

LONG ISLAND  
SPEECH-LANGUAGE-HEARING ASSOCIATION

# Soaring to New Heights in Speech-Language and Hearing

FALL CONFERENCE

## SPEAKERS

**Cathy Binger, Ph.D., CCC-SLP**

"Practical Language-Based Solutions for  
Children Who Need AAC"

**Geoff Plant, OAM**

"When Technology is not enough: Aural  
Rehabilitation Approaches for Adults with  
Hearing Aids and Cochlear Implants"

**John C. Rosenbek, Ph.D**

"What We Need to Know to Say We Know  
How to Treat Neurogenic Disorders"

**Lynn Williams, Ph.D., CCC-SLP**

"Updates in Treating Speech Sound  
Disorders: It's About Time"

**L I S H A 2 0 0 9**

[www.lisha.org](http://www.lisha.org)

**FRIDAY, OCTOBER 23, 2009**

7:30 am – 4:00 pm

**CREST HOLLOW COUNTRY CLUB AT WOODBURY, INC. WOODBURY, NEW YORK**

# **GUEST LECTURERS**

## **Cathy Binger, Ph.D., CCC-SLP**

Dr. Binger is an Assistant Professor of Speech-Language Pathology in the Department of Speech and Hearing Sciences at the University of New Mexico. Cathy received her Master's degree in Speech-Language Pathology from the University of Wyoming and her Ph.D. from Penn State University. Cathy worked for eight years as a clinical Speech Language Pathologist before returning to school to secure her Ph.D. She is an active researcher with a major area of interest in augmentative and alternative communication (AAC). She has co-authored both a book and a book chapter on AAC, has published over a dozen AAC research articles, and is currently working on a second book. Specifically, Cathy's research has two main foci: identifying and evaluating intervention techniques to improve language outcomes for children who use AAC, and teaching communication partners (SLPs, educators, families, peers) how to support the communication skills of their students/children who use AAC.



## **Geoff Plant, OAM**

Mr. Plant is an Australian Rehabilitation Specialist currently living and working in the United States. Geoff qualified as a Teacher of the Deaf in 1970, and worked with multi-disabled children before joining the National Acoustic Laboratories in 1974. Over the next 18 years, he developed a number of testing and training resources for adults and children with hearing loss. During this time, he also worked on several occasions at the Royal Institute of Technology (KTH) researching lipreading, the use of vibrotactile aids, and the speech of adults with acquired deafness. Geoff came to the US as a Visiting Researcher at Massachusetts Institute of Technology, (MIT) in 1993. He founded the Hearing Rehabilitation Foundation (HRF) a non-profit organization formed in 1996 to provide and promote speech communication training. Geoff also works as a Rehabilitation Specialist for MED-EL, the Austrian cochlear implant manufacturer. He has published extensively, including many training programs for the HRF and MED-EL.



# **GUEST LECTURERS**

## **John C. Rosenbek, Ph.D., CCC-SLP**

Dr. Rosenbek is a Professor and Chair of the Department of Communicative Disorders, College of Public Health and Health Professions, at the University of Florida, at Gainesville. He has received the Honors of the American Speech, Language, and Hearing Association and the Frank Kleffner Career Clinical Award as well as being a long-standing Fellow of the Association.



He continues an active outpatient clinical practice devoted to evaluating and treating neurogenic communicative disorders and dysphagia. He teaches in the Rehabilitation Science Ph.D. program and in the undergraduate Health Sciences program. He remains active in research and is presently funded to develop a treatment for expressive aprosodia following stroke. In the remainder of his time, he administers the department's clinical, education and research activities.

## **Lynn Williams, Ph.D., CCC-SLP**

Dr. Lynn Williams is a full professor at East Tennessee State University. Her recent work includes development of a new model of phonological intervention called multiple oppositions that has been the basis of federally funded intervention studies by the National Institutes of Health (NIH). She has authored several articles in a variety of journals, several book chapters and has developed a phonological intervention software program called Sound Contrasts in Phonology (SCIP) that was funded by NIH. She has authored a book, Speech Disorders Resource Guide for Preschool Children, she also has served as an Associate Editor of *Language, Speech, and Hearing Services in the Schools*. Lynn is an ASHA Fellow.



**The new ASHA CEU form requires that you provide your ASHA Account Number.**

**We cannot process your ASHA CEU form without your ASHA Number.**

***“Practical Language-Based Solutions for  
Children Who Need AAC”***

**COURSE DESCRIPTION:**

Children who need AAC often fall quickly behind in their expressive language skills, even when their cognitive and receptive language profiles indicate potential for greater capabilities in this area. Fortunately, simple techniques can be used that often result in dramatic improvements in expressive language outcomes and can help these children reach their expressive language potential. For Part I of this session, various techniques that have proven beneficial in fostering the expressive language skills of children who use AAC will be discussed and demonstrated. Part II will focus on how to effectively and efficiently teach key communication partners, such as parents, teachers, and educational assistants to use these techniques within everyday contexts.

**COURSE OBJECTIVES:**

**Participants will:**

- A. Identify at least two common communication patterns of children and adult communication partners of children who use AAC.
- B. Define at least three different techniques that can improve language outcomes for children who use AAC.
- C. Explain at least one application or modification that he/she can make for a client who uses AAC.
- D. Discuss the steps of a cognitive strategy approach to instructing communication partners.
- E. Describe use of a least-to-most cueing hierarchy to improve language outcomes for children who use AAC.
- F. Demonstrate the ability to teach other people how to use techniques that foster improved language outcomes for children who use AAC.

**TIME                      TOPIC/CONTENT**

7:30-8:45	Registration/Continental Breakfast/Exhibits/Raffles
8:45-9:00	Welcome and Introduction
9:00-10:15	Background Information on Children Who Use AAC and Their Communication Partners
10:15-10:30	BREAK
10:30-11:30	Techniques Used to Improve AAC Outcomes
11:30-12:00	Case Studies
12:00-1:00	LUNCHEON
1:00-1:15	EXHIBITS/RAFFLES
1:15-2:00	8-step Cognitive Strategy Approach
2:00-3:00	Demonstration of Cognitive Strategy
3:00-3:15	Use of a Least-To-Most Cueing Hierarchy
3:15-3:30	How to Use Techniques that Foster Improved Language Outcomes for Children Who Use AAC
3:30-4:00	Questions and Discussion
4:00-5:00	GENERAL MEMBERSHIP MEETING

**MODERATOR: Susan Broderick, M.A.**

## Geoff Plant, OAM

### ***“When Technology is not enough: Aural Rehabilitation Approaches for Adults with Hearing Aids and Cochlear Implants”***

#### **COURSE DESCRIPTION:**

This presentation will present an overview of testing and training approaches used for adults with hearing aids and cochlear implants. Test procedures described are designed to provide information to develop an individualized training approach. Training materials described will include both analytic and synthetic approaches. Special attention will be paid to Speech Tracking and related modifications.

#### **COURSE OBJECTIVES:**

##### **Participants will:**

- A. Describe the procedures used for analytic and synthetic training for adults with hearing loss.
- B. Discuss the value of training procedures such as Speech Tracking for use with clients who have severe to profound hearing losses.
- C. Determine appropriate introductory music samples to use with adults who have cochlear implants.
- D. Explain three new procedures/approaches that they can use in their clinical practices.

<b><u>TIME</u></b>	<b><u>TOPIC/CONTENT</u></b>
7:30-8:45	Registration/Continental Breakfast/Exhibits/Raffles
8:45-9:00	Welcome and Introduction
9:00-10:00	Tests That Can Be Used to Determine Client Performance and Plan Rehabilitative Intervention
10:00-10:15	Analytic Training Approaches
10:15-10:30	BREAK
10:30-12:00	Synthetic Training Approaches
12:00-1:00	LUNCHEON
1:00-1:15	EXHIBITS/RAFFLES
1:15-2:15	Conventional Approaches, the KTH Tracking Procedure and Other Modifications
2:15-3:00	Music Perception by Listeners with Cochlear Implants, Approaches and Suggestions
3:00-3:30	Acoustic Structure of High Frequency Consonants
3:30-4:00	Questions and Discussion
4:00-5:00	GENERAL MEMBERSHIP MEETING

**MODERATOR: Donna Geffner, Ph.D.**

## **John C. Rosenbek, Ph.D., CCC-SLP**

### ***“What We Need to Know to Say We Know How to Treat Neurogenic Disorders”***

#### **COURSE DESCRIPTION:**

Speech-Language Pathologists have been treating aphasia, apraxia and dysarthria for decades and dysphagia for a shorter, but still substantial, period. One of the results is that methods-PACE, minimal pairs, oral motor exercises have been described in text books, articles and in CE courses for nearly as long. Nonetheless, active clinicians continue to have questions-what’s new, when is a method appropriate, when do you stop, when do you combine methods, how much is enough, too much, why do I sometimes fail? The newest methods in aphasia, apraxia, dysarthria and dysphagia will be reviewed with patient examples. Among the additional topics considered will be the place of oral motor exercises and errorless learning in treatment. All content will be drawn from the speaker’s clinical experience because he like the audience members will have to go back into the clinic suite when the workshop is completed.

#### **COURSE OBJECTIVES:**

##### **Participants will:**

- A. Recognize the steps in the newest programs for treating aphasia
- B. Explain how to extend the newest apraxia and dysarthria programs to enhance retention
- C. Describe the latest developments in treating dysphagia
- D. Understand the appropriate timing and intensity of treatment
- E. State the procedural refinements to a method that will increase the chances of retention and generalization after treatment ends

<b><u>TIME</u></b>	<b><u>TOPIC/CONTENT</u></b>
7:30-8:45	Registration/Continental Breakfast/Exhibits/Raffles
8:45-9:00	Welcome and Introduction
9:00-10:15	Neurogenic Communication Disorders and Dysphagia
10:15-10:30	BREAK
10:30-11:00	When is a Method Appropriate, When do you Stop, When do you Combine Methods, How Much is Enough
11:00-12:00	Newest Methods in Aphasia, Apraxia, Dysarthria and Dysphagia, with examples
12:00-1:00	LUNCHEON
1:00-1:15	EXHIBITS/RAFFLES
1:15-2:00	Oral Motor Exercises and Errorless Learning in Treatment
2:00-3:30	Procedures to Train Permanently the Nervous System Cells that will Support New or Regained Speech- Language and Swallowing Performance
3:30-4:00	Questions and Discussion
4:00-5:00	GENERAL MEMBERSHIP MEETING

**MODERATOR: James Cappadona, M.A.**

***"Updates in Treating Speech Sound Disorders:  
It's About Time"***

**COURSE DESCRIPTION:**

The purpose of this seminar is to discuss the recent advances in phonological assessment, target selection, and intervention. Specifically, a systemic perspective for clinical decision-making will be presented in which the focus is on achieving the greatest amount of change in the least amount of time. For assessment, participants will be given a data set on which they will complete two different phonological analyses. The construct of teachability in phonological intervention will be discussed with regard to target selection and treatment. Alternatives to developmental norms will be presented for achieving the greatest phonological change in the least amount of time. In addition, four contrastive treatment approaches will be presented and demonstrated. These include minimal pair therapy, multiple oppositions, maximal oppositions, and treatment of the empty set. A treatment paradigm for structuring effective and efficient intervention will be described.

**COURSE OBJECTIVES:**

**Participants will:**

- A. Create phonological analyses from a relational and systemic perspective.
- B. Determine treatment targets that will have the greatest impact on phonological restructuring.
- C. Identify and implement four contrastive models of phonological intervention (minimal pairs, multiple oppositions, maximal oppositions, and treatment of the empty set).

<b><u>TIME</u></b>	<b><u>TOPIC/CONTENT</u></b>
7:30-8:45	Registration/Continental Breakfast/Exhibits/Raffles
8:45-9:00	Welcome and Introduction
9:00-9:15	Implications of Time for the SLP and the Client
9:15-10:15	Phonological Assessment: Relational and Systemic
10:15-10:30	BREAK
10:30-12:00	Options in Target Selection: Traditional, Phonological Complexity and Distance Metric
12:00-1:00	LUNCHEON
1:00-1:15	EXHIBITS/RAFFLES
1:15-2:30	Phonological Intervention: Four Contrastive Approaches
2:30-3:30	A Treatment Paradigm to Structure Intervention
3:30-4:00	Questions and Discussion
4:00-5:00	GENERAL MEMBERSHIP MEETING

**MODERATOR: Nancy Weiss, M.S.**

# REGISTRATION FEE PROGRAMS and LUNCHEON

Please note that there is **NO ON-SITE REGISTRATION**.

**PURCHASE ORDERS and  
CREDIT CARD CHARGES** will **NOT** be accepted.

**Participant must register individually;**  
**NO transferring of registration**

	<b>POSTMARKED</b>	
	<b><u>By Oct. 1</u></b>	<b><u>After Oct. 1</u></b>
LISHA Member	\$175.00	\$225.00
New Member	\$225.00*	\$275.00*
LISHA Student Member**	\$ 70.00	\$ 95.00
New Student Member**	\$ 95.00*	\$120.00*

\*Includes 2009 LISHA membership dues.

\*\*Students require a note from the Department Chairperson.

Registration must be postmarked  
by **10/14/09** to be accepted.

## **REGISTRATION**

**Return to:**

LISHA

P.O. Box 133, Mastic Beach, NY 11951-0133

***Make checks payable to: LISHA***

## **REGISTRATION CONFIRMATION**

**[www.lisha.org](http://www.lisha.org) or e-mail - [info@lisha.org](mailto:info@lisha.org)**

\*Name: \_\_\_\_\_  
(\*Name as it appears for membership; include maiden name if applicable)  
Address: \_\_\_\_\_  
ASHA# \_\_\_\_\_ AAA# \_\_\_\_\_  
Work # \_\_\_\_\_ Home # \_\_\_\_\_  
E/Mail: \_\_\_\_\_

Amount Enclosed: \_\_\_\_\_

## **WORKSHOP CHOICE**

### **Morning Workshops (choose one)**

- Cathy Binger, Ph.D., CCC-SLP     Geoff Plant, OAM  
 John C. Rosenbek, Ph.D., CCC-SLP     Lynn Williams, Ph.D., CCC-SLP

### **Afternoon Workshops (choose one)**

- Cathy Binger, Ph.D., CCC-SLP     Geoff Plant, OAM  
 John C. Rosenbek, Ph.D., CCC-SLP     Lynn Williams, Ph.D., CCC-SLP

## **LUNCHEON CHOICE**


- Grilled Chicken     Vegetarian     Kosher

\*For **RESERVED** luncheon seating for a minimum of ten (10) conference participants, contact LISHA before 10/09/09 by e-mail at [info@lisha.org](mailto:info@lisha.org) or call (516) 626-8000, (631) 395-2770. All participants **must** be registered at the time of the reservation.

**REFUND POLICY:**

A full refund will be provided if LISHA is notified by 10/09/09. After 10/09/09, a \$25.00 cancellation fee will be incurred. No refunds will be issued for any cancellation 48 hours prior to the Conference. All registration must be post-marked on or before October 14, 2009 to be accepted.

Inquiries can be made by contacting LISHA at: (516) 626-8000, (631) 395-2770 or by e-mail at [info@lisha.org](mailto:info@lisha.org).

 <p>APPROVED PROVIDER ASHA CONTINUING EDUCATION AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION</p>	<p>The Long Island Speech-Language-Hearing Association is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. <b>See course information for number of ASHA CEUs, instructional level and content area.</b> ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.</p>
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This course is offered for up to .5 ASHA CEUs (Various levels, Professional area)

**The new ASHA CEU form requires that you provide your ASHA Account Number.**



The Long Island Speech-Language-Hearing Association is approved by the American Academy of Audiology to offer Academy CEUs for this activity. The program is worth a **maximum of .5 CEUs**. Academy approval of this continuing education activity does not imply endorsement of course content, specific products, or clinical procedures.

**\*\*\*Partial CEU credit will NOT be offered by ASHA or AAA\*\*\***

**DIRECTIONS:**  
**www.lisha.org**

**or**

**www.cresthollow.com/directions\_home.cfm**

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**Bring your ASHA Account Number  
to receive CEUs!**

## **2009 Fall Conference FAQ**

**✓WHAT ELSE CAN I EXPECT ON THE DAY OF THE CONFERENCE?**

Upon entering and checking in at Registration, there will be a **continental breakfast, raffles, giveaways and exhibitor booths galore!** There will be a snack provided at the mid morning break. A sit-down luncheon is also provided. After the conference is over, LISHA has its General Monthly Meeting where ALL ARE WELCOME to join the Conference Committee and the Executive Board as we reflect on the day and plan for the months ahead. At this time, we will also be honoring LISHA award recipients, Doctorial Student Awards, the Ruth Schatz Zuckerbrod Memorial Award Grants recipients and Joan Fox Student Award winners.