dynamics.

Level of Education: introductory

Financial Disclosures: Doctoral researcher at Kean University

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S30 Novel Ways AI Can Transform Clinical Supervision

CEU Hours: 0.2

Speaker Name & Credentials:

Jacqueline Marchese - Kean University

Speaker Bio:

ASHA-certified SLP with the NYC Department of Education and doctoral candidate at Kean University. Research interests include AAC use in schools and student transition planning.

Abstract:

This new interactive training is designed for current and prospective clinic supervisors who want new strategies to build stronger, more effective relationships with speech-language pathology students by blending established supervision models with innovative tools for today's clinical practice. Grounded in Anderson's Continuum of Supervision (1988), Geller and Foley's (2009) relational model, and Falender et al.'s (2014) multicultural competencies, this session emphasizes the importance of starting strong: establishing rapport early, developing communication awareness, and approaching supervision with cultural humility. Participants will reflect on their own supervisory styles, consider personality-informed strategies for supporting students, and explore ways to clarify expectations and foster trust before externships begin. A key focus of this session is the integration of emerging technologies into clinical supervision, including demonstrations of AI platforms such as ChatGPT, Google Gemini, and Microsoft Copilot. These tools will be shown as practical supports for designing compatibility assessments, streamlining communication, and introducing interactive resources like the SLP Student Baseball Card, an engaging tool that highlights each supervisee's learning style, motivators, and personal values to strengthen the supervisor–student partnership. By combining time-tested supervision models with modern innovations, this training provides professionals with concrete tools and strategies for individualizing mentorship, addressing cultural dynamics that can be implemented immediately in order to keep pace with the evolving demands of clinical education. Attendees will leave with new, ready-to-use ideas that not only make supervision more efficient but also more student-centered, relational, and adaptive to today's professional training needs.

Learner Outcomes:

After completing this course, participants will be able to:

1. Explain the role of personality types in supervisor–student dynamics and apply this knowledge to enhance communication and feedback strategies with supervisees regularly.
2. Discern the importance of establishing supervisor–student compatibility prior to clinical placement, and utilize AI tools in order to facilitate this process through personalized questionnaires, compatibility profiles, and communication insights.
3. Integrate multicultural and diversity-informed practices into daily supervision practices by applying cultural humility, identity awareness, and power dynamics.

Level of Education: introductory

Financial Disclosures: NYC Department of Education and doctoral candidate at Kean University

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S31 Challenging Hearing Aid Fittings

CEU Hours: 0.15

Speaker Name & Credentials:

Kenneth A. Bodkin - Hackensack Meridian Health

Speaker Bio:

Experienced Manager with a demonstrated history of working in the hospital & health care industry. Skilled in Audiology, Healthcare Management, Healthcare, Clinical Research, and Hearing Aids. Strong professional with a Doctor of Audiology (Au.D.) focused in Audiology/Audiologist from University of Florida.

Abstract:

A panel of audiologists will present case studies highlighting clinical strategies for challenging hearing aid fittings in complex cases. These case studies emphasize a combination of advanced technology, patient-centered approaches, and creative problem-solving.

Learner Outcomes:

After completing this course, participants will be able to:

1. Apply problem-solving strategies to overcome clinical, technical, and patient-specific barriers encountered during complex hearing aid fittings.
2. Evaluate and integrate a combination of advanced hearing aid technologies and features for unique patient profiles.
3. Move beyond standard fitting procedures to apply creative, patient-centered approaches to optimize outcomes for individuals with unique audiological profiles.

Level of Education: Intermediate

Financial Disclosures: No relevant financial relationships to disclose.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S31 Challenging Hearing Aid Fittings

CEU Hours: 0.15

Speaker Name & Credentials:

Elena Kagan-Weitz - Montclair State University

Speaker Bio:

Dr. Elena Weitz, Au.D. is an audiologist and clinical preceptor in the Department of Communication Sciences and Disorders at Montclair State University. In her role, she provides clinical supervision and training to graduate audiology students while supporting the delivery of comprehensive hearing healthcare services.

Dr. Weitz is actively involved in community outreach and hearing healthcare access initiatives across New Jersey. As the director of the New Jersey Hearing Aid Project (NJHAP), she has played a key role in the expansion of the statewide program that provides refurbished hearing aids to eligible low-income older adults. Through this work, she has helped build a network of licensed audiologists to improve access to care for underserved populations.

Her clinical and research interests include hearing aid technology, patient-centered care, preceptorship and expanding access to audiology services in underserved areas and populations. Dr. Weitz is committed to advancing both clinical education and equitable hearing healthcare.

Abstract:

A panel of audiologists will present case studies highlighting clinical strategies for challenging hearing aid fittings in complex cases. These case studies emphasize a combination of advanced technology, patient-centered approaches, and creative problem-solving.

Learner Outcomes:

After completing this course, participants will be able to:

1. Apply problem-solving strategies to overcome clinical, technical, and patient-specific barriers encountered during complex hearing aid fittings.
2. Evaluate and integrate a combination of advanced hearing aid technologies and features for unique patient profiles.
3. Move beyond standard fitting procedures to apply creative, patient-centered approaches to optimize outcomes for individuals with unique audiological profiles.

Level of Education: intermediate

Financial Disclosures: Employee of Montclair State University

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S31 Challenging Hearing Aid Fittings

CEU Hours: 0.15

Speaker Name & Credentials:

Dr. Eric Sandler - The Hearing Center

Speaker Bio:

Dr. Eric Sandler, Sc.D. is a licensed audiologist and Director of Audiological Services at The Hearing Center, a leading independent audiology practice serving patients across the lifespan in New Jersey. He earned his Doctorate of Science in Audiology from Montclair State University and has been practicing in private practice since 2007. As a practice owner, he oversees clinical operations, mentors doctoral students, and works closely with his team to deliver comprehensive, patient-centered hearing care. He is an adjunct faculty at Kean University. Dr. Sandler has extensive experience in pediatric and adult diagnostics, amplification, cochlear implants, and complex hearing cases. He has presented at state, national, and international conferences.

He is an active member and leader within the New Jersey Speech-Language-Hearing Association (NJSHA), where he serves in audiology leadership and advocacy roles supporting the profession statewide.

In addition to his clinical and leadership work, Dr. Sandler is the co-host of Hear Us Out, a podcast dedicated to exploring how sound and hearing influence the human experience.

Abstract:

A panel of audiologists will present case studies highlighting clinical strategies for challenging hearing aid fittings in complex cases. These case studies emphasize a combination of advanced technology, patient-centered approaches, and creative problem-solving.

Learner Outcomes:

After completing this course, participants will be able to:

1. Apply problem-solving strategies to overcome clinical, technical, and patient-specific barriers encountered during complex hearing aid fittings.
2. Evaluate and integrate a combination of advanced hearing aid technologies and features for unique patient profiles.
3. Move beyond standard fitting procedures to apply creative, patient-centered approaches to optimize outcomes for individuals with unique audiological profiles.

Level of Education: intermediate

Financial Disclosures: Director of Audiological Services at The Hearing Center

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S32 Beyond the Clinic: Expanding Audiology Through Podcasts, Virtual Care, & Mission Work
CEU Hours: 0.15

Speaker Name & Credentials:

Michelle Niedelman-Kennedy - Treble Health

Speaker Bio:

Dr. Michelle Neidleman Kennedy is a licensed audiologist in multiple states with experience in clinical care, academia, and consulting. She earned her Doctorate of Audiology from Montclair State University and a bachelor's degree in psychology from the University of Connecticut. Her doctoral research on the effects of background noise on working memory was published in the *Journal of the American Academy of Audiology*. Dr. Neidleman Kennedy completed her residency and later practiced at New York University Langone Medical Center, and subsequently worked at Hackensack University Medical Center providing audiologic and vestibular care to pediatric and adult patients. She currently provides tinnitus therapy through Treble Health and serves as an adjunct professor at Montclair State University and William Paterson University. She also works as a consultant for Shoebox Inc. and the West New York School District. Dr. Neidleman Kennedy is President of the New Jersey Academy of Audiology and a member of the American Speech-Language-Hearing Association (ASHA).

Abstract:

Today's audiologists are redefining the boundaries of patient care, professional education, and global impact. This session explores how clinicians can leverage three avenues—podcasting, virtual hearing healthcare, and international mission trips—to enrich their practice and extend their reach far beyond traditional clinical walls.

Participants will learn how podcasting can amplify evidence-based information, strengthen public trust, and create accessible education for both patients and peers. The session will also highlight best practices for integrating tele-audiology and virtual care models, including strategies for maintaining quality, connection, and continuity in remote settings. Finally, presenters will share lessons and considerations from global mission experiences, emphasizing service delivery and culturally responsive care.

Attendees will leave with practical tools for diversifying their professional footprint, improving patient access, and building meaningful community connections—locally and worldwide.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe strategies for diversifying professional roles and expanding service delivery within speech-language pathology and audiology.
2. Identify approaches to improve patient access to services across local and global communities.
3. Apply methods for building professional networks and fostering meaningful community connections to support clinical practice.

Level of Education: introduction

Financial Disclosures: No financial disclosures

Non-financial Disclosures: Dr. Neidleman Kennedy is President of the New Jersey Academy of Audiology and a member of the American Speech-Language-Hearing Association (ASHA).

Presentation Title:

S32 Beyond the Clinic: Expanding Audiology Through Podcasts, Virtual Care, & Mission Work
CEU Hours: 0.15

Speaker Name & Credentials:

Dr. Eric Sandler - The Hearing Center

Speaker Bio:

Dr. Eric Sandler, Sc.D. is a licensed audiologist and Director of Audiological Services at The Hearing Center, a leading independent audiology practice serving patients across the lifespan in New Jersey. He earned his Doctorate of Science in Audiology from Montclair State University and has been practicing in private practice since 2007. As a practice owner, he oversees clinical operations, mentors doctoral students, and works closely with his team to deliver comprehensive, patient-centered hearing care. He is an adjunct faculty at Kean University.

Abstract:

Today's audiologists are redefining the boundaries of patient care, professional education, and global impact. This session explores how clinicians can leverage three avenues—podcasting, virtual hearing healthcare, and international mission trips—to enrich their practice and extend their reach far beyond traditional clinical walls.

Participants will learn how podcasting can amplify evidence-based information, strengthen public trust, and create accessible education for both patients and peers. The session will also highlight best practices for integrating tele-audiology and virtual care models, including strategies for maintaining quality, connection, and continuity in remote settings. Finally, presenters will share lessons and considerations from global mission experiences, emphasizing service delivery and culturally responsive care.

Attendees will leave with practical tools for diversifying their professional footprint, improving patient access, and building meaningful community connections—locally and worldwide.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe strategies for diversifying professional roles and expanding service delivery within speech-language pathology and audiology.
2. Identify approaches to improve patient access to services across local and global communities.
3. Apply methods for building professional networks and fostering meaningful community connections to support clinical practice.

Level of Education: Introductory

Financial Disclosures: No relevant financial relationships to disclose

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S32 Beyond the Clinic: Expanding Audiology Through Podcasts, Virtual Care, & Mission Work
CEU Hours: 0.15

Speaker Name & Credentials:

Dr. Michelle Schechter - The Hearing Center

Speaker Bio:

Michelle Schechter graduated from Montclair State University in May 2022 with her Doctorate in Audiology. Many patients may recognize her from her clinical internship at The Hearing Center (2020-2021) and her fourth-year externship during the 2021-2022 academic year. Dr. Schechter has experience working with a diverse range of patients, from pediatric to geriatric populations. Her clinical expertise includes diagnostic testing, hearing aids, cochlear implants, and videonystagmography (VNG). She has a particular passion for Auditory Processing evaluations, having recently completed a master's level course on the Buffalo Model for Auditory Processing Disorders. Dr. Schechter has presented her work at both the New Jersey Speech and Hearing Association (NJSHA) conference in 2023 and the American Academy of Audiology (AAA) conference in 2024. Prior to her audiology training, she earned a Bachelor of Arts in Psychology with a minor in Art History from Rutgers University in 2018. While at Rutgers, she received the SAS Excellence Award and was inducted into both the Psi Chi Honors Society and Phi Beta Kappa. Outside of her professional work, Dr. Schechter enjoys playing piano and guitar, participating in fitness classes, traveling, and spending quality time with friends and family. She also co-hosts the Hear Us Out podcast with Dr. Eric Sandler, where they explore the fascinating ways sound and hearing shape the human experience.

Abstract:

Today's audiologists are redefining the boundaries of patient care, professional education, and global impact. This session explores how clinicians can leverage three avenues—podcasting, virtual hearing healthcare, and international mission trips—to enrich their practice and extend their reach far beyond traditional clinical walls.

Participants will learn how podcasting can amplify evidence-based information, strengthen public trust, and create accessible education for both patients and peers. The session will also highlight best practices for integrating tele-audiology and virtual care models, including strategies for maintaining quality, connection, and continuity in remote settings. Finally, presenters will share lessons and considerations from global mission experiences, emphasizing service delivery and culturally responsive care.

Attendees will leave with practical tools for diversifying their professional footprint, improving patient access, and building meaningful community connections—locally and worldwide.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe strategies for diversifying professional roles and expanding service delivery within speech-language pathology and audiology.
2. Identify approaches to improve patient access to services across local and global communities.
3. Apply methods for building professional networks and fostering meaningful community connections to support clinical practice.

Level of Education: Intermediate

Financial Disclosures: No financial relationships to disclose.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

PRAXIS BOWL**Presentation Title:**

PRAXIS BOWL

CEU Hours: 0.1**Speaker Name & Credentials:**

Phillip Erkkila - The Stepping Stones Group

Speaker Bio:

Phillip Erkkila, M.A. CCC-SLP, serves as the Director of University Partnerships, the Professional Development Team Lead, the ASHA Continuing Education Administrator for The Stepping Stones Group. He has experience working in various settings, including public, private, and charter schools, private practice, early intervention, acute care hospitals, and adult home health. Phillip has developed and presented numerous topics in speech-language pathology, covering areas such as treatment practices for children with ASD, behavior management, collaborative service delivery, self-assessment, the importance of soft skills, and topics in supervision and mentorship. He is the host of The Stepping Stones Group's Knowledge Quest, a Praxis prep game show presented at state and national SLP conventions. He is an alumnus of ASHA's Leadership Development Program, a member of the ASHA Continuing Education Board, and a recipient of multiple ASHA Continuing Education (ACE) Awards.

Abstract:

Students and the audience will be presented with Praxis prep questions in a game show

Learner Outcomes:

After completing this course, participants will be able to:

1. Recall key concepts from clinical and professional practice in speech-language pathology and audiology.
2. Explain current evaluation methods, assessment practices, normative data, and standards of practice related to speech science, anatomy and physiology, dysphagia, and audiology.
3. Analyze individual performance to identify areas for improvement within clinical knowledge and professional practice in speech-language pathology and audiology.

Level of Education: Introductory

Financial Disclosures: Employee of Stepping Stone Group

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S35 Strengthening Executive Functions by Becoming a Predictor

CEU Hours: 0.15

Speaker Name & Credentials:

Dani Pellicano - GrowNOW

Speaker Bio:

Dani Pellicano, M.S., CCC-SLP is an Executive Function Specialist with nearly a decade of experience supporting teens and young adults with ADHD and Executive Functioning Developmental Delays as they prepare for and navigate the transition to college. She serves as the Director of the College Success Program at GrowNOW, where she works closely with students and families to build the internal executive function skills necessary for independence, self-regulation, and long-term success.

Dani specializes in supporting high school students preparing for college and college-level students with ADHD and executive function delays using the GrowNOW Internal Skills Model, a framework designed to move students beyond prompt dependence and toward internal accountability and self-management. Her work emphasizes executive-function-driven intervention, skill generalization, and a strong focus on parent coaching to support sustainable growth outside of sessions.

In addition to her clinical work, Dani collaborates with high schools and universities. She provides professional development, leads workshops and presentations, and participates in multidisciplinary meetings to help educational teams better support students with ADHD and executive function challenges.

Abstract:

This presentation focuses on executive functioning as the ability to “do what you know” in real time, emphasizing that these skills are key predictors of long-term success. Participants will learn how executive functions develop, why many students struggle with them, and how factors like time blindness and instant gratification impact performance. The session introduces the GrowNOW “Predictor” model, which teaches students to use mental imagery and self-talk to plan, problem-solve, and take action toward future goals. Attendees will leave with practical, research-based strategies to help students build independence, strengthen self-regulation, and improve performance across school, home, and social settings.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe the role of prediction in supporting executive functioning skills, including planning, organization, and cognitive flexibility.
2. Identify strategies for teaching prediction skills to enhance executive functioning in children and adolescents.
3. Apply practical techniques to incorporate prediction-based activities into therapy or educational settings to support functional outcomes.

Level of Education: introductory

Financial Disclosures: Employee at GrowNow

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S36 Let's Talk AAC: The What, Why, Who, Where, and How

CEU Hours: 0.15

Speaker Name & Credentials:

Catherine Fredericks - Communicom, Inc

Speaker Bio:

Catherine Fredericks is a Speech/Language Pathologist with over 45 years experience serving students with significant communication challenges. In addition to National and State accreditation in her field, Mrs. Fredericks is also credentialed as an Autism Specialist, Assistive Technology Professional, and is a certified Language Acquisition through Motor Planning (LAMP) certified professional. She serves as Recording Secretary on the Board of Directors for The NJ Coalition for the Advancement of Assistive and Rehabilitation Technology (NJCART) and is an active member of the NJSHA AAC committee.

Catherine maintains a Northern NJ private practice specializing in AAC advocacy and support. She speaks at the local, state and national levels about AAC, particularly regarding the need for greater public awareness of AAC in communities throughout the United States. She has been instrumental in the design and construction of Playground communication boards in Wayne and beyond, and serves as a resource for others who are developing playground boards in their own communities.

Abstract:

Although Alternative and Augmentative Communication (AAC) is becoming more widely recognized, performance rather than communication continues to be the focus within many therapy sessions and beyond. This may be related to the apparent lack of SLP training in this area, including universally agreed upon information regarding AAC, evaluation, tools, implementation, and resources available. This presentation will review core tenets of AAC and focus on the importance and means of developing and achieving Spontaneous Novel Utterance Generation (SNUG). The value of providing robust vocabulary and the danger of pre-judging potential will be reviewed. Core and fringe vocabulary will be defined, and the value of Language Acquisition through Motor Planning in achieving mastery of AAC will be explained. Successful activities used to develop AAC competency will be shared, and supporting videos and resources will be shown.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe the benefits of an interdisciplinary approach to patient care in supporting recovery and improving quality of life.
2. Identify key components of a comprehensive, individualized recovery plan for patients across clinical settings.
3. Apply practical strategies to develop and implement tailored, patient-centered treatment plans in collaboration with clinicians and caregivers.

Level of Education: introductory

Financial Disclosures: No relevant financial relationships to disclose.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S37 The Interdisciplinary Management of Concussion Recovery: PT/OT/ SLP

CEU Hours: 0.15

Speaker Name & Credentials:

Dori Cohen - RWJBarnabas Health Ambulatory Care Center

Speaker Bio:

Dori Cohen is an occupational therapist and supervisor at Cooperman Barnabas Medical Center's Outpatient Rehabilitation Center. She received her Bachelor of Arts from the University of Wisconsin, Madison, and her Master of Science degree in Occupational Therapy at New York University. She specializes in treating individuals with neurologic conditions, including multiple sclerosis, Parkinson's disease, and concussion. Dori received training in concussion management during her time at NYU Rusk Rehabilitation. Outside of the clinic, Dori enjoys spending time with her two sons (ages 5 and 7), playing Mahjong, and exploring New York City.

Abstract:

Concussion, or mild traumatic brain injury (mTBI), is a complex physiological injury that causes a wide variety of neurological, physical, and cognitive symptoms. While many concussions resolve within a few weeks, a significant percentage of patients experience persistent post-concussion symptoms that require comprehensive, specialized intervention. Traditional dark room/Cocooning rest approaches have been replaced by active, evidence-based rehabilitation, highlighting the necessity of a multidisciplinary team to address the multifaceted nature of this injury.

This presentation introduces the pathophysiology of concussion, prognostic timelines of recovery and presents the importance of a collaborative, team-based management approach. Participants will gain an understanding of how Physical Therapists (PT), Occupational Therapists (OT), and Speech-Language Pathologists (SLP) work in tandem to optimize patient outcomes. Key roles discussed will include:

- Physical Therapy (PT): Addressing cervicogenic pain, vestibular dysfunction, gaze instability, and exertional tolerance.
- Occupational Therapy (OT): Providing functional assessments, visual-cognitive integration, and energy conservation strategies for daily living.
- Speech-Language Pathology (SLP): Treating cognitive-communication deficits, including attention, memory, and executive function.

By integrating these disciplines, practitioners can provide tailored, holistic care that speeds up recovery and improves the patient's quality of life. This session will provide clinicians and caregivers with actionable insights into creating a comprehensive, individualized recovery plan.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe the benefits of an interdisciplinary approach to patient care in supporting recovery and improving quality of life.
2. Identify key components of a comprehensive, individualized recovery plan for patients across clinical settings.
3. Apply practical strategies to develop and implement tailored, patient-centered treatment plans in collaboration with clinicians and caregivers.

Level of Education: introductory

Financial Disclosures: Employee of RWJBarnabas Health Ambulatory Care Center

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S37 The Interdisciplinary Management of Concussion Recovery: PT/OT/ SLP

CEU Hours: 0.15

Speaker Name & Credentials:

Michael Heitzman - RWJBarnabas Health Ambulatory Care Center

Speaker Bio:

Mike Heitzman a master clinician in concussion rehab and general orthopedic. He graduated from New York University in 2010. He initially honed his skills in the acute care setting of level 1 trauma centers, then transitioned to the outpatient setting in 2015. Since his transition he has successfully opened 2 outpatient Physical Therapy sites for Cooperman Barnabas Medical Center's Rehabilitation department and catalyzed the growth a concussion rehabilitative specialty program. He is a published and active participating author on concussion research with the Mathew J Morahan III Assessment center for Athletes as well as a community and system wide educator for sports injury and concussion management and injury prevention. Mike was a collegiate soccer player and athlete. If you don't find him in the clinic, look to the woods where he is likely hiking with his wife and three kids

Abstract:

Concussion, or mild traumatic brain injury (mTBI), is a complex physiological injury that causes a wide variety of neurological, physical, and cognitive symptoms. While many concussions resolve within a few weeks, a significant percentage of patients experience persistent post-concussion symptoms that require comprehensive, specialized intervention. Traditional dark room/Cocooning rest approaches have been replaced by active, evidence-based rehabilitation, highlighting the necessity of a multidisciplinary team to address the multifaceted nature of this injury.

This presentation introduces the pathophysiology of concussion, prognostic timelines of recovery and and presents a the importance of a collaborative, team-based management approach. Participants will gain an understanding of how Physical Therapists (PT), Occupational Therapists (OT), and Speech-Language Pathologists (SLP) work in tandem to optimize patient outcomes. Key roles discussed will include:

- Physical Therapy (PT): Addressing cervicogenic pain, vestibular dysfunction, gaze instability, and exertional tolerance.
- Occupational Therapy (OT): Providing functional assessments, visual-cognitive integration, and energy conservation strategies for daily living.
- Speech-Language Pathology (SLP): Treating cognitive-communication deficits, including attention, memory, and executive function.

By integrating these disciplines, practitioners can provide tailored, holistic care that speeds up recovery and improves the patient's quality of life. This session will provide clinicians and caregivers with actionable insights into creating a comprehensive, individualized recovery plan.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe the benefits of an interdisciplinary approach to patient care in supporting recovery and improving quality of life.
2. Identify key components of a comprehensive, individualized recovery plan for patients across clinical settings.
3. Apply practical strategies to develop and implement tailored, patient-centered treatment plans in collaboration with clinicians and caregivers.

Level of Education: introductory

Financial Disclosures: Employee of RWJBarnabas Health Ambulatory Care Center

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S37 The Interdisciplinary Management of Concussion Recovery: PT/OT/ SLP

CEU Hours: 0.15

Speaker Name & Credentials:

Allison Levin - Cooperman Barnabas Medical Center

Speaker Bio:

Allison Levin is a speech language pathologist who received her Bachelor of Arts in Hearing and Speech Sciences from University of Maryland and her Master of Science in Speech Language Pathology from Boston University. She holds a Certificate of Clinical Competence in Speech Language Pathology through American Speech-Language-Hearing Association. Allison has worked with individuals of all ages in a variety of settings, including inpatient and subacute rehabilitation, long-term care, and outpatient clinics, but has found her passion with helping individuals with acquired neurological disorders. Allison loves to collaborate with patients, their families, and the entire interdisciplinary team. Allison strives to provide patient-centered care to address individualized goals through functional treatment activities while optimizing quality of life. Allison served as a member of the outpatient rehabilitation concussion team at Burke Rehabilitation Hospital, where she developed the pediatric speech therapy concussion rehabilitation program. Allison is an active member of the Cooperman Barnabas Medical Center concussion rehabilitation team since joining the organization in 2024. In her free time, she enjoys reading, crafting, and traveling with her fiancé.

Abstract:

Concussion, or mild traumatic brain injury (mTBI), is a complex physiological injury that causes a wide variety of neurological, physical, and cognitive symptoms. While many concussions resolve within a few weeks, a significant percentage of patients experience persistent post-concussion symptoms that require comprehensive, specialized intervention. Traditional dark room/Cocooning rest approaches have been replaced by active, evidence-based rehabilitation, highlighting the necessity of a multidisciplinary team to address the multifaceted nature of this injury.

This presentation introduces the pathophysiology of concussion, prognostic timelines of recovery and and presents a the importance of a collaborative, team-based management approach. Participants will gain an understanding of how Physical Therapists (PT), Occupational Therapists (OT), and Speech-Language Pathologists (SLP) work in tandem to optimize patient outcomes. Key roles discussed will include:

- Physical Therapy (PT): Addressing cervicogenic pain, vestibular dysfunction, gaze instability, and exertional tolerance.
- Occupational Therapy (OT): Providing functional assessments, visual-cognitive integration, and energy conservation strategies for daily living.
- Speech-Language Pathology (SLP): Treating cognitive-communication deficits, including attention, memory, and executive function.

By integrating these disciplines, practitioners can provide tailored, holistic care that speeds up recovery and improves the patient's quality of life. This session will provide clinicians and caregivers with actionable insights into creating a comprehensive, individualized recovery plan.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe the benefits of an interdisciplinary approach to patient care in supporting recovery and improving quality of life.
2. Identify key components of a comprehensive, individualized recovery plan for patients across clinical settings.
3. Apply practical strategies to develop and implement tailored, patient-centered treatment plans in collaboration with clinicians and caregivers.

Level of Education: introductory

Financial Disclosures: Employee Cooperman Barnabas Medical Center

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S38 Chew On This: A Beginner's Guide to Pediatric Feeding Therapy

CEU Hours: 0.15

Speaker Name & Credentials:

Amanda Pluchino - Tablespoon Talk, Speech and Feeding Therapy, LLC

Speaker Bio:

Amanda is the founder of Tablespoon Talk, Speech and Feeding Therapy PLLC. She received her BS in Speech Language Pathology and Audiology from St. John's University and her MS in Speech Language Pathology from Monmouth University. During her time at Monmouth, Amanda participated in volunteer research on stuttering, cluttering and autism. She was selected as a graduate research assistant and conducted research on Augmentative and Alternative Communication, while contributing to app developments for children with special needs alongside Dr. Yao Du. She received the Dean's Award of Excellence in Scholarship from Dr. Kathleen Scaler Scott, for one of her proposed research projects that was formerly displayed at the 2022 ASHA Convention in New Orleans.

Amanda has clinical experience in private practices, clinics and school settings. She treated students in the multiple disabilities programs within the New York and New Jersey school districts, where she worked with students ages 3-11. She has experience working with the following populations and diagnoses: Early Intervention, Childhood Apraxia of Speech, Autism (with and without Gestalt Language Processing), Auditory Processing Disorder, Cerebral Palsy, Cleft Lip and Palate, Rhetts Syndrome, Milan Syndrome, William's Syndrome, Sensory Processing Disorder, Down Syndrome, Developmentally Delayed, TBI (Traumatic Brain Injury), Pediatric Feeding Disorder, ARFID, Tethered Oral Tissues (Tongue, Lip and Buccal Ties), Literacy Disorder, Fluency Disorder, Dysphagia and Orofacial Myofunctional Disorder.

Amanda holds a Certificate of Clinical Competence in Speech Language Pathology through the American Speech and Hearing Association (ASHA). She is a certified Myofunctional Therapist through training in the Simon Says Myofunctional Certification Course, which includes the OMT programs: Tongue Tips, Tiny Tongue Tips and Thumbs Up. She is Level 1 PROMPT trained and has received advanced trainings in pediatric feeding disorders, including the AEIOU Approach to Feeding and When Baby Can't Suck. She is a member of ASHA's Special Interest Group 13: Swallowing and Swallowing Disorders / Dysphagia. Amanda is an alliance member for Feeding Matters and fundraises annually for their campaign to support children and families affected by pediatric feeding disorders. She speaks about her experience as a speech language pathologist at colleges and universities and supports students at the undergraduate and graduate levels through mentorship

Abstract:

Pediatric feeding is a critical area within the field of speech language pathology. Yet, many new clinicians feel unprepared to address and treat pediatric feeding disorders due to a lack of education, which has created uncertainty and hesitation in the field. This session will provide a foundational framework for new therapists to learn how to recognize and treat pediatric feeding disorders, while learning functional ways to build their confidence. Emphasis will be placed on building clinical self-trust and the importance of continuing education. The presentation structure will include an introductory segment that will define pediatric feeding disorders, showcase statistics and prevalence rates and identify key terms every therapist should learn. The following segment will allow therapists to identify common barriers to clinician confidence and outlining three mindset and skill-based strategies for overcoming them. The last segment of the presentation will cover two evidence-based intervention approaches (e.g. Responsive Feeding

Therapy and Food Chaining) that therapists may implement within their practices, along with case examples and treatment planning tips. The lecture presentation will include real-world examples, visual aids and resource recommendations. By the end of this session, attendees will have a clear roadmap for beginning feeding therapy with confidence. Whether working in early intervention, schools or private practice, new therapists will gain valuable insights and tools to support their pediatric clients with feeding difficulties.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe the characteristics, prevalence, and key terminology associated with pediatric feeding disorders in clinical practice.
2. Identify common barriers to clinician confidence and strategies to support skill development in pediatric feeding therapy.
3. Apply evidence-based intervention approaches, such as Responsive Feeding Therapy and Food Chaining, to develop effective treatment plans for pediatric feeding disorders.

Level of Education: introductory

Financial Disclosures: An honorarium is provided by NJSHA for this presentation. Founder of Tablespoon Talk, Speech and Feeding Therapy PLLC

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S39 Understanding Administrative Expectations: A Guide for School-Based Speech-Language Pathologists (from a Past-Life SLP)

CEU Hours: 0.15

Speaker Name & Credentials:

Michelle Fenwick - Ridgewood Public School

Speaker Bio:

Michelle Fenwick, SLP.D leads and serves as the Assistant Superintendent Elementary and Special Programs in the Ridgewood Public Schools. She has an extensive expertise in special education and educational leadership. She has served as a Director of Special Education in Bergen and Passaic County and for many years, served as a WPUNJ Adjunct Professor in the Communication Disorders and Special Education Departments. Professional achievements include the NJAPSA Special Education Director of the Year and 2024 NJSBA/ASAH Innovations in Special Education Award.

Abstract:

School-based speech-language pathologists (SLPs) often navigate complex administrative expectations while providing quality services to students. This session led by a past SLP (currently in a Educational Administrative role) will explore the perspectives of school administrators regarding SLP roles, responsibilities, and contributions to the educational team. Participants will gain insight into administrative priorities including compliance with IEP timelines, collaboration with classroom teachers, data collection and progress monitoring, and effective communication with families. The presentation will address common areas of misalignment between administrative expectations and clinical practice, offering practical strategies for building positive administrator-SLP relationships. Topics will include understanding administrative decision-making processes, advocating for appropriate caseload sizes, demonstrating the value of speech-language services through measurable outcomes, and participating meaningfully in RTI/MTSS frameworks. Real-world scenarios will illustrate successful approaches to meeting administrative expectations while maintaining clinical integrity and professional standards. Attendees will learn strategies for proactive communication, efficient documentation practices, and collaborative problem-solving that satisfy both administrative requirements and student needs. This session is designed for school-based SLPs at all career stages who seek to enhance their professional relationships with administrators and strengthen their role within the school community.

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify at least three key administrative priorities that impact the role and responsibilities of school-based speech-language pathologists, including IEP compliance, collaboration, and progress monitoring.
2. Describe at least two strategies for improving communication and collaboration between SLPs and school administrators to support student outcomes and program effectiveness.
3. Apply at least two practical approaches for aligning clinical practices with administrative expectations while maintaining professional standards and demonstrating the value of speech-language services.

Level of Education: introductory

Financial Disclosures: No relevant financial relationships to disclose.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S40 Medical Emergencies in Audiology Offices

CEU Hours: 0.15

Speaker Name & Credentials:

Robert DiSogra - Dr. Robert M. DiSogra, Audiologist

Speaker Bio:

Dr. Robert DiSogra is a retired audiologist (now consultant) from Millstone, New Jersey. Before retiring in 2016 he maintained private practice for 30 years in Freehold, New Jersey.

Dr. DiSogra serves on the Board of Directors for The Audiology Project as well as being one of the two audiologists representing the profession on the Centers for Disease Control's Diabetes Management Collaborative.

Bob has an extensive teaching, publication and lecture history (including webinars) on hearing loss from diabetes and other chronic illnesses, pharmacology, ototoxicity, COVID-19's impact on hearing and auditory processing, and adverse drug reactions on hearing and balance. Aside from many state Speech and Hearing Associations and Academies of Audiology, Dr DiSogra has lectured in England, Germany, Canada, New Zealand and Puerto Rico.

Dr. DiSogra was the 2020 recipient of the award for Clinical Excellence in Audiology from the American Academy of Audiology and the 2016 Academy of Doctors of Audiology Dr. Joel Wernick Award in recognition of an outstanding educational contribution within the fields of Audiology and Hearing Science.

Bob is US Navy veteran and served during the Vietnam era.

Abstract:

In 2024, the Centers for Disease Control and Prevention listed each of the following 10 medical conditions as chronic illnesses: asthma, cancer (excluding skin cancer), chronic kidney disease, chronic obstructive pulmonary disease, coronary heart disease, depression, diabetes, high cholesterol, hypertension, and obesity/fall risk. Hearing loss, fall risk and cognitive issues can be associated with each of these illnesses likely due to ototoxicity, microangiopathy, genetics, and other etiologies.

Of interest is that depression is listed as one of the top 10 chronic illnesses. Alone, depression does not cause auditory/balance/cognitive impairment. On the contrary, it is the hearing loss (regardless of the etiology) that can lead to isolation, family disconnection and thus, depression.

Familiarity with typical symptoms associated with chronic illnesses can help hearing care professionals know which tests to conduct and how to better manage and treat these patients.

This program will review the risk, prevalence, type, and degree of auditory-vestibular and cognitive symptoms which may occur in parallel with these chronic illnesses.

Management strategies will also be presented for each illness.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe the relationship between chronic illnesses and associated auditory, vestibular, and cognitive symptoms, including potential contributing factors.
2. Identify common symptoms and risk factors related to hearing loss, balance issues, and cognitive changes in individuals with chronic medical conditions.
3. Apply appropriate assessment and management strategies to support patients with co-occurring chronic illnesses and auditory-vestibular concerns.

Level of Education: intermediate

Financial Disclosures: No relevant financial relationships to disclose.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S41 Mental Health Wellness in the Workplace: Turning a Mess into a Message

CEU Hours: 0.15

Speaker Name & Credentials:

Heather Remo - Powerback Rehabilitation

Speaker Bio:

Heather Remo is a Senior Clinical Operations Area Director for Powerback Rehabilitation. She has been a SLP for 31 years and has been with Powerback for 26 years. In addition to being passionate about leadership, she is committed to bringing awareness to mental health issues in the workplace to assist employees to become the best version of themselves. Her passion led to this presentation which went viral in her company, being presented twice to a subgroup of leaders, including the COO and finally, to the entire company.

Abstract:

In the high-stakes world of healthcare and communication disorders, professionals often conceal emotional strain behind masks of competence, positivity, or indifference. This interactive 90-minute workshop invites participants to explore the five masks — the Overachiever, the Happy Face, the Joker, the I Don't Care, and the Caretaker — that frequently hide underlying anxiety, burnout, and depression. Through personal storytelling, discussion, and evidence-based strategies, attendees will examine the impact of these masks on mental health, communication, and professional effectiveness.

Participants will gain practical wellness tools including mindfulness, gratitude journaling, and breathing techniques such as box breathing and the 4-7-8 method. Leadership strategies will be introduced to help create psychologically safe environments that encourage authenticity and vulnerability.

By session's end, participants will develop individualized cup-filling action plans to strengthen personal well-being and foster resilience in their workplaces. Designed for speech-language-hearing professionals, educators, and healthcare leaders, this session transforms personal and professional challenges into opportunities for growth, empathy, and sustainable performance.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe common emotional coping patterns (masks) used by professionals and their impact on mental health, communication, and workplace effectiveness.
2. Identify evidence-based wellness strategies, including mindfulness, breathing techniques, and reflective practices, to support resilience and reduce burnout.
3. Apply individualized strategies to promote personal well-being and foster psychologically safe, supportive environments within professional settings.

Level of Education: introductory

Financial Disclosures: Senior Clinical Operations Area Director for Powerback Rehabilitation

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S41 Mental Health Wellness in the Workplace: Turning a Mess into a Message

CEU Hours: 0.15

Speaker Name & Credentials:

April Jewell - Powerback Rehabilitation

Speaker Bio:

April Jewell is a healthcare Human Resources Business Partner with more than 20 years of experience in the healthcare sector, partnering with clinical leaders across hospital systems, specialty practices, and national rehabilitation organizations. Over the past six years, she has supported multi-state therapy operations through her work with Encore Rehabilitation and Powerback Rehabilitation, advising leadership teams across multiple therapy disciplines nationwide. As a healthcare HR professional, April has been an advocate for mental health awareness within the workforce, championing early intervention strategies, leadership accountability, and psychologically safe work environments. She works closely with healthcare executives to address burnout, compassion fatigue, and the operational pressures facing today's clinicians, while implementing practical solutions that support resilience and engagement. A native Michigander from Southeast Detroit, April brings Midwestern resilience, authenticity, and practicality to her HR style. Outside of her professional life, she has been happily married for 29 years and is the proud mother of a 19-year-old daughter who is a collegiate athlete. She is a self-declared stained glass artist and enjoys spending time on the waters of the Great Lakes with family and friends — always accompanied by her famously “mean” cat waiting at home.

Abstract:

In the high-stakes world of healthcare and communication disorders, professionals often conceal emotional strain behind masks of competence, positivity, or indifference. This interactive 90-minute workshop invites participants to explore the five masks — the Overachiever, the Happy Face, the Joker, the I Don't Care, and the Caretaker — that frequently hide underlying anxiety, burnout, and depression. Through personal storytelling, discussion, and evidence-based strategies, attendees will examine the impact of these masks on mental health, communication, and professional effectiveness.

Participants will gain practical wellness tools including mindfulness, gratitude journaling, and breathing techniques such as box breathing and the 4-7-8 method. Leadership strategies will be introduced to help create psychologically safe environments that encourage authenticity and vulnerability.

By session's end, participants will develop individualized cup-filling action plans to strengthen personal well-being and foster resilience in their workplaces. Designed for speech-language-hearing professionals, educators, and healthcare leaders, this session transforms personal and professional challenges into opportunities for growth, empathy, and sustainable performance.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe common emotional coping patterns (masks) used by professionals and their impact on mental health, communication, and workplace effectiveness.
2. Identify evidence-based wellness strategies, including mindfulness, breathing techniques, and reflective practices, to support resilience and reduce burnout.
3. Apply individualized strategies to promote personal well-being and foster psychologically safe, supportive environments within professional settings.

Level of Education: introductory

Financial Disclosures: No relevant financial relationships to disclose.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S42 AAC Implementation with DHH Students

CEU Hours: 0.15

Speaker Name & Credentials:

Quinn Kelly - The Way You Say LLC/ Language First

Speaker Bio:

Quinn Kelly is a bilingual, American Sign Language (ASL)-fluent, certified Speech-Language Pathologist in NY and NJ. Currently, Quinn works for the private practice The Way You Say LLC in northern NJ and is a content expert and AAC consultant for Language First. She primarily services students targeting Augmentative and Alternative Communication (AAC) within expressive and receptive language skills.

As a bilingual therapist, Quinn specializes in working with AAC with individuals who are Deaf Plus/Disabled. Quinn has worked with both neurotypical and complex communicators through various bilingual approaches with ASL and AAC.

She has co-developed an informal assessment for AAC and various resources. Quinn has conducted and presented research about AAC use with d/Deaf individuals on the national and international level. Recently, her research was published with the American Annals of the Deaf. Quinn currently holds her ASL-PI certificate from Gallaudet University. She currently resides in New Jersey.

Abstract:

Participants will gain valuable insights into the best practices for implementing and supporting Augmentative and Alternative Communication (AAC) systems for Deaf students with multiple disabilities. Focusing on inclusive, evidence-based strategies, this session will help attendees understand the critical role they play in fostering an environment that ensures communication access, academic success, and social inclusion for these students. This presentation will address the unique challenges faced by Deaf students with additional disabilities and how AAC systems can support communication and learning in diverse educational settings. Practical strategies for selecting and implementing AAC tools that meet individual needs will be shared, as well as practices for training staff and collaborating with families to ensure children have access communication using a language AND an AAC system. Join us to explore actionable solutions that administrators can use to create supportive, inclusive environments that empower Deaf students with multiple disabilities to thrive both academically and socially.

Learner Outcomes:

After completing this course, participants will be able to:

1. Explain the unique challenges faced by Deaf students with multiple disabilities.
2. Select and implement appropriate AAC systems and tools tailored to the individual needs of Deaf students with additional disabilities.
3. Develop strategies for training staff, collaborating with families, and fostering an inclusive culture that supports the successful integration of AAC.

Level of Education: introductory

Financial Disclosures: No relevant financial relationships to disclose

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S43 Applications of AI in Communication Disorders: A Scoping Review

CEU Hours: 0.15

Speaker Name & Credentials:

Qiu Mengyang – Saint Elizabeth University

Speaker Bio:

New Jersey Academy of Audiology; Board Member; Legislative initiatives

Abstract:

Artificial intelligence (AI) has emerged as a transformative tool in healthcare, including the assessment and treatment of communication disorders. Advances in natural language processing, speech recognition, and acoustic signal analysis have enabled AI-assisted screening, early diagnosis, and personalized intervention. Despite growing research interest, the scope and extent of AI applications across communication disorder populations remain unclear.

This review aimed to synthesize current evidence on the application of AI technologies in the field of communication disorders, with a specific focus on their use in both assessment and intervention, and to identify the key populations in which these technologies have been applied. Following the PRISMA-ScR framework, a comprehensive literature search was conducted across 5 databases—ProQuest, MEDLINE, HealthSource, BioMed, PubMed, and MEDLINE Complete. Search terms encompassed concepts related to artificial intelligence (e.g., machine learning, speech recognition, natural language processing) and communication disorders (e.g., speech disorder, language disorder, aphasia, dysarthria, stuttering, dysphagia). Peer-reviewed studies published in English that described or evaluated AI use in the assessment or treatment of communication disorders were included. Two reviewers independently screened, extracted data and synthesized findings regarding study design, population, AI models, disorder type, and clinical tasks.

The results highlighted the different AI methodologies used for different types of communication disorders and critical gaps in clinical validation and real-world implementation. Future systematic reviews and prospective assessment/intervention research are warranted to evaluate the efficacy and integration of AI-supported approaches in clinical practice.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe current artificial intelligence (AI) methodologies used in the assessment and treatment of communication disorders.
2. Identify limitations and gaps in clinical validation and real-world implementation of AI-supported approaches.
3. Analyze considerations for integrating AI-based tools into clinical practice to support assessment and intervention.

Level of Education: introductory

Financial Disclosures: No relevant financial relationships to disclose

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S43 Applications of AI in Communication Disorders: A Scoping Review

CEU Hours: 0.15

Speaker Name & Credentials:

Sara NassrElgrgawi - Saint Elizabeth University

Speaker Bio:

Sara NassrElgrgawi is currently an M.S. student in the Speech-Language Pathology program at Saint Elizabeth University.

Abstract:

Artificial intelligence (AI) has emerged as a transformative tool in healthcare, including the assessment and treatment of communication disorders. Advances in natural language processing, speech recognition, and acoustic signal analysis have enabled AI-assisted screening, early diagnosis, and personalized intervention. Despite growing research interest, the scope and extent of AI applications across communication disorder populations remain unclear.

This review aimed to synthesize current evidence on the application of AI technologies in the field of communication disorders, with a specific focus on their use in both assessment and intervention, and to identify the key populations in which these technologies have been applied. Following the PRISMA-ScR framework, a comprehensive literature search was conducted across 5 databases—ProQuest, MEDLINE, HealthSource, BioMed, PubMed, and MEDLINE Complete. Search terms encompassed concepts related to artificial intelligence (e.g., machine learning, speech recognition, natural language processing) and communication disorders (e.g., speech disorder, language disorder, aphasia, dysarthria, stuttering, dysphagia). Peer-reviewed studies published in English that described or evaluated AI use in the assessment or treatment of communication disorders were included. Two reviewers independently screened, extracted data and synthesized findings regarding study design, population, AI models, disorder type, and clinical tasks.

The results highlighted the different AI methodologies used for different types of communication disorders and critical gaps in clinical validation and real-world implementation. Future systematic reviews and prospective assessment/intervention research are warranted to evaluate the efficacy and integration of AI-supported approaches in clinical practice.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe current artificial intelligence (AI) methodologies used in the assessment and treatment of communication disorders.
2. Identify limitations and gaps in clinical validation and real-world implementation of AI-supported approaches.
3. Analyze considerations for integrating AI-based tools into clinical practice to support assessment and intervention.

Level of Education: introductory

Financial Disclosures: No relevant financial relationships to disclose.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S43 Applications of AI in Communication Disorders: A Scoping Review

CEU Hours: 0.15

Speaker Name & Credentials:

Siena Sun - Saint Elizabeth University

Speaker Bio:

Dr. Siena Sun is a bilingual speech-language pathologist and assistant professor at Saint Elizabeth University, specializing in speech sound disorders, pediatric feeding disorder, and bilingual language development.

Abstract:

Artificial intelligence (AI) has emerged as a transformative tool in healthcare, including the assessment and treatment of communication disorders. Advances in natural language processing, speech recognition, and acoustic signal analysis have enabled AI-assisted screening, early diagnosis, and personalized intervention. Despite growing research interest, the scope and extent of AI applications across communication disorder populations remain unclear.

This review aimed to synthesize current evidence on the application of AI technologies in the field of communication disorders, with a specific focus on their use in both assessment and intervention, and to identify the key populations in which these technologies have been applied. Following the PRISMA-ScR framework, a comprehensive literature search was conducted across 5 databases—ProQuest, MEDLINE, HealthSource, BioMed, PubMed, and MEDLINE Complete. Search terms encompassed concepts related to artificial intelligence (e.g., machine learning, speech recognition, natural language processing) and communication disorders (e.g., speech disorder, language disorder, aphasia, dysarthria, stuttering, dysphagia). Peer-reviewed studies published in English that described or evaluated AI use in the assessment or treatment of communication disorders were included. Two reviewers independently screened, extracted data and synthesized findings regarding study design, population, AI models, disorder type, and clinical tasks.

The results highlighted the different AI methodologies used for different types of communication disorders and critical gaps in clinical validation and real-world implementation. Future systematic reviews and prospective assessment/intervention research are warranted to evaluate the efficacy and integration of AI-supported approaches in clinical practice.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe current artificial intelligence (AI) methodologies used in the assessment and treatment of communication disorders.
2. Identify limitations and gaps in clinical validation and real-world implementation of AI-supported approaches.
3. Analyze considerations for integrating AI-based tools into clinical practice to support assessment and intervention.

Level of Education: introductory

Financial Disclosures: No relevant financial relationships to disclose.

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S44 Spotlight on Voice Evaluation and Voice Therapy

CEU Hours: 0.15

Speaker Name & Credentials:

Amy L. Cooper - The Jersey Speech Lab

Speaker Bio:

Amy L. Cooper has been a singing voice specialist for over 20 years, working for 14 years in management roles at 3 voice centers in Manhattan, including director of Speech and Voice for New York Eye and Ear Infirmary, as well as Assistant Director of the Columbia University's Center for Voice and Swallowing. In more recent years, Amy has worked her private practice, The Jersey Speech Lab, in Maplewood, NJ, where her practice focuses on care and rehabilitation of professional voice users. She is a PAVA-Recognized Vocologist. Amy has lectured both nationally and internationally, has been published in peer-reviewed journals, featured on radio spots, and she has contributed to multiple textbooks. Amy studied musical theater at Northwestern University, and received her master's degree from Teachers College, Columbia University.

Abstract:

This program explores voice evaluation and voice therapy for speech language pathologists who wish to expand their clinical expertise in the area of voice disorders. Anatomy and physiology of the vocal mechanism, as well as vocal health and injury prevention, will be targeted. Common pathologies will be discussed, as well as treatment rationale and evidence-based treatment strategies for hyperfunctional and hypofunctional voice problems. Voice assessment, interdisciplinary collaboration, and future trends in this clinical area will be addressed. This program will empower SLPs working in a variety of settings.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe the anatomy and physiology of the vocal mechanism and its role in voice production and vocal health.
2. Identify common voice disorders, including hyperfunctional and hypofunctional pathologies, and appropriate assessment approaches.
3. Apply evidence-based voice therapy techniques and interdisciplinary collaboration strategies to support effective treatment of voice disorders.

Level of Education: introductory

Financial Disclosures: Owner, The Jersey Speech Lab

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S44 Spotlight on Voice Evaluation and Voice Therapy

CEU Hours: 0.15

Speaker Name & Credentials:

Shirley Gherson - NYU Langone Voice Center

Speaker Bio:

Shirley Gherson is a clinical voice specialist at the NYU Langone Medical Center and an adjunct professor in the Steinhardt School of Graduate Studies at NYU. Clinically, she functions as part of an interdisciplinary team at the NYU Voice Center along with doctors and researchers. She studied both music and communication disorders as an undergraduate at Boston University, and completed her master's degree in Speech Pathology at the University of Colorado at Boulder. She pursued additional training at the Vocology Institute at Iowa University, and continued her specialization of rehabilitation of the performing voice at several Harvard affiliated hospitals in Boston, including the Massachusetts Eye and Ear Infirmary and Brigham and Women's Hospital. Ms. Gherson has lectured, presented, and developed workshops for the professional voice at national conferences, and has authored a number of publications for professional textbooks and peer reviewed journals.

Abstract:

This program explores voice evaluation and voice therapy for speech language pathologists who wish to expand their clinical expertise in the area of voice disorders. Anatomy and physiology of the vocal mechanism, as well as vocal health and injury prevention, will be targeted. Common pathologies will be discussed, as well as treatment rationale and evidence-based treatment strategies for hyperfunctional and hypofunctional voice problems. Voice assessment, interdisciplinary collaboration, and future trends in this clinical area will be addressed. This program will empower SLPs working in a variety of settings.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe the anatomy and physiology of the vocal mechanism and its role in voice production and vocal health.
2. Identify common voice disorders, including hyperfunctional and hypofunctional pathologies, and appropriate assessment approaches.
3. Apply evidence-based voice therapy techniques and interdisciplinary collaboration strategies to support effective treatment of voice disorders.

Level of Education: introductory

Financial Disclosures: Employee NYU Langone Medical Center and an adjunct professor in the Steinhardt School of Graduate Studies at NYU

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S45 No More Questions: Using Comments to Elicit Functional Communication

CEU Hours: 0.15

Speaker Name & Credentials:

Brianna Rein - Adler Aphasia Center

Speaker Bio:

Brianna Rein is a licensed Speech-Language Pathologist and Certified Brain Injury Specialist who currently serves as the Program Director at the Adler Aphasia Center in Toms River, New Jersey. She has over 11 years of clinical experience working with individuals with aphasia, brain injury, dysarthria, and voice disorders. Brianna's professional experience spans a variety of clinical settings, including community-based programs, outpatient services, skilled nursing facilities, acute rehabilitation, adult and pediatric long-term care, and early intervention. Her work focuses on supporting individuals with acquired communication disorders through functional, person-centered approaches to therapy and participation. She earned her Master of Arts in Speech-Language Pathology from Kean University and her Bachelor of Arts from Rutgers University.

Abstract:

Speech-language therapy sessions often rely on asking clients questions to prompt responses. While effective in some contexts, too many questions can feel demanding and limit opportunities for authentic communication. This presentation highlights a practical shift: using comments instead of questions to support engagement, reduce pressure, and create more natural language opportunities. Participants will learn how to use descriptive and reflective commenting strategies to model vocabulary, expand utterances, and encourage spontaneous communication. Real-life therapy examples will demonstrate how comments can support adults working on cognitive-linguistic goals. Practical takeaways will include ways to balance comments and questions, adapt strategies across developmental levels, and embed commenting into routines and daily interactions. Attendees will leave with concrete tools to make therapy sessions more relaxed, responsive, and effective.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe the role of commenting versus questioning in supporting engagement and spontaneous communication during speech-language therapy.
2. Identify descriptive and reflective commenting strategies to model vocabulary, expand utterances, and reduce communication pressure.
3. Apply commenting techniques across therapy contexts to support cognitive-linguistic goals and promote more natural, functional communication.

Level of Education: Introductory

Financial Disclosures: Program Director at the Adler Aphasia Center

Non-financial Disclosures: No relevant non-financial relationships to disclose.

Presentation Title:

S46 UTS Student Session: Transitioning into a School Based Setting

CEU Hours: 0.15

Speaker Name & Credentials:

Geneva Rutherford - United Therapy Solutions

Speaker Bio:

Geneva Rutherford is a passionate school-based therapist dedicated to helping young students build the skills they need to succeed both in and out of the classroom. Originally from Matamoras, Pennsylvania, she graduated from Bloomsburg University in 2024 and completed her Clinical Fellowship (CF) year with United Therapy Solutions, where she developed a strong foundation in school-based practice.

Now working in an elementary school setting serving students in grades K–4, Geneva supports a wide range of learners across both self-contained and general education classrooms. She is especially driven to create meaningful progress for each student, focusing on functional growth that empowers them to thrive in their everyday school environment.

Her commitment to student-centered care, collaboration with educators, and positive impact in the classroom reflects the kind of clinician United Therapy Solutions is proud to support and develop.

Abstract:

Join us for a conversation to discuss what you can expect when transitioning from graduate school to a school-based clinician. In this honest, dynamic, and informative presentation, you'll gain a clear understanding of what school-based therapy is really like—beyond what you learned in the classroom.

Through interactive discussions, real-world scenarios, and team-based activities, we'll break down common misconceptions about working in schools, explore the day-to-day realities of the role, and highlight the support systems available to help you succeed. You'll leave with practical insights, greater confidence, and a stronger sense of how to navigate your transition into a school-based SLP career.

Learner Outcomes:

After completing this course, participants will be able to:

1. Describe the roles, responsibilities, and expectations of speech-language pathologists working in school-based settings.
2. Identify common challenges and support systems available to clinicians transitioning from graduate training to school-based practice.
3. Apply practical strategies to successfully navigate the transition into a school-based SLP role and support student outcomes.

Level of Education: Introductory

Financial Disclosures: No relevant financial relationships to disclose

Non-financial Disclosures: No relevant non-financial relationships to disclose