2024 National Rite Care Conference
AGENDA

Wednesday, September 25th

5:30 – 7:00 PM	POSTER SESSION	CHECK IN and TOURS

Scottish Rite Positive Impact on Families Through Project Impact Funding
Julie Speck, M.A., CCC-SLP

Level: Intermediate

Scottish Rite funds have been instrumental in providing the funding for Project Impact at our Ames and Johnston ChildServe locations. Project Impact is a parent training program that enables parents to learns skills to help their autistic child in the areas of social engagement, communication, and play. This program is typically 12 weeks long and gives families hands-on experience learning and practicing strategies to help their children. Parents are given the opportunity to learn new skills and then implement these skills with their children while a therapist provides feedback and ideas.

When a child is diagnosed with Autism, this can be a challenging for parents. Parents often don't understand the best way to connect and interact with their child to help them to learn new skills. Project Impact gives parent the skills and confidence to connect with and teach their child throughout daily activities and focused play. This presentation will demonstrate how Scottish Rite has positively impacted families by allowing them to take part in this training, strengthening their bond with their child and confidence in helping their child to grow and develop. This poster will also highlight families that have had success with this program.

Learner Outcomes - At the end of the session participants will be able to:
- Demonstrate how Scottish Rite funding has contributed to the Project Impact program at Ames and Johnston ChildServe locations.
- Describe how parents have been able to learn beneficial skills for increasing their autistic child's communication, social engagement, and play skills through Project Impact.
- Identify some success stories of families that have benefitted from Project Impact.

Disclosure Information: Financial: No financial relationships to disclose. Nonfinancial: No nonfinancial relationships to disclose.

Understanding the Benefits of Clinical Education Models in On-campus and Online Programs
Laura Moody, M.S.Ed, CCC-SLP

Level: Intermediate

Every practicing SLP brings their own experiences, both positive and negative, during their master's program into their view of clinical education. ASHA's AdHoc Committee on Supervision (2013) has indicated the need for training in the area of supervision to broaden clinical education approaches beyond just reproducing the SLP's own experience. The increase in online SLP master's programs has brought about additional variations in clinical education models. The University of Nebraska Kearney (UNK) Communication Disorders (CDIS) Department is in its third year of adding an online modality to their long-term residential SLP master's program. UNK builds students' foundational clinical skills prior to students' full-time externship placements using two models: 1) within the on-campus speech-language-hearing clinic, and 2) within community placements across the U.S. CDIS faculty at UNK recognize distinct pros and cons to the varying clinical education models. Cooperating SLPs who host graduate-level clinicians in community placements can benefit from understanding varying models of clinical education and gaining strategies for supporting students based on that student's graduate clinical education experience.

Reference: American Speech-Language-Hearing Association. (2013c). Knowledge, skills and training considerations for individuals serving as supervisors [Final report, Ad Hoc Committee on Supervision]. Available from www.asha.org/siteassets/uploadedfiles/Supervisors-Knowledge-Skills-Report.pdf [PDF]

Learner Outcomes - At the end of the session participants will be able to:
- Discuss progression of skill development for graduate student clinicians providing speech-language evaluations and interventions.
- Critically analyze varying models of clinical education.
- Apply clinical education approach in community placements considering the student's clinical education experience.

Disclosure Information: Financial: Salary from University of Nebraska Kearney for employment. Nonfinancial: No nonfinancial relationships to disclose.

Learning to Be an AAC Partner
Maryjan Fiala
Jessica Gormley PhD, CCC-SLP

Level: Introductory

Children communicating by way of augmentative and alternative communication (AAC) are reliant on skilled communication partners to interpret and respond to communication attempts, facilitate ongoing communication turns, and support the child's speech and language development (Kent-Walsh & McNaughton, 2005). These interactions frequently involve individuals who spend significant time with developing communicators, including caregivers, teachers, and inpatient health care providers (Laubscher, Pope, & Light, 2023; Gormley, McNaughton, & Light, 2022). Previous research suggests that many communication partners must learn to effectively communicate with individuals who rely on AAC (Kent-Walsh & McNaughton, 2005). While there is a growing body of literature demonstrating positive outcomes from communication partner interventions across AAC use settings (e.g., hospital., school, and home; Gormley, McNaughton, & Light, 2022; Snodgrass & Meadan, 2018; Fäldt, et al., 2020), this research is often contradictory to the lived experiences reported by AAC users (Kent-Walsh & McNaughton, 2005). A variety of factors likely contribute to this dichotomy, including limited generalization of targeted strategies and skills (Kent-Walsh & McNaughton, 2005), fragmented transfer of learning (Holm, Karlsson, & Dreyer, 2021), insufficient access to partner training sessions (Tegler, et al., 2019), and varied contextual characteristics, time constraints, and ongoing instructional needs (Snodgrass & Meadan, 2017; Shire & Jones,

2014). The proposed poster will highlight research findings of a qualitative study seeking to understand the learning experiences of diverse communication partners, including caregivers, educators, and health care providers. Nuanced patterns and idiosyncrasies characterizing learners' perceptions of their unique learning experiences were uncovered through interpretive phenomenological analysis (Smith, Flowers, & Larkin, 2022). These findings will be presented in tandem with foundational theories of adult learning and learning transfer, which may offer

Learner Outcomes - At the end of the session participants will be able to:
- Discuss patterns and idiosyncrasies in learning journeys of diverse adult communication partners.
- Apply foundational adult learning theories into practice for supporting learning with adult communication partners.

Determining an optimal SSD intervention approach – is AI a reliable resource? A preliminary exploratory study
Jarod Owen
Whitney Schneider-Cline, PhD, CCC-SLP

Level: Intermediate

Speech-language pathologists (SLPs) have many intervention options when treating children with speech sound disorders (SSD); selecting an optimal approach for each client can be daunting. This poster presentation will introduce artificial intelligence (AI) as a tool for selecting treatment approaches for children with SSD. AI shows great promise in promoting efficient practices in medicine (Khosravi et al, 2024) and physical rehabilitation (Mennella, et al., 2023). The application of AI to speech-language pathology is promising as well, and while many helpful resources exist, to date, the literature in this area is limited. This presentation will explain the steps to determine appropriate treatment approaches, explore different AI platforms as resources for approach selection, and compare AI output to evidence-based decisions regarding SSD treatment approach. In 2021, Storkel provided a tutorial on applying contrastive approaches such as minimal pairs, maximal opposition, and multiple oppositions in speech therapy. Case studies were included in this work to demonstrate application of these often underutilized, yet effective treatment approaches. This study will utilize similar cases and employ AI to determine if similar treatment recommendations are suggested (as compared to Storkel, 2021) to provide a preliminary exploration of how AI may support SLPs in determining effective treatment models. Results of this study are not yet available but will be included in this poster presentation to demonstrate the accuracy of AI as compared to Storkel (2021) recommendations as well as the consistency of results in using AI for this purpose.

Storkel, H. L. (2021). Minimal, maximal, or multiple: Which contrastive intervention approach to use with children with speech sound disorders? Language, Speech, and Hearing Services in Schools 53(3), 632-645. https://doi.org/10.1044/2021_LSHSS-21-00105

Learner Outcomes - At the end of the session participants will be able to:
- Apply the steps involved when using AI for SSD treatment approach selection.
- Identify different AI platforms and the unique features of each.
- Determine if AI is a valuable tool when determining optimal treatment approaches for children with SSD.

Thursday, September 26th

7:30 – 8:30 AM	**BREAKFAST**

8:30 – 11:45 AM	**CONCURRENT SESSIONS**

SPEECH AND LANGUAGE

8:30 – 10:00 AM

Innovations in Telepractice: Sharing Our Ideas and Resources Denise Wolfe, M.S.Ed, CCC-SLP Alexsey Wolfe, M.S., CCC-SLP Tatum Cool

Level: Introductory

The telepractice service-delivery model has become integral to speech-language pathology, offering opportunities for reaching clients remotely. This proposal aims to provide a comprehensive exploration of telepractice intervention services, drawing on insights from a speech pathology graduate student, a practicing speech-language pathologist, and a clinical education supervisor. This presentation will cover various ideas to enhance engagement and efficacy in telepractice sessions, from quick tips to advanced strategies. Moreover, we will delve into the exciting realm of AI applications in teletherapy, opening avenues for innovation and efficiency. Participants will receive access to an updated Telepractice Google Site with links to ideas and resources.

Learner Outcomes - At the end of the session participants will be able to:
- Demonstrate practical approaches and creative solutions in telepractice intervention.
- Identify the potential impact of AI in the future of telepractice intervention.

Disclosure Information: Denise Wolfe Financial: No financial relationships to disclose. Nonfinancial: No nonfinancial relationships to disclose.
Alexsey Wolfe Financial: No financial relationships to disclose. Nonfinancial: No nonfinancial relationships to disclose.
Tatum Cool Financial: No financial relationships to disclose. Nonfinancial: No nonfinancial relationships to disclose.

10:15 – 11:45 AM

Ethics Explained: Navigating the 2023 ASHA Code of Ethics in Clinical Practice Garrett Nathan, M.S., CCC-SLP Frederick Britten, Ph.D., CCC-A

Level: Intermediate

This presentation will present the components of the updated ASHA Code of Ethics (2023) and the four Principals and varied Rules included in this version of the Code. Presenters will discuss how the Code of Ethics and Issues in Ethics statements impacts daily clinical and professional interactions with those served, as well as co-workers. The current version of the Code includes an extended glossary to provide a better understanding of how to interpret the Code. Statistics will be provided regarding types of complaints often referred to the Board of Ethics for adjudication and how decisions are reached in each case. In addition, as a part of this presentation, several ethical dilemmas will be presented and discussed. At the end of the presentation, attendees will be better informed on the process and information needed to file a formal complaint or self-report possible unethical practices through ASHA.

Learner Outcomes - At the end of the session participants will be able to:
- Identify components of the 2023 ASHA Code of Ethics including Principals and Rules.
- Summarize the various issues in ethics statements prepared by the ASHA Board of Ethics.
- Describe ethical dilemmas facing the field of communication disorders.
- Explain the process of filing a complaint or self-reporting in response to unethical practices.

LITERACY

8:30 – 10:30 AM

Language and Literacy Lessons from Children with Autism Spectrum Disorder
Christine P. Weill, Ph.D CCC-SLP

Level: Intermediate

Children with autism spectrum disorders (ASD) display characteristics of Language form and use that can prove challenging to traditional classroom or treatment strategies for literacy development. The nature of their specific deficits can present in vastly different behaviors. Children with ASD can present as nonverbal and not oriented to text all the way to hyperverbal, hyperlexic, and hypersensitive to any changes in their writing routines. It can appear that children with ASD cannot learn to use literacy in the same manner as their peers or maybe learn from the same techniques that benefit classroom peers. This presentation is designed to address these concerns and highlight the specific characteristics of ASD that are often overlooked when addressing literacy development and interventions. Research focusing on the reading and writing development of children with ASD will be presented with detailed discussion of the "gaps" in current research to date. Demonstrations of language-based treatment options, that address language, literacy, and social interaction goals/objectives, will be discussed in detail alongside video demonstrations. This presentation will provide a deeper understanding of ASD, how specific defining characteristics manifest in the area of literacy development, and treatment options for those working with this population. A variety of treatment options will be presented with the guiding question, "what is the end goal of intervention?" as the deciding factor when considering what strategies to employ with individual children and their families. KPS 1.4, 2.4

Learner Outcomes - At the end of the session participants will be able to:
- Describe the defining characteristics of autism spectrum disorder as they manifest in literacy development.
- Identify underlying cognitive and linguistic processes associated with autism spectrum disorders affecting literacy development.
- Compare best practices in literacy intervention to select strategies/techniques appropriate for their client's and/or caregivers' stated goals.

10:45 – 11:45 AM

Adapting Books to Increase Access for All
Beth Hughes, M.S., CCC-SLP
Korey Stading, M.S., CCC-SLP

Level: Intermediate

Reading books is an important activity for young children, but sometimes it can be challenging for a variety of reasons. This sessions will look at ways to incorporate children of all ability levels into reading through a variety of strategies. Adapting books to incorporate play into reading and use of core words will be discussed and many examples will be provided. Supporting communication through all modes, including verbal speech, low tech communication boards, switch access, and high tech communication devices will also be explored.
KPS 4A.2, 4A.3

Learner Outcomes - At the end of the session participants will be able to:
- List ways to adapt books to incorporate play and multisensory experiences.
- Describe how to adapt books to target core words.
- Identify ways to support communication and literacy instruction when reading.

Disclosure Information: Beth Hughes Financial: Salary from UNMC Munroe-Meyer Institute for employment. Nonfinancial: No nonfinancial relationships to disclose.
Korey Stading Financial: Salary from UNMC Munroe-Meyer Institute for employment. Nonfinancial: No nonfinancial relationships to disclose.

LEADERSHIP AND DEVELOPMENT

8:30 – 9:30 AM

Difficult Decision Making for Leaders
Tommie L. Robinson, Jr. PhD

Level: Intermediate

Being in a position of leadership in any work setting means making difficult decisions about a variety of areas which may include human resources, management, crises, and the list goes on. In other words, difficult decision making is a part of everyday leadership. It is important that leaders are equipped with the skills to handle these situations. This interactive session is designed to give leaders the necessary tools to deal with difficult decision making. Information regarding leadership styles, communications, and other strategies will be presented. Case studies will be presented also and requested from the participants.

Learner Outcomes - At the end of the session participants will be able to:
- Describe strategies when facing difficult situations.
- Identify innovative leadership skills.
- Describe management styles necessary for difficult decision making.

Disclosure Information: Tommie Robinson Financial: No financial relationship to disclose. Nonfinancial: No nonfinancial relationships to disclose.

9:45 – 10:45 AM

Fundraising 101
Jessica Janssen Wolford

Level: Intermediate

This presentation will provide a broad overview of fundraising including annual mailing campaigns, major gift conversations, events, and grant writing. This presentation is intended to help participants learn key terminology, and begin to identify how to diversify their engagement with donors.

Learner Outcomes - At the end of the session participants will be able to:
- Summarize how linkage, ability and interest play a role in helping to identify donors.
- Identify strategies for donor engagement.
- Describe how to use events for effective fundraising.

Disclosure Information: Jessica Janssen Wolford Financial: No financial relationships to disclose. Nonfinancial: No nonfinancial relationships to disclose.

11:00 – 11:45 AM

Development for Our Nebraska RiteCare Clinics
Micah Evans

Level: Introductory

This will be an oral presentation, accompanied by a powerpoint presentation, discussing the different between fundraising and development, and how Scottish Rite Masons should approach fundraising for the long term success of our RiteCare Clinics across the nation.

Learner Outcomes - At the end of the session participants will be able to:
- Describe the difference between fundraising and development.
- Identify how Scottish Rite Masons can steward a donor from a casual donation to a major gift.
- List different types of donations and how they can impact RiteCare for the long-term.

Disclosure Information: Micah Evans Financial: Salary from Nebraska Scottish Rite for employment. Nonfinancial: No nonfinancial relationships to disclose.

NOON – 1:00 PM	**LUNCH**

12:30 – 1:00 PM	**KEYNOTE**

Leadership…"Honestly, It's for Everyone"
Kyle P. Meyer, PhD, MS, FASAHP, Founding Dean

Level: Introductory

Exercising leadership is not the sole responsibility or prerogative of those in the organization with official leadership positions or titles. Everyone in the organization can create meaning and value – for themselves, their organization, and the clients they serve – by engaging in three important activities typically assigned to those in formal leadership roles. This keynote will present the preeminent purpose of leadership and link that purpose to visioning, philanthropy,

and boundary spanning by presenting both conceptual models and associated skills to assist all members of the organization to purposefully embrace and effectively engage in these three important leadership responsibilities.

Learner Outcomes - At the end of the session participants will be able to:
- Describe the primary purpose of leadership.
- Identify three important leadership responsibilities they can engage in daily.
- Apply a new "mental model" to assist in performing these leadership responsibilities.
- Describe the foundational skills required to effectively perform these leadership responsibilities.

Disclosure Information: Kyle Meyer Financial: Salary from UNMC for employment, Royalty received for his co-authorship of book Taking the Lead: A Guide for Emerging Leaders of Academic Medical Centers." Nonfinancial: No nonfinancial relationships to disclose.

1:15 – 5:00 PM	CONCURRENT SESSIONS

SPEECH AND LANGUAGE

1:15 – 2:45 PM

Towards Interprofessional Collaboration: A Process-Based Approach to Augmentative and Alternative Communication
Leslie Castano Van Winkle, MA, CCC-SLP, BCBA
Lilith Reuter-Yuill, Ph.D., CCC-SLP, BCBA-D, LBA

Level: Intermediate

Speech-language pathologists (SLPs), Board-Certified Behavior Analysts (BCBAs), and other professionals provide important support services to children who are candidates for augmentative and alternative communication (AAC). By leveraging the unique knowledge, research, and expertise of related disciplines, an interprofessional approach to AAC assessment and intervention may help to realize individualized or precision interventions and personalized supports that address the unique communication needs of each person. The purpose of this presentation is to introduce a process-based approach to assessment called the Applied Model of Interprofessional Collaboration – Assessment (AMIC–A). The AMIC–A will be defined and detailed including the rationale for development, a description of the approach, and recommendations for implementation. Case study examples and interactive figures will be provided to illustrate implementation of the AMIC–A.

Learner Outcomes - At the end of the session participants will be able to:
- Describe two limitations of traditional assessment practices for clinicians who support individuals with communication needs.
- Explain the four steps of an Applied Model of Interprofessional Collaboration – Assessment (AMIC–A) and how it applies to identifying strengths at the level of the person, communication partner(s), communicative context(s), and ecological system.
- Describe how the Applied Model of Interprofessional Collaboration – Assessment (AMIC–A) may help to identify important socio-ecological factors to inform individualized intervention.

Disclosure Information: Leslie Castano VanWinkle Financial: Salary from UNMC Munroe-Meyer Institute for employment and management position. Nonfinancial: No nonfinancial relationships to disclose.

Lilith Reuter-Yuill Financial: Salary from Comprehensive Speech and Therapy Center for employment. Nonfinancial: No nonfinancial relationships to disclose.

3:00 – 5:00 PM

Severe Speech Sound Strategies…Honestly They are Stuck:
An in-depth conversation on getting kids talking
Sydney Norton, M.S., CCC-SLP
Holly Schlautman, M.S., CCC-SLP

Level: Intermediate

It's not just about the sounds…Let's begin at the beginning with early talkers and work through school-aged discussing tough speech sound disorder (SSD) cases on your caseload. The Nebraska RiteCare SSD Collaborative team from multiple clinics will discuss unique qualities of these children's speech and what to d to differentiate between articulation, phonological and motor speech disorders and provide details on treatment planning and treatment strategies including DTTC and ReST, as it is used across the age continuum.

Learner Outcomes - At the end of the session participants will be able to:
- Describe strategies in terms of a child getting started with functional speech/talking.
- List methods for differential diagnosis.
- Identify a framework for SSD identification and diagnosis
- Summarize the guidelines for intervention for children with SSD.

Disclosure Information: Sydney Norton Financial: Salary from UNMC Munroe-Meyer Institute for employment and registration. Nonfinancial: No nonfinancial relationships to disclose.

Holly Schlautman Financial: Salary from UNMC Munroe-Meyer Institute for employment. Nonfinancial: No nonfinancial relationships to disclose.

LITERACY

1:15 – 2:15 PM

Unlocking Potential: 5 Strategies Speech-Language Pathologists
Can Use to Support Children with Dyslexia
Teresa Franks, MAT, SLDS/CDT, CALT, OGCE

Level: Intermediate

Learn how you can leverage your knowledge of language to support students with written language disorders, including dyslexia, no matter your role in the educational setting. We'll discover how word reading and dyslexia are similar to, and different from, other language-based learning disabilities. You'll learn the many ways in which SLPs can support children with dyslexia through awareness, early screening and detection, and evidence-based structured literacy interventions.
KPS 1.7, 2.4

Learner Outcomes - At the end of the session participants will be able to:
- Describe the characteristics of dyslexia.
- Summarize the reading frameworks that inform assessment and treatment of dyslexia and other written language disorders.
- Demonstrate their professional knowledge of language and phonology to offer support to educators, families, and children affected by dyslexia.

Disclosure Information: Teresa Franks Financial: No financial relationships to disclose. Nonfinancial: Vice President on the Nebraska Dyslexia Association Board.

2:30 – 3:30 PM

What Makes Structured Word Inquiry Different?
Katie Squires, PhD, CCC-SLP, BCS-CL
Ginger Collins Ph. D, CCC-SLP
Abbie Olszewski, PhD, CCC-SLP
Heather Ramsdell, PhD, CCC-SLP

Level: Intermediate

English is a morphophonemic language, which means that consistent spelling of morphemes is favored over consistent spelling of phonemes. As a result, teaching with a phoneme-first approach may lead to confusion and the erroneous assumption that English is illogical. For example, the word <does> is built on the base <do> with the suffix <-es> attached. Although the bas is pronounced differently in the word <doing> than the word "<does>, these words are related and share the base <do>. Structured Word Inquiry (SWI) recognizes that while phonology is important, it cannot be the first thing considered in orthography.

English is a stress-timed rather than syllable-focused language, so emphasizing the syllable structure obscures the meaning-filled base in words. For example, the word <oblige> is built on the prefix <ob-> with the base <lige> which means "to bind." In other approaches <oblige> would be divided in the syllables o/blige, and its relatives would be deviced as ob/li/ga/tion and o/blig/a/to/ry. Notice that these syllable divisions hide the base <lige>, and most also hide the prefix <ob->. SWI focuses on the morphemic elements, not the syllables. Memorization of affixes does not allow students to discover the meaningful structures and connection in/between words that SWI encourages. When taught to memorize the <re-> as a prefix meaning "again or back," students do not get the opportunity to discover the <re-> is also and intensifier. In the word <resplendent>, the <re-> means "more" rather than "back or again." We also disservice students when we teach that the /e/ in <re-> only says the long /e/ sound; in words such as <rebel>, it says a short /e/ sound.

These are just three examples of what sets SWI apart from other approaches. Through this unique lens, students make gains in all linguistic areas because nothing motivates like understanding.
KPS 4G.1, 4G.3

Learner Outcomes - At the end of the session participants will be able to:
- Describe what a morphophonemic approach means.
- Describe why English orthography is not syllable-focused.
- Explain how memorization of affix lists negatively impacts meaning and pronunciation in words.

3:45 – 5:00 PM

The Role Executive Function Plays in Writing: Theory & Instructional Practices
Pamela Shanahan Bazis, PhD

Level: Advanced

This presentation will illustrate the role of executive function in written composition and then share evidence-based instructional strategies to support students with executive function challenges. The first half of the session will include relevant cognitive theories and research delineating the interplay between executive function and written expression. We will also delve into possible barriers to written expression.

Opportunities to reflect and apply new knowledge will be embedded throughout. The second half will present evidence-based practices and accommodations to support students with executive function challenges. Including instruction in handwriting, spelling, sentence construction, and essay composition.
KPS 4A.1, 4G.1

Learner Outcomes - At the end of the session participants will be able to:
- Describe how executive function impacts written expression.
- Identify evidence-based practices to support students with executive function challenges.

Disclosure Information: Pamala Shanahan Bazis Financial: No financial relationships to disclose. Nonfinancial: No nonfinancial relationships to disclose.

LEADERSHIP AND DEVELOPMENT

1:15 – 2:45 PM

Building the Case for Support: What's Your "Why"?
Jessica Janssen Wolford

Level: Introductory

When it comes to raising funds, the most pivotal question we can ask or be asked is "What's you "why"?" Unpacking this simple question related to the work of our organization can transform conversations with potential funding partners, and open doors to uncover why they care (or should care) about your work. We will also explore how using this question can be the cornerstone of building your case for support.

Learner Outcomes - At the end of the session participants will be able to:
- Demonstrate storytelling as a way to build awareness and engagement.
- Identify their own "why" related to the purpose of the organization.
- Identify ways they can share their case for support to engage donors and request funding.

Disclosure Information: Jessica Janssen Wolford Financial: No financial relationships to disclose. Nonfinancial: No nonfinancial relationships to disclose.

CONTINUED BELOW

3:30 – 5:00 PM

Building Your Team Amy Nordness PhD, CCC-SLP

Level: Introductory

An effective clinical enterprise starts with a clinical team that not only provides excellent clinical services, but also works as a mission driven team to achieve big goals. This presentation will address steps to setting team goals, supporting clinician development, leveraging individual passions into organizational initiatives, and connecting people across multiple sites to reach collaborative goals. Celebrating personal and group accomplishments along the way as well as working alongside the Scottish Rite Masons on events to impact the organization's culture, helps grow your organization to the next level.

Learner Outcomes - At the end of the session participants will be able to:
- Identify 3 strategies to help clinicians set bold goals.
- Identify 3 strategies to leverage individual goals to meet your community's needs.
- Describe 2 techniques to ensure clinical providers work alongside the Scottish Rite to achieve your mission.

Disclosure Information: Amy Nordness Financial: No financial relationships to disclose. Nonfinancial: No nonfinancial relationships to disclose.

Friday, September 27th

7:30 – 8:30 AM	**BREAKFAST**

8:30 AM – NOON	**CONCURRENT SESSIONS**

SPEECH AND LANGUAGE

8:30 AM – 9:30 AM

Developing Group and Community Based Treatment Models to Intervene Early and Increase Capacity Kris Althouse, M.S., CCC-SLP Jacob Gutshall, MHS, CCC-SLP Korey Stading, M.S., CCC-SLP Holly Schlautman, M.S., CCC-SLP

Level: Intermediate

Therapists from different RiteCare Clinics in Nebraska will gather on a panel to discuss various group therapy services provided throughout the state in the clinic and out in the community. Each clinic will share unique services including groups for preschoolers, young adults and children with autism, CAS, or who use AAC. Collaboration with community groups will also be discussed to tackle generalization or space constraints of typical therapy rooms.

Learner Outcomes - At the end of the session participants will be able to:
- Identify ways to use groups to meet patient needs and increase the number of patients served through RiteCare.

- Identify community resources and partnerships to extend the outreach of RiteCare.

9:45 – 10:45 AM

Increasing Access to Speech Therapy for CLD Families Using a Short-Term Treatment Model
Barbara Lynna Bustamante, M.S., CCC-SLP
Vanessa Whyte M.A,, CCC-SLP

Level: Intermediate

This session will discuss strategies for increasing access to speech-language therapy services for children from culturally and linguistically diverse (CLD) backgrounds, specifically Spanish-English bilingual children. With only 8.2 percent of SLPs identifying as multilingual, there is a significant mismatch between the SLP demographic and the current clinical caseload (ASHA, 2022). Because of this, the accessibility to diagnostic and intervention services in their native language is limited. A short-term treatment model will allow clinicians from CLD backgrounds to offer services to more children, reducing the barriers in access to services our CLD families experience. This session will discuss the current literature related to the effectiveness of short-term treatment models for children from CLD families. We will also discuss the findings from a retrospective study conducted at the Scottish Rite Center for Communication Disorders in Washington, DC, evaluating the short-term treatment outcomes of bilingual therapy over several timepoints. A two-phase short-term treatment model will be proposed which provides direct speech-language therapy services followed by parent training and counseling sessions.

Learner Outcomes - At the end of the session participants will be able to:
- Describe the parameters of language in which short-term treatment is effective for children from CLD backgrounds.
- Identify the treatment length necessary for language growth in children from CLD backgrounds.
- List the benefits of using a short-term treatment model in an outpatient clinical setting.

11:00 AM – NOON

Become an Influencer! How Supervisors Can Affect Positive Change
Jacob Gutshall, MHS, CCC-SLP
Kara Daman, M.S., CCC-SLP

Level: Intermediate

Mentorship and feedback from seasoned professionals are essential components for less experienced clinicians to achieve proficiency in therapeutic techniques in the fields of speech-pathology and audiology. Supervision is built into the foundation of our professions and can influence how and why supervisees conduct therapy in a variety of modalities. Continuing education requirements have become mandated by ASHA for supervisors to receive training in supervisory processes and clinical education. An increasing number of materials are now available for self-study. Through a deeper understanding of the dynamics of feedback delivery and personality preferences supervisors can influence how effectively a mentee's therapeutic

abilities improve. The learner will better understand methods to promote critical thinking and how feedback can promote independent clinical methods.

Learner Outcomes - At the end of the session participants will be able to:
- Identify the effects of personality patterns on communication and feedback preferences.
- Perform data analysis to influence positive change.
- Identify feedback methods to promote critical thinking and independence.

Disclosure Information: Jacob Gutshall Financial: No financial relationships to disclose. Nonfinancial: No nonfinancial relationships to disclose.

Kara Daman Financial: No financial relationships to disclose. Nonfinancial: No nonfinancial relationships to disclose.

LITERACY

8:30 – 10:00 AM

How to Teach Spelling Without Memorization
Katie Squires, PhD, CCC-SLP, BCS-CL
Ginger Collins PhD, CCC-SLP
Abbie Olszewski, PhD, CCC-SLP
Heather Ramsdell, PhD, CCC-SLP

Level: Intermediate

Spelling is a linguistic skill that confounds many educators and speech-language pathologists. However, when spelling is understood in the context of morphology, etymology, and phonology, words historically treated as"irregular"become logical. Using an approach called Structured Word Inquiry (SWI), students learn how to investigate a word through considering its meaning, parts, relatives, and graphemes. In this session, participants will first learn how to use the four questions of SWI to guide a student's investigation of a word: 1. What is the sense/meaning of the word? 2.How is the word built? 3. What are the morphological/etymological relatives? 4. How are the graphemes functioning in the word? Next, we will create word sums and matrices, and apply suffixing conventions to correctly spell words. When students focus on the interrelationship of morphology with phonology and etymology in the context of English orthography, they improve not only their spelling, but their reading accuracy and fluency, comprehension, writing, and vocabulary. The best part is that students are not told to "memorize" a word. While we see great gains using SWI with our dyslexic students, we also see gains with our typically developing students because "Honestly, it's for Everyone."
KPS 4G.1, 4G.3

Learner Outcomes - At the end of the session participants will be able to:
- List the 4 questions that guide Structured Word Inquiry.
- Apply the suffixing conventions to bases to create a polymorphemic word.
- Create word sums and matrices.

Disclosure Information: Katie Squires Financial: No financial relationships to disclose. Nonfinancial: Founding member of the Structured Word Inquiry Research Vanguard and current Board member.

Ginger Collins Financial: Salary from University of Montana for employment. Nonfinancial: Founding member of the Structured Word Inquiry Research Vanguard.

Abbie Olszewski Financial: Salary from University of Nevada, Reno for employment. Nonfinancial: Volunteer teaching and speaking with Structured Word Inquiry Research Vanguard.

Heather Ramsdell Financial: Salary from Idaho State University for employment. Nonfinancial: Volunteer teaching and speaking with Structured Word Inquiry Research Vanguard.

10:15 – 11:45 AM

> ### "A Piece of Easy"- An exploration of strengths-based approaches to deaf children's writing
> Katie Potier, M.S.
> Holly Damico, PhD, CCC-SLP

Level: Advanced

Deaf* elementary school students face unique challenges in their academic environments, especially as it relates to literacy. There is great variability among these learners in terms of hearing status, use of assistive technology, language modality, and language proficiency, including potential impacts of language deprivation. Many may be coming to the literacy learning process without a fully formed first language. Classroom teachers and SLPs are not typically well informed regarding this low-incidence population. This session will address:

1. Issues related to writing assessment and intervention for deaf students who use American Sign Language or are being exposed to it as a bridge to mediate their development of written English.
2. Characteristics and impacts of language deprivation will be described as well as potential ramifications for writing.
3. Deaf children's writing will be highlighted, and deaf-centric assessment tools and methods will be addressed.
4. Practices situated in a strengths-based model that emphasize the learner's strategic use of their linguistic resources will be demonstrated and discussed. Bilingual-bimodal mediational and differentiation strategies that facilitate deaf students' writing development will be demonstrated.
5. Contexts for implementation of these practices will also be discussed and demonstrated (for example, Writer's Workshop, dialogue journaling, and translanguaging strategies).

We use the term "deaf" as inclusive term to refer to individuals with varying hearing levels, hearing technology used, and preferred language and communication methods.
KPS 4E.3, 4G.4

Learner Outcomes - At the end of the session participants will be able to:

- Identify features in deaf students' writing that indicate strengths in both ASL and written English (an inventory).
- Consider multiple factors as it relates to deaf children's access to language and how to capitalize on a student's available linguistic resources.
- Use strengths-based, deaf-centric assessments, resources, and strategies to model and mediate the development of written English.

Disclosure Information: Katie Potier Financial: No financial relationships to disclose. Nonfinancial: No nonfinancial relationships to disclose. Holly Damico Financial: No financial relationships to disclose. Nonfinancial: No nonfinancial relationships to disclose.

LEADERSHIP AND DEVELOPMENT

8:30 – 9:30 AM

> ### Empowering Voices: Moonbeam Studios Strategic Brand Development for the California Scottish Rite Foundation & Its RiteCare Language Centers
> Russ Hennings
> Arthur L. Salazar Jr. CPA, MBT

Level: Intermediate

The presentation offers participants a comprehensive roadmap for initiating and cultivating a strategic marketing plan tailored specifically to their RiteCare Language Centers. Through insightful discussions and practical examples, attendees will gain a deep understanding of the key components necessary to develop a successful marketing strategy, including identifying target audiences, crafting compelling messaging, and leveraging various marketing channels effectively.

Moreover, the presentation delves into the tangible benefits and successes of paid advertising campaigns, providing attendees with valuable insights into maximizing the impact of their advertising budget. From targeting specific demographics to measuring campaign performance, participants will learn how to harness the power of paid advertising to elevate the visibility and reach of their RiteCare Language Centers.

In addition, the presentation sheds light on the science behind organic growth online, offering participants a nuanced understanding of the principles and strategies that underpin organic marketing efforts. By exploring topics such as search engine optimization (SEO), content marketing, and social media engagement, attendees will discover practical tactics for enhancing their online presence and attracting organic traffic to their RiteCare Language Centers' digital platforms.

Overall, the presentation equips participants with the knowledge, tools, and insights necessary to embark on a journey towards marketing excellence, enabling them to effectively promote their RiteCare Language Centers, expand their reach, and ultimately make a meaningful impact in the lives of children with speech and language disorders.

Learner Outcomes - At the end of the session participants will be able to:
- Identify a clear path to starting and developing a strategic marketing plan for their RiteCare Language centers.
- Describe clear insights of the successes of paid advertising.
- Summarize the science of organic growth online.

Disclosure Information: Russ Hennings Financial: Compensation for marketing services rendered to California Scottish Rite Foundation. Nonfinancial: Scottish Rite Mason member in state of California.

Arthur L. Salazar Jr. Financial: Salary from the California Scottish Rite Foundation for employment and management position. Nonfinancial: Scottish Rite Mason member in state of California and former Treasurer of the California Scottish Rite Foundation.

9:45 – 10:45 AM

Knights & Elus Unite!: Harnessing Masonic Teachings for RiteCare Advocacy
Maynard Edwards, 33

Level: Introductory

In this presentation, we will discuss the Masonic teachings of the 14th and 18th degrees and how they steer us toward supporting Rite Care in our Scottish Rite Orients and Valleys. We will also discuss ways to use RiteCare to attract new members and to engage existing members.

Learner Outcomes - At the end of the session participants will be able to:
- Explain exactly how the 14th and 18th degrees direct us to our charitable work with Rite Care.
- List specific and actionable ways of using RiteCare for Valley engagement.

Disclosure Information: Maynard Edwards Financial: Salary from Scottish Rite Supreme Council for employment and management position. Nonfinancial: No nonfinancial relationships to disclose.

11:00 AM – NOON

Our Professional Call to Live Diversity, Equity, and Inclusion!
Tommie L. Robinson Jr., PhD

Level: Introductory

We are faced with a society that changes constantly. As a result, there are changes in the work force as well as with the patients/students/clients that we serve. This session is designed to address diversity, equity and inclusion as they impact professionals in managing clinics in communication sciences and disorders. Information regarding roles and responsibilities will be provided.

Learner Outcomes - At the end of the session participants will be able to:
- Define diversity, equity and inclusion.
- Identify elements of diversity, equity and inclusion.
- List ways to use enhanced skills to include diversity, equity and inclusion in work and clinical settings.

Disclosure Information: Tommie L. Robinson Jr. Financial: No financial relationships to disclose. Nonfinancial: No nonfinancial relationships to disclose.

NOON	**CONFERENCE CONCLUDES | BOX LUNCH PROVIDED**

Thank you for joining us!