**Session Title:** “Attention Matters: Managing Focus and Effort to Strengthen Executive Function Skills in Patients with Neurological Disorders”  

**Presenter(s):** Suchetta Kamath  

**Description:** Attention is a crucial mental resource that deeply influences memory, information processing, social connectivity, and self-directed effort and yet it is often mismanaged by most of us. The hallmark of developmental and acquired neurological impairments is a disruption in attention, executive function, and metacognition; the impact of which is felt in all facets of life ranging from personal to academic to professional undertakings. This presentation will address how best to apply current advances in neuroscience and cognitive retraining to help patients build attention, mindful awareness, and intentional self-regulatory effort essential for overall mastery of work using cloud based technology, M-E-T-A™ training and video feedback to support the comprehensive treatment approach to manage executive dysfunction.  

**Learning Outcomes:**  
- The participants will be able to explain the role of the central executive in managing attention and mental effort.  
- The participants will be able to understand attentional framework: task-positive and task-negative networks and its relationship to an optimal awareness experience.  
- The participants will describe attentional strategies that help reduce the effects of interference and manage task engagement.  
- The participants will be able to list various technology-based performance strategies relevant to cognitive intervention.  
- The participants will discover various ways to implement treatment plans using apps and video feedback and deploy troubleshooting as needed.

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**Session Title:** “Support Personnel-Training, Trends, and Regulation”  

**Presenter(s):** Eileen Crowe  

**Description:** Examine trends in the states relating to the laws and regulations governing support personnel, their evolving role, and on-line resources available on the roles and supervision of both audiology and speech-language pathology support personnel. Through scenarios, attendees will explore the impact of support personnel in various practice settings.  

**Learning Outcomes:**  
- Discuss support personnel initiatives in states  
- Examine support personnel trends nationwide and ASHA resources available on support personnel  
- Identify ASHA supervision recommendations for support personnel

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**Session Title:** “Protecting the Public: Regulatory Updates and FAQs from the Montana Board of Speech-Language Pathologists & Audiologists”  

**Presenter(s):** Lucy Richards
Description: This session will cover what is new with the Board of Speech-Language Pathologists & Audiologists including: (1) 2019 Legislative Session from the board’s perspective; (2) board objective for fiscal year 2020; and (3) FAQs including aide/assistant registration, telesupervision of aides/assistants, and coming updates to the online licensing portal; and (4) general updates on licensing statistics. Following a general presentation the presenter will open up the floor to any and all questions from attendees.

Learning Outcomes:

- Learners will develop better understanding of regulatory requirements pertaining to speech-language pathology and audiology.
- Learners will state supervision requirements for registering and supervising unlicensed aides/assistants.
- Learners will understand Department of Labor and Industry and board goals and objectives for FY20.

Session Title: “Graduate Student Clinical Education: Preparing Montana SLPs”

Presenter(s): Jenn Closson/ Amanda Jackson

Description: Clinical education is a valuable component in the graduate student experience. These placements are highly valued and anticipated by graduate students and offer excellent opportunities for clinical educators. Join us to learn about the benefits, process of clinical education, and how to impart feedback and develop skills in our future colleagues while earning CEUs to meet the new ASHA standards for clinical education.

Learning Outcomes:

- Participants will learn the benefits of clinical education in Montana.
- Participants will develop their understanding of the processes associated with clinical education.
- Participants will meet the requirements of becoming a clinical educator by attending this session.
- Participants will learn strategies for developing skills in future clinicians aligned with their own professional style while integrating preferred learning avenues.

Presenter(s): Mike Bouchard and Emilie Banasiak

Session Title: “Communication Solutions for Those with Hearing Loss and/or Speech Difficulties”

Description: Mike Bouchard from Montana Telecommunications Access Program and Emilie Banasiak from Montana Relay/Hamilton Relay will be exploring the different equipment and relay services available to Montana Residents 24/7 in both English and Spanish with difficulties speaking or hearing over the phone. These services and equipment includes: Speech to Speech relay, Proloquo2Go and other communication apps for those with difficulties speaking; as well as CapTel captioned telephones and Voice Carry Over relay services, video relay and live transcribe apps for those with difficulties hearing. This presentation will include demonstration of some of the equipment covered.

Learning Outcomes:

- Learners will state the Montana Telecommunications Access Program's (MTAP) mission statement
- Learners will develop their understanding of the MTAP application process
- Learners will identify 5 different MTAP pieces of equipment used for communication.
The following posters have been approved for CEUs (.25 each poster)

**Poster Title:** “Promoting Student Participation in Interprofessional Transition Planning Teams”

**Presenter(s):** Ginger Collins

**Poster Description:** The purpose of this presentation is to focus on increasing the participation of students with language-based learning disabilities (LLD) in postsecondary transition planning and how the interprofessional teams that include a speech-language pathologist may work together to integrate and apply language, literacy, and related self-determination goals in the secondary school curriculum. As students with LLD enter secondary school, the provision of needed language-literacy intervention services drastically declines, although these students often require these services to facilitate their postsecondary success. Secondary students are expected to read, write, and think at more complex levels than ever before to meet post-graduation workforce demands. The inclusion of self-determination strategies is found to be related to positive post-school outcomes and can be readily integrated into transition planning. The integration of SLPs into the interprofessional team may ideally support secondary school student language-literacy needs in transition planning by using self-determination strategies to help access the curriculum and experience postsecondary success.

**Learning Outcomes:**
- Identify goals and objectives that promote student participation in interprofessional transition planning (ITP)
- Align ITP goals and objectives with Common Core State Standards
- Align ITP goals and objectives with language intervention goals and objectives

**Poster Title:** “Who has the time? A tutorial to invest your time in the classroom with a collaborative social skills program.”

**Presenter(s):** Emily Stafslien and Rachel Stansberry

**Poster Description:** Speech Language Pathologists (SLPs) have a wide scope of practice with nine service delivery domains and five domains of professional practice (ASHA, 2019). In the educational setting, many therapists work tirelessly to provide high-quality, evidenced-based practice to students who qualify for speech-language services per state guidelines. Issues with SLPs finding a balance of caseload size and workload continue to be present (ASHA, 2002). Consequently, prevention and wellness can easily be put at the end of the neverending SLP to-do list. Communication Lab, developed by Ellen Pritchard-Dodge, is communication skills program to teach “good communication” skills in the regular, elementary classroom (Dodge & Mallard, 1992). Although this program is currently out of print, the format of a 10-week collaborative/consultative program to build classroom social skills easily meets the need for preventative care, early intervention for RTI/MTSS models, and builds collaboration with parents and teachers. Our poster will provide a tutorial of the Communication Lab program and how it is used by two SLPs in Central Montana to balance their workload and educate parents, teachers, and students.

**Learning Outcomes:**
- After this presentation, participants will be able to describe benefits of training communication skills to all students in a regular education classroom.
- After this presentation, participants will be able to describe benefits of an efficient and collaborative social skills program with teachers and parents.
- After this presentation, participants will be able to describe the core communication skills from Communication Lab that improve academic and social functioning.
**Poster Title:** “Support Through Education and Planning A “STEP” Toward Parent Program Implementation”

**Presenter(s):** Jennifer Schoffer-Closson and Kathleen Cotter

**Poster Description:** Parents of children with autism often feel challenged by behavior. Upon the request of a parent involved in the YETI (Youth Engagement Through Intervention) Social Skills Program, a pilot program was developed to teach parents about the behavior and language connection. Beyond the parent education, parent training was implemented through developing customized antecedent interventions utilizing evidence based practices (EBPs) for their homes. As a result, parents reported increased use of EBPs in the home and increased confidence in implementing strategies. Future directions involve supporting rural families through telepractice STEP trainings.

**Learning Outcomes:**

- Discuss the significance of the participant’s post-test gains in the areas of EBPs for social communication and confidence implementing strategies at home.
- Discuss barriers to services affecting Montana’s families with children with autism.
- Described the model used in the YETI STEP pilot and how to adapt for teletherapy models and models with paraprofessional or daycare employees.

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**Poster Title:** “A Comparative Study of Phonological Processes Between Canadian-French-Speaking & American-English-Speaking Children with Speech Sound Disorder”

**Presenter(s):** Margot Diffendaffer and Amy Glaspey

**Poster Description:** Children from different language backgrounds will develop language-specific phonological systems: French speaking children learn a different set of speech sounds and acquire those sounds at a different order and rate than English-speaking children (Macleod, 2011). Therefore, one would expect French-speaking to produce different types of speech sound errors than English-speaking children. These errors, also known as phonological processes, are children’s attempts to simplify the correct, adult version of words and make them easier to produce (Small, 2016). Children may change the type of sound produced, or omit sounds all together. Currently, there is a lack of research comparing the production of speech sound errors by children from diverse linguistic backgrounds. The purpose of the current study is to compare the frequency of error production by English-speaking and French-speaking children with speech sound disorders to determine similarities, differences, and universal trends across the two languages. The significance of the following study is to contribute to the knowledge base of speech development and disorder across different languages.

**Learning Outcomes:**

- Define 16 phonological processes produced by Canadian-French and American-English speaking children with SSD.
- Compare similarities and differences between frequencies of processes used by both groups of children.
- Identify the most common errors in each language.