



JMU Summer Learning Series: Cultivating Competency

The JMU Summer Learning Series: Cultivating Competency is an opportunity for students, clinicians, & community members in the Harrisonburg region and beyond to engage in lifelong learning to grow their effective communication, clinical reasoning, & commitment to inclusive excellence together through a series of FREE ASHA CEUs!

FEATURING



Friday June 14th

Meg Druga, M.A.T.
JMU TTAC
9:30-11:00am

“Enhancing Inclusive Services & Collaboration
in the Early Childhood Classroom”
(.15 ASHA CEU)



Friday June 21st

Shiree Harbick, Ph.D., CCC-SLP
JMU CSD & the FIRST Program
9:00-10:30am

“Caregiver Coaching for the Pediatric SLP”
(.15 ASHA CEU)



Friday June 21st

Shendy Smith, M.O.T., OTR/L &
Ginger Shifflett, M.S., CCC-SLP

Wilson Workforce Rehabilitation Center
10:45-12:15pm

“Foundations for Effective Communication
with Neurodivergent Adolescents and Adults”
(.15 ASHA CEU)



Friday June 28th

Erin Forward, M.S.P., CCC-SLP, CLC
Cincinnati Children’s Hospital &

“First Bite Podcast”
9:00-10:30am

“Trauma-Informed & Neurodiversity Affirming
Care for Pediatrics”
(.15 ASHA CEU)



Friday June 28th

Anne Martin, M.S., CCC-SLP
Sentara RMH & JMU CSD
10:45-12:15pm

“The Role of the SLP in Palliative Care
Measures & Ethical Decision Making for End-
of-Life-Care”
(.15 ASHA CEU)



Friday July 12th

Sarah Emory, M.S.P., CCC-SLP
Cicero Therapies
9:00-10:30am

“Your CFY: A Guide for Navigating Regulations,
Ethics, and Challenges”
(.15 ASHA CEU)



Friday July 12th

Renee Garrett, M.S.Ed., CCC-SLP, CBIS
SHAV Fellow, Adjunct Faculty (JMU & ODU)
Host of:

“Brainstorms: Functional Neurorehab for SLPs”,
10:45-12:15pm
“Caregiver Coaching for the Adult SLP”
(.15 ASHA CEU)



Friday July 19th

Jennifer Ruckner, M.S., CCC-SLP &
Beth Cooper, M.O.T., OTR/L
Tots to Teens Therapy Services
9:00-12:15pm

“Sensory Detective and Interprofessional
Practice for the SLP and OT”
(.3 ASHA CEU)



JOIN US Fridays in June & July!

JMU CHBS, ROOM G010
235 MLK JR. WAY HARRISONBURG, VA 22807

Cost: FREE!

For more information, contact:

Erin Clinard, Ph.D., CCC-SLP, CHSE clinares@jmu.edu or Michelle Dawson MS, CCC-SLP, CLC, BCS-S wood2ml@jmu.edu

JMU Cultivating Competency Speaker Sessions

Presentations will be held consecutively in the same room. Sessions are FREE to all attendees.
LIMITED SEATING AVAILABLE. ALL ATTENDEES MUST REGISTER BELOW. MAXIMUM CAPACITY 150 PER COURSE.

Course Information

Friday, June 14, 2024 @ 9:30-11:00 am

Title: Enhancing Inclusive Services and Collaboration in the Early Childhood Classroom

We know that play is a central element in a child's learning journey, fostering growth and development. Playing and learning with peers supports this journey and helps produce better outcomes for all students. Join us in exploring the early childhood learning environment and exploring intentional modifications, adaptations, and supports to ensure success for every child as you provide services within the general education classroom. Throughout this session, we'll offer examples and insights on viewing the classroom through an inclusive lens that supports a universal design for learning where all students excel. Learn how to use an inclusive environment to enhance support for students and collaboration among the staff. Leave feeling empowered and equipped to serve students in an inclusive environment where every student can thrive and all staff feel supported.

Learning Objectives

1. Describe two factors from "Indicator 6 Data" on how inclusive practices profoundly impact students.
2. Describe three components of inclusion, (Access, Participation, and Support) and how these can be seamlessly integrated into the Early Childhood classroom and services to boost student success.
3. Describe three strategies for delivering speech therapy services within the inclusive classroom for student success.

Location

College of Health &
Behavioral Studies
ROOM G010

(Down one floor from
the JMU Clinic)

Time-Ordered Agenda

0-10: Introductions and Background

10-35: Discuss "Indicator 6 Data" on how inclusive practices profoundly impact students.

35-55: Discuss components of inclusion, (Access, Participation, and Support) and how these can be seamlessly integrated into the Early Childhood classroom and services to boost student success.

55-1:20: Discuss strategies for delivering speech therapy services within the inclusive classroom for student success.

1:20-1:30: Questions/Answers

About the Presenter

Meg Druga, M.A.T.

Meg Druga holds a BIS and M.A.T. in Early Childhood Special Education from James Madison University. She also has a Virginia Teaching Licensure in Early Childhood Education, ages 3-5. Meg taught in an inclusive preschool classroom for eleven years for Augusta County Public Schools before joining the JMU TTAC team in August 2020. Meg is passionate about inclusive practices! Meg loves supporting teachers in their practice as they focus on quality in early childhood education. Meg Druga is a Determinator on the Virginia Department of Education's *I'm Determined Project*. She is excited to work on incorporating the elements of self-determination into early childhood practices. Meg enjoys spending time with her husband and daughter in her free time and being outside!

Financial Disclosures: Meg Druga, M.A.T. receives a salary from JMU.

Non-Financial Disclosures: Meg Druga does not have non-financial disclosures.



James Madison University Department
of Communication Sciences and
Disorders

Intermediate Level
0.15 ASHA CEUS

Required
Registration
HERE:



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Course Information

Friday, June 21, 2024 @ 9:00-10:30 am

Title: Caregiver Coaching for the Pediatric SLP

This class will review the latest research about effective caregiver coaching and how to identify the difference between caregiver coaching and caregiver education. Principles to promote effective adult learning will be covered as well as considerations for coaching caregivers who have a culture and home language that are different from the SLP's. Tools will be provided to help pediatric SLPs self-evaluate their own coaching practices and strategies.

Learning Objectives

1. Identify and define the difference between caregiver coaching and caregiver education.
2. List three strategies to promote effective adult learning that is culturally responsive.
3. List three strategies for individual practitioner to be able to effectively self-evaluate their own coaching practices and strategies.

Time-Ordered Agenda

0-10: Introductions and Background

10-35: Discuss the differences between caregiver coaching and caregiver education.

35-55: Discuss strategies to promote effective adult learning that is culturally responsive.

55-1:20: Discuss strategies for individual practitioner to be able to effectively self-evaluate their own coaching practices & strategies.

1:20-1:30: Questions/Answers

About the Presenter

Shiree Harbick, Ph.D., CCC-SLP

Shiree Harbick, Ph.D., CCC-SLP is a speech language-pathologist, university clinical educator, & director of the FIRST Program, a community outreach of the JMU Speech-Language Clinic that coaches caregivers in best practices for supporting infant language & cognitive development. Working with families is not just a professional passion, but also a personal one. Shiree is the mother of a young adult with developmental disabilities & serves on the Adagio House Board of Directors. She has worked as an SLP in a variety of settings within the Shenandoah Valley since 2009.

Financial Disclosures: Shiree is a paid employee of James Madison University and her clinical assignments include supervising for and directing the FIRST Program. The FIRST Program research has been funded by the JMU Department of Communication Sciences and Disorders, JMU Faculty Senate grants, and the Betty Coe and Paul J. Cinquegrana Presidential Award. She received an honorarium for speaking today.

Non-Financial Disclosures: Shiree has been both the recipient of and provider of caregiver coaching and acknowledges multiple privileges (access to services and experts, financial stability, skills in health advocacy, and research expertise) that have informed her experience and this presentation.

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Course Information

Friday June 21st, 2024 @ 10:45-12:15 pm

Title: Foundations for Effective Communication with Neurodivergent Adolescents and Adults

This course will focus on growing clinician's functional approaches for effective communication with neurodivergent adolescents and adults through an interprofessional lens. Clinicians will be taught what signs and symptoms could indicate a "defense mode" from an OT and SLP perspective, and subsequently provided strategies to assist a neurodivergent individual who is stuck in a fight-flight-freeze state. The course will conclude with an interprofessional practice approach for empowering neurodivergent teens and adults to engage in self-advocacy.

Learning Objectives

1. Explain defense mode & the importance of addressing this prior to teaching social communication skills.
2. State 3 strategies/accommodations to assist students who are in a state of fight-flight-freeze inclusive of utilization of any specific language or therapeutic techniques.
3. Explain how to teach specific self-advocacy skills for Neurodivergent Students who require accommodations or for information to be presented in an alternate way.

Time-Ordered Agenda

0-10: Introductions and Background

10-35: Discuss defense mode and the importance of addressing this prior to teaching social communication skills.

35-55: Discuss strategies/accommodations to assist students who are in a state of fight-flight-freeze inclusive of utilization of any specific language or therapeutic techniques.

55-1:20: Discuss how to teach specific self-advocacy skills for Neurodivergent Students who require accommodations or for information to be presented in an alternate way.

1:20-1:30: Questions/Answers

About the Presenters

Shendy Smith, M.O.T., OTR/L & Ginger Shifflett, M.S., CCC-SLP

Shendy Smith M.O.T., OTR/L is an occupational therapist, a certified autism specialist, and a graduate from James Madison University. She worked with children and young adults in both outpatient and school settings for eight years before joining the vocational rehab team at Wilson Workforce Rehabilitation Center. Shendy has focused on maximizing functional independence for children, youth, and adults with physical and cognitive disabilities. In the vocational rehab setting, Shendy has worked to incorporate group interventions targeting each vocational training program to support client goals and overall work readiness.

Ginger Shifflett, M.S., CCC-SLP, is a speech-language pathologist and Director of Communication Services at Wilson Workforce and Rehabilitation Center, where she has worked for 25 years. Ginger is a Certified Autism Specialist, and enjoys working with adolescents and adults who are neurodivergent in realizing their employment potential through improved language, cognition, and social communication skills. She additionally enjoys working with Augmentative Alternative Communication and other forms of assistive technology to aid individuals in their journey toward independence and reaching their goals.

Financial disclosures: Shendy Smith M.O.T., OTR/L is a paid employee of Wilson Workforce Rehabilitation Center. Ginger Shifflett, MS CCC-SLP, is a Speech-Language Pathologist and Director of Communication Services at Wilson Workforce and Rehabilitation Center, for which she receives a salary.

Non-Financial disclosures: Shendy Smith M.O.T., OTR/L does not have any non-financial disclosures to share. Ginger Shifflett, MS CCC-SLP, does not have any non-financial disclosures to share.

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Course Information

Friday June 28, 2024 @ 9:00-10:30 am

Title: Trauma-Informed and Neurodiversity Affirming Care

This course will focus on two philosophies that are integral for the improvement of patient care and mental health of our patients and families. Trauma-Informed Care and Neurodiversity Affirming Care have been a newer topic in the world of speech pathology; however, it is imperative that we continue to have the conversation about it. This course will address what trauma informed care is and how neurodiversity affirming care is a value of TIC. We will talk about an SLPs role in TIC, and the impact it can have on a child's mental health, communication and feeding experience. The importance of body autonomy to grow communication will also be addressed. Case studies and examples will be provided to engage in critical thinking with specific patients due to the individualized nature of this content. This course will also dive into therapeutic use of self and the intentional relationship model as a tool for building therapeutic relationships and safety within therapy. This course hopes to provide a way to feel better about the therapy you are providing and understand the impact we have as clinicians to empower our clients and families.

Learning Objectives

1. Explain the similarities and differences between trauma-informed care and neurodiversity affirming care.
2. Define the term "therapeutic use of self" and its role in the intentional relationship model for therapy.
3. List two strategies for improving their "therapeutic use of self" during a therapy session.

Time-Ordered Agenda

0-10: Introductions and Background

10-35: Discuss the similarities and differences between trauma-informed care and neurodiversity affirming care.

35-55: Discuss the term "therapeutic use of self" and its role in the intentional relationship model for therapy.

55-1:20: Discuss strategies for improving their "therapeutic use of self" during a therapy session.

1:20-1:30: Questions/Answers

About the Presenter

Erin Forward, M.S.P., CCC-SLP, CLC

Erin Forward, M.S.P, CCC-SLP, CLC is a pathologist and certified lactation counselor at Cincinnati Children's Hospital. She is a part of their interdisciplinary feeding team as well as treating children in an outpatient setting. Erin has advanced training in pediatric feeding and swallowing disorders, early language, AAC, and trauma, specifically for medically complex children. She graduated from University of Pittsburgh with a Bachelor degree in CSD and Psychology and graduated from the University of South Carolina with a Master's in Speech Pathology. Erin has a Proficient DIR®Floortime Provider Certification and is a TBRI®Trained Practitioner. She is the regular co-host of First Bite Podcast with Michelle Dawson, M.S., CCC-SLP, CLC. She has experience in early intervention/home health, NICU/PICU, GI clinic, and an outpatient clinic settings.

Financial disclosures: Erin receives a salary from Cincinnati Children's Hospital. She is the host of "First Bite: A Speech Therapy Podcast" for which she receives compensation from SpeechTherapyPD.com. She also receives compensation for numerous presentations from SpeechTherapyPD.com. She also receives profits from the sales of "First Bite Boutique." She received an honorarium for this presentation.

Non-Financial disclosures: Erin is a volunteer with ASHA Pediatric Feeding and Swallowing Disorders for ASHA 2024 Convention, additionally she is a volunteer with Feeding Matters, . She is a member of ASHA, ASHA SIG 13. Erin is also a contributor for the book Chasing the Swallow and a member of the DIR SC Coalition

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Course Information

Friday June 28, 2024 @ 10:45-12:15 pm

Title: The Role of the SLP in Palliative Care Measures & Ethical decision Making for End-of-Life Care

This course will focus on ethics relative to end-of-life issues and ethics relative to cognition through an SLP lens. She will discuss the difference between rehabilitative and facilitative care, quality of life decisions regarding alternative feeding, the ASHA code of ethics involving end of life, and how to support families through stressful and emotional decisions. Also, she will discuss how cognition and cognitive impairments can influence these decisions on behalf of both the patient and their families. While discussing the cognitive component, she will illustrate the SLP's role with end of life care under the ASHA code of ethics. This course will also dive into the four main cornerstones of medical ethics: beneficence, autonomy, justice, and non-maleficence and how these four pillars relate to the field of speech pathology. These concepts will be illustrated by examples from Anne Martin's professional experience.

Learning Objectives

1. Describe an SLP's role in end-of-life care.
2. Summarize patient's rights at the end of life to which SLP's must adhere.
3. List some ethical considerations when SLP's are working with end of life care.
4. Apply the principles from ASHA's Code of Ethics when working with individuals with cognitive impairments who are at end of life.

Time-Ordered Agenda

0-10: Introductions and Background

10-35: Discuss an SLP's role in end-of-life care.

35-55: Discuss patient's rights at the end of life to which SLP's must adhere.

55-1:20: Discuss ethical considerations when SLP's are working with end-of-life care.

1:20-1:30: Questions/Answers

About the Presenter

Anne Martin, M.S., CCC-SLP

Anne Martin, M.S., CCC-SLP is an acute care speech-language pathologist at Sentara Rockingham Memorial Hospital, and is also a clinical educator in the JMU Speech-Language Clinic. Anne holds a B.S. from James Madison University and M.S. from East Carolina University where she predominately studied medical speech-language pathology as related to adults. Anne has worked in a variety of settings to include: inpatient rehabilitation center, skilled nursing facility, outpatient clinic, and acute care in a hospital. Her main interests include working with adults with CVA, TBI, aphasia, motor speech disorders, dysphagia, cognitive-communicative impairments, ventilators, tracheostomies, and voice disorders.

Financial disclosures: Anne receives a salary from James Madison University and Sentara Healthcare system. She received an honorarium for presenting today.

Non-Financial disclosures: Anne does not have any non-financial disclosures to share.

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Course Information

Friday July 12, 2024 @ 9:00-10:30 am

Title: Your CFY: A Guide for Navigating Regulations, Ethics, and Challenges

This course provides a comprehensive overview of clinical supervision in speech-language pathology, focusing on navigating regulatory frameworks, ethical considerations, and addressing challenges encountered in the supervisory process. Through a combination of theoretical exploration and practical application, participants will gain a deep understanding of the roles and responsibilities of supervisors, as well as the rights and expectations of supervisees, particularly in the context of Speech-Language Pathology Assistants (SLPAs) and Clinical Fellows (CFs). Throughout the course, participants will engage in case studies, role-playing exercises, and discussions to apply theoretical concepts to real-world scenarios. By the end of the course, participants will be equipped with the knowledge, skills, and resources needed to navigate the complexities of clinical supervision in speech-language pathology with confidence and professionalism.

Learning Objectives

1. Describe roles and responsibilities of supervisors engaged in clinical supervision of a clinical fellow, speech-language pathology assistant, and a student.
2. Describe rights and expectations of supervisees, including those of a clinical fellow, a speech-language pathology assistant, and a student.
3. List two resources to support their ethical understanding of regulatory framework for clinical supervision.

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Time-Ordered Agenda

0-10: Introductions and Background

10-35: Discuss roles and responsibilities of supervisors engaged in clinical supervision of a clinical fellow, speech-language pathology assistant, and a student.

35-55: Discuss rights and expectations of supervisees, including those of a clinical fellow, a speech-language pathology assistant, and a student.

55-1:20: Discuss resources to support their ethical understanding of regulatory framework for clinical supervision.

1:20-1:30: Questions/Answers

About the Presenter

Sarah Emory, M.S.P., CCC-SLP

Sarah Emory, M.S.P., CCC-SLP, is the Vice President of Recruiting at Cicero Therapies, a Family of Practices. At Cicero, she leads recruitment and sales efforts for pediatric multi-disciplinary clinics across the eastern half of the United States. Before joining Cicero in 2022, Sarah was the founder and owner of MTSKids, a pediatric therapy practice serving South Carolina. While at MTSKids, Sarah grew her company from a small room in the public library to serving the state through brick and mortar offices and public school contracts. Sarah also serves on the South Carolina Board of Examiners for Speech-Language and Audiology and the Audiology & Speech-Language Pathology Interstate Compact (ASLP-IC) Committee. Sarah earned her MSP from the University of South Carolina, and a Bachelor of Science degree from the University of South Carolina Honors College. Sarah lives in Spartanburg, South Carolina with her husband and three children.

Financial disclosures: The speaker is employed by Cicero Therapies, A Family of Practices, she received an honorarium for speaking here today.

Non-Financial disclosures: The speaker serves on the South Carolina Board of Examiners for Speech-Language Pathology and Audiology and the Audiology & Speech-Language Pathology Interstate Compact (ASLP-IC) Committee.



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Course Information

Friday, July 12, 2024 @ 10:45-12:15 pm

Title: Caregiver Coaching for the Adult SLP

Caregivers are a crucial support for many chronically ill or acutely ill patients. Caregiving is not limited to one age, one disease process, or one progressive neurological disease. Whether the concerns are for legal matters, financial matters, or caregiver burnout, this course identifies how those roles impact the caregiver and the patient. Identify how social determinants of health impact caregivers including access to care, health literacy and how we as SLPs can advocate for our patients and their caregiving teams. By identifying resources and solutions, we can provide more effective patient and family/caregiver education and support.

Learning Objectives

1. Describe how legal matters, financial matters, or caregiver burnout, impact the caregiver and ultimately the patient.
2. Describe how social determinants of health impact a caregiver's ability to access care for a patient.
3. List two resources an SLP can provide to a caregiver and/or patient to improve patient and family/caregiver outcomes.

Time-Ordered Agenda

0-10: Introductions and Background

10-35: Discuss how legal matters, financial matters, or caregiver burnout, impact the caregiver and ultimately the patient.

35-55: Discuss how social determinants of health impact a caregiver's ability to access care for a patient.

55-1:20: Discuss resources an SLP can provide to a caregiver and/or patient to improve patient and family/caregiver outcomes.

1:20-1:30: Questions/Answers

About the Presenter

Renee Garrett, M.S.Ed., CCC-SLP, CBIS, SHAV Fellow

Renee Garrett, M.S.Ed., CCC-SLP, CBIS, SHAV Fellow, is a native of Hampton Roads, VA. She graduated with her Bachelors of Science in speech-language pathology and her Masters of Science in Education, both from Old Dominion University. She worked in inpatient rehabilitation and outpatient settings, in assisted living, as well as in acute care hospitals and the day rehabilitation program, serving adults across the lifespan with dysphagia and a variety of communication and cognitive disorders. Renee has a special interest in cognitive retraining post-TBI. She holds certification as a certified brain injury specialist (CBIS) from the Brain Injury Association of America and is active in educating families, friends and patients about dysphagia, communication, and cognitive disorders. She is the host of the podcast "Brainstorms: Functional Neurorehab for SLPs" and a regular presenter on SpeechTherapyPD.com and at other state conferences as well as at the American Speech Language Hearing Association Convention. Renee serves as adjunct faculty for both James Madison University and Old Dominion University. She served the Speech-Language-Hearing Association of Virginia in the roles of secretary, vice president of public relations, vice president of membership, president elect, president and past president. She currently serves the Communication Disorders Foundation of Virginia in the role of secretary. Renee received the honor of Darden Fellow from Old Dominion University's Darden College of Education and Professional Studies in 2023. Renee enjoys traveling, gardening, exploring restaurants and spending time with her family.



Financial disclosures: Renee Garrett, M.S.Ed., CCC-SLP, CBIS, is a paid employee of a private consulting firm in the Commonwealth of Virginia. She is the host of Brainstorms: Functional Neurorehab for SLPs and receives financial reimbursement from SpeechTherapyPD.com. She also receives financial compensation for similar webinars on SpeechTherapyPD.com. She received an honorarium for speaking today.

Non-Financial disclosures: Renée Garrett, M.S.Ed., CCC-SLP, CBIS, is the secretary for the Communication Disorders Foundation of Virginia.



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Course Information

Friday July 19, 2024 @ 9:00-12:15 pm

Title: Sensory Detective and Interprofessional Practice for the SLP & OT

Get ready to take Sensory Strategies to the next level in your speech therapy sessions. In this course, we will briefly review the 8 senses as related to self regulation. Participants will get practical strategies and hands on tools that can be used in therapy preparation for our sensory seeking, avoiding and craving kiddos. Case studies and videos will enhance your ability to apply the strategies discussed throughout this presentation.

Learning Objectives

1. Name the eight senses and understand their impact on the self-regulation.
2. Demonstrate the use of a flow chart to become a "Sensory Detective".
3. List three strategies to create and implement effective and sensory enriched therapy sessions.

Time-Ordered Agenda

9:00-9:10: Introductions and Background

9:10-9:55: Discuss eight senses and understand their impact on the self-regulation.

9:55-10:30: Discuss the use of a flow chart to become a "Sensory Detective".

10:30-10:45: Break

10:45-11:00: Finish discussion of the use of a flow chart to become a "Sensory Detective" with case studies.

11:00-12:00: Discuss strategies to create and implement effective and sensory enriched therapy sessions.

12:00-12:15: Questions and Answers

Location

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(Down one floor from the JMU Clinic)

About the Presenters

Jennifer Ruckner, M.S., CCC-SLP & Beth Cooper M.O.T, OTR/L

Jennifer Ruckner, M.S., CCC-SLP, received her Bachelor's of Science Degree and a Master's Degree in Communication Disorders from Auburn University. She has been a speech-language pathologist since 1990 working in a variety of settings to include Early Intervention, school districts and private practice. In 2008, she and cofounder, Patti Minicucci, created Tots To Teens Therapy Services to provide speech and language resources in an interdisciplinary approach to the families of Northern Virginia. In her free time, Jennifer enjoys spending time with family and friends doing outside activities such as paddle boarding, hiking, anything on the water.



Beth Cooper, M.O.T, OTR/L received her Master's Degree in Occupational Therapy from the University of Illinois-Chicago in 2004. She serves as the Clinical Director at Tots to Teens Therapy Services. She has experience working in various settings including home-based early intervention, tele-therapy, school systems, outpatient clinics and as part of a diagnostic team for a center for autism. She has been a presenter at state conferences, parent workshops, universities, daycares and school programs. In her spare time, Beth enjoys spending time outdoors with her husband and four children.



Financial disclosures: Jennifer Ruckner, MS CCC-SLP, receives compensation from SpeechTherapyPD.com for presentations related to Sensory Needs and the SLP; Parent Partnerships. Jennifer participated and received compensation for appearing as a guest on "First Bite" Podcast and from "Brainstorms: Functional Neurorehab for SLPs" Podcast. She received an honorarium for speaking today.

Beth Cooper, MOT, OTR/L receives compensation from SpeechTherapyPD.com for presentations related to Sensory Needs and the SLP; Parent Partnerships. Beth participated and received compensation for appearing as a guest on "First Bite" Podcast. She received an honorarium for speaking today.

Non-Financial disclosures: Jennifer Ruckner, MS CCC-SLP, has no relevant non-financial disclosures. Beth Cooper, MOT, OTR/L has no relevant non-financial disclosures.



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