

# 2023 CLINICAL CONNECTIONS ON DEMAND

## INSTRUCTIONAL LEVEL - VARIOUS

In order to earn ASHA CEUs for the recorded sessions, you must watch all 4.5 hours of content. No partial credit is available.

## SESSIONS:

### At NICU Discharge, Considering Social Determinants of Health (SDoH)

Speakers: Stefanie LaManna, M.S., CCC-SLP, CNT  
Brooke Hatfield, M.S., CCC-SLP

### "Speed Speech": How (And Why) To Treat Speech Sound Disorders in 5 Minutes

Speakers: Emily R. Doll, M.A., M.S., CCC-SLP  
LuAnn Batson-Magnuson, Ph.D., CCC-SLP

### Translanguaging Pedagogy in Speech-Language Pathology

Speakers: Aishah AlFadhlah, Ed.D., CCC-SLP  
Nicole Tricia I. dela Paz (CF)

## THE SPEAKER LINEUP



**Stefanie LaManna, M.S., CCC-SLP, CNT**

American Speech-Language-Hearing Association (ASHA)



**Brooke Hatfield, M.S., CCC-SLP**

American Speech-Language-Hearing Association (ASHA)



**Emily R. Doll, M.A., M.S., CCC-SLP**

Colonial Intermediate, Unit 20  
East Stroudsburg University



**LuAnn Batson-Magnuson, Ph.D., CCC-SLP**

East Stroudsburg University



**Aishah AlFadhlah, Ed.D., CCC-SLP**

Center for Autism and Related Disorders at  
Kennedy Krieger Institute



**Nicole Tricia I. dela Paz (CF)**

Prince Georges County Public Schools



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# AT NICU DISCHARGE, CONSIDERING SOCIAL DETERMINANTS OF HEALTH (SDOH)

Speakers: Stefanie LaManna, M.S., CCC-SLP, CNT and Brooke Hatfield, M.S., CCC-SLP

## INSTRUCTIONAL LEVEL - INTERMEDIATE

**Course Value: 0.2 ASHA CEUs; 2.0 MD Hours**

### COURSE DESCRIPTION

Social determinants of health (SDOH) are the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks. SDOH can be grouped into 5 domains: economic stability, education access and quality, healthcare access and quality, neighborhood and built environment, and social and community context. SDOH impact people's health and quality of life but may also lead to disparities and inequities in access to food, education, and healthcare and are unique for a post-NICU infant and their family. For example, economic stability can influence a family's ability to obtain specialty supplies for their infant needed for feeding after NICU discharge. Family members with low health literacy may be unable to read medication labels and dosages and formula mixing instructions, or have poor understanding of their infant's medical history. After discharge, families may experience lack of transportation to follow-up appointments, inadequate insurance coverage, or long wait-lists to see specialists. By being cognizant of a family's unique SDOH, NICU staff can assist families in overcoming socioeconomic barriers by putting supports in place and increasing access to the supplies and care they will need at home. Discharge from the NICU is a significant milestone for an infant and their family – but it can be a complex process filled with hurdles that can make going home seem overwhelming. Considering a family's unique SDOH during discharge planning can reduce health inequities and disparities and ensure they have the resources to help them thrive.

### LEARNING OBJECTIVES

At the conclusion of this course, a participant should be able to:

1. Define social determinants of health (SDOH) and give examples of barriers within each domain.
2. Identify two ways NICU staff and care partners can increase a family's access to supplies and/or services after discharge.
3. Identify two ways an infant and family's social determinants of health can influence neurodevelopmental outcomes.

### ABOUT THE SPEAKERS

Stefanie LaManna is a speech-language pathologist and certified neonatal therapist specializing in feeding and swallowing in the birth-3 population. Her clinical experience includes settings across the pediatric service line with particular expertise in neonatal intensive care. Her clinical interests include infant airway disorders and utilizing FEES in the pediatric population. Stefanie brings her extensive pediatric experience to ASHA, serving as Associate Director, Health Care Services in SLP.

Brooke Hatfield is an Associate Director of Health Care Services in Speech-Language Pathology at the American Speech-Language-Hearing Association. She has more than twenty-five years of experience as a speech-language pathologist with a clinical background in adult neuro rehabilitation in a variety of settings, and recently completed a master's degree in health care administration as a pandemic project.

**FINANCIAL DISCLOSURES:** Stefanie LaManna is a salaried employee, American Speech-Language Hearing Association, Salaried employee, Virtua Health. Brooke Hatfield is a salaried employee, American Speech-Language Hearing Association.

**NON-FINANCIAL DISCLOSURES:** Stefanie LaManna is Ex Officio, SIG 13 Swallowing and Swallowing Disorders, Program Committee, Society for Ear, Nose, Throat Advancement in Children, Committee member, Pediatric IDDSI Reference Group. Brooke Hatfield is the ex officio for ASHA's Special Interest Group 2, Neurogenic Communication Disorders & 18, Telepractice. Social Determinants of Health are being addressed by a working group on ASHA's Strategic Objective #4: Enhance service delivery across the continuum of care to increase value and access to services.

# "SPEED SPEECH": HOW (AND WHY) TO TREAT SPEECH SOUND DISORDERS IN 5 MINUTES

Speakers: Emily R. Doll, M.A., M.S., CCC-SLP, Matt Magnuson, M.S., CCC-SLP and LuAnn Batson-Magnuson, Ph.D., CCC-SLP

## INSTRUCTIONAL LEVEL - INTRODUCTORY

**Course Value: 0.15 ASHA CEUs; 1.5 MD Hours**

## COURSE DESCRIPTION

Research is emerging supporting use of "speed speech" programs for treating speech sound disorders. Students in "speed speech" programs are dismissed from therapy after significantly less hours of treatment. The authors implemented speed speech programs and found that students received 36% more speech therapy sessions, achieved their goals 15% faster, and spent 80% less time outside of the classroom. Authors will review evidence for these programs and provide guidance for implementing them.

## LEARNING OBJECTIVES

At the conclusion of this course, a participant should be able to:

1. Describe empirical evidence supporting the use of "speed speech" programs for treating speech sound disorders.
2. Discuss three benefits of using a "speed speech" model in a school setting.
3. Describe the factors that must be considered when implementing a "speed speech" model.

## ABOUT THE SPEAKERS

Emily Doll is a school-based speech therapist working with students in grades K-9 in regular education, learning support, autistic support, partial hospitalization, and emotional support settings. She serves as a Clinical Supervisor for the Communication Sciences and Disorders department of East Stroudsburg University.

Matt Magnuson is a school-based speech therapist working with students in grades PK-6 in regular education, learning support, autistic support, and other special education settings.

Dr. LuAnn Batson-Magnuson is a full professor at East Stroudsburg University in the Department of Communication Sciences and Disorders. She has 40 years of experience in educational/medical settings. Her research includes validity of standardized assessments, oral language/reading performance, service-learning, and cognitive-communication deficits in autoimmune diseases.

**FINANCIAL DISCLOSURES:** Emily Doll does not have any Financial Disclosures to report. LuAnn Batson-Magnuson is an employee of East Stroudsburg University.

**NON-FINANCIAL DISCLOSURES:** The speakers do not have any Non-Financial Disclosures to report.

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## STATE LICENSURE HOURS

Certificates of attendance will be available electronically following a short survey.

Maintain this certificate in your personal files.

You will need this when renewing your license.

# TRANSLANGUAGING PEDAGOGY IN SPEECH-LANGUAGE PATHOLOGY

Speakers: Aishah AlFadhlah, Ed.D., CCC-SLP and Nicole Tricia I. dela Paz (CF)

## INSTRUCTIONAL LEVEL - INTRODUCTORY

Course Value: 0.1 ASHA CEUs; 1.0 MD Hours

## COURSE DESCRIPTION

The course will discuss translanguaging theory and pedagogy to support the acquisition of multilingual students with and without language impairment. Bilinguals use language flexibly to make meaning of their lives and their complex worlds. The therapist will learn about bilingual acquisition as a unitary system and strategies to support the linguistic repertoire and increase the linguistic awareness of the student.

## LEARNING OBJECTIVES

At the conclusion of this course, a participant should be able to:

1. Define translanguaging theory.
2. Understand translanguaging as a pedagogical tool to affirm the identities of bilingual students.
3. Stimulate and support the linguistic repertoire of the students in a unitary system.
4. List translanguaging practices that can be used in therapy.

## ABOUT THE SPEAKERS

Aisha AlFadhlah is a trilingual Speech-Language Pathologist at the Center for Autism and Related Disorders at Kennedy Krieger Institute. She focuses on the treatment and evaluation of multilingual students. Her research interest is in the field of multilingualism, specifically the importance of maintaining the home language to develop the cultural and linguistic identities of children with and without developmental disabilities.

Nicole Tricia I. dela Paz is a multilingual CF-SLP. Her research interest revolves around culturally-responsive services for individuals of diverse linguistic backgrounds. She is working at PGCPs for the 2023-2024 school year.

**DISCLOSURES:** The speakers do not have any Financial or Non-Financial Disclosures to report.

## REGISTRATION FEES



### MSHA MEMBER

\$40

### NON-MEMBER

\$105

### STUDENT MEMBER

\$8

### STUDENT NON-MEMBER

\$15

### EDUCATIONAL PROFESSIONAL

(NO CEUS GRANTED)

\$40

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