Time	Presenter	Biography	Title	Learner Outcome 1	Learner outcome 2	Learner outcome 3	Abstract	financial disclosures	non-financial disclosures
THURSDAY									
8:00 - 9:30	**Kevin Simmons**	Kevin Simmons is a pediatric speech therapist based in North Georgia, serving a diverse pediatric population. He specializes in integrating music and sensory-based strategies to support communication, regulation, and engagement in therapy. In addition to his clinical work in speech-language pathology, Kevin is also a sensory barber with over three years of experience, creating supportive and individualized grooming experiences for children with sensory needs. Passionate about lifelong learning and collaboration, he encourages growth in both clients and professionals through his motto: "Let's learn together."	Therapeutic Harmony: Evidence-Based Music and Sensory Interventions for Speech	After completing this course, participants will explain how music and sensory integration support speech and language development.	After completing this course, participants will be able to explain how music and sensory integration support speech and language development.	After completing this course, participants will be able to apply evidence-based music and sensory tools to current therapy practices.	Therapeutic Harmony: Evidence-Based Music and Sensory Interventions for Speech explores the powerful intersection between music, sensory regulation, and communication development. This session introduces participants to research-backed strategies that integrate rhythm, melody, movement, and sensory input into speech therapy practices. Attendees will gain insight into how musical elements stimulate neural pathways related to speech and language, and how sensory-based techniques can support emotional regulation, attention, and engagement—especially in neurodivergent and pediatric populations. Through hands-on demonstrations, real-world case examples, and take-home tools, this presentation offers a creative yet structured approach to fostering communication growth. You'll leave equipped with dynamic interventions to make your therapy sessions not only effective—but joyful, meaningful, and fun.	South Dakota Speech-Language-Hearing Association : Speaking Fee	The Singing SLP LLC and Prospar Therapy Service: Professional
10:00 - 11:00	**Kendell Simms**	Kendell Simms, Au.D., CCC-A, is an Ohio native who earned a B.S. in Speech and Hearing Science in 2004 and a Doctor of Audiology in 2008 from Arizona State University. After 11 years as a staff audiologist at Boys Town National Research Hospital in Omaha, she joined Cochlear in 2018 and currently serves as a Clinical Territory Manager supporting Nebraska, eastern South Dakota, and Iowa. Kendell lives in Omaha with her husband and three children and is passionate about helping people reach their listening goals through implantable hearing technology.	Cochlear Technology: The Osia 3 Sound Processor	After completing this activity, participants will be able to explain the benefits and features of the Osia 3 Sound Processor as well as treat and counsel patients appropriately.	After completing this activity, participants will be able to define piezoelectric power.	After completing this activity, participants will be able to list at least three differences between the Osia 2 and Osia 3 processors.	This course introduces the latest innovations in Cochlear implantable hearing technology, including the Cochlear™ Osia® 3 Sound Processor, the first and only rechargeable active bone conduction sound processor. Participants will learn about key features, benefits, programming considerations, connectivity options, and clinical applications to effectively counsel and support patients. Resources for additional training and education will also be reviewed.	Cochlear Americas: salary	No relevant non-financial disclosures
10:00 - 11:00	**Treva Graves**	Treva Graves, M.A., CCC-SLP, spent 30 years as a school-based SLP before burnout asked her the question that changed everything - what if we started with the adult first? She is the creator of The Unconventional Team Framework, keynote speaker, certified confidence coach, and author of The Unconventional Team Framework Workbook. Treva speaks nationally and partners with school districts and university graduate programs.	We've Been Doing It Backwards - It Starts With Us - Why The Most Powerful Tool in any Therapy Room is a Confident, Regulated Adult	1. After completing this activity, participants will be able to describe the neurological basis for adult co-regulation and explain how the regulatory state of the adult in the room directly influences student behavior, team communication, and educational outcomes in special education settings.	2. After completing this activity, participants will be able to identify their personal patterns of dysregulation, self-doubt, and identity confusion using the four pillars of The Unconventional Team Framework: Identity, Regulation, Communication, and Confidence, and articulate how each pillar applies to their specific professional role on IEP teams and in school-based practice.	3. After completing this activity, participants will be able to apply at least two immediately usable regulation and leadership strategies-including the Quick Reset Protocol and the communication shift from dysregulated responses of interrupting, defending, and escalating toward regulated responses of listening, asking questions, and collaborating - in their daily professional practice.	We ask school-based professionals to regulate students, collaborate effectively, and lead through complexity — yet no one taught them to do that work first. We have been doing this work backwards. Students don't just respond to what we teach. They respond to who we are. This session introduces The Unconventional Team Framework — a confidence-first model built on Identity, Regulation, Communication, and Confidence — giving practitioners immediately usable tools to regulate, lead, and show up as the steady, confident adult every student deserves.	SDSLHA - registration, speaking fee, transportation	No relevant non-financial disclosures
11:00 - 12:30	**Allison Heintzelman**	Allison Heintzelman is the current Outpatient Speech Therapy Clinical Supervisor at Craig Hospital in Englewood, CO. She has been practicing as an SLP in neurorehabilitation settings for 14 years. Allison is a member of the Craig Hospital Out of State Telehealth Team in which she holds 12 state licenses, including South Dakota, to bring specialty neuro-rehab services to rural areas.	Normal and Non-Normal Aging- Special Considerations for Brain Injury and Spinal Cord Injury	After completing this course, differentiate symptoms of normal aging vs non-normal aging.	After completing this course, explain the impact of aging on SCI and BI populations.	After completing this course, describe preventative factors that reduce the risk of dementia and support healthy aging.	This presentation will cover why and how people age, normal and non-normal aging symptoms, how having a brain injury or spinal cord injury changes aging projected course, and functional strategies and resources for working with an aging population.	Craig Hospital: salary SDSLHA - registration	No relevant non-financial disclosures
11:00 - 12:30	**Kara Stange**	Kara Stange, M.A., CCC-SLP, is a pediatric speech-language pathologist with over 20 years of experience specializing in early intervention and speech sound disorders. She is passionate about helping children become confident communicators through engaging, evidence-based therapy. Kara also teaches future Speech-Language Pathology Assistants as an online instructor and along with owning her private practice Kara Speech & Language Therapy. Kara enjoys spending time with her family, golfing, and making memories with her grandchildren.	Support for Successful Supervision of Early Career Clinicians	After completing this course, participants will identify supervisee needs based on education and experience.	After completing this course, participants will connect with supervisees to identify expectations and form mutual goals.	After completing this course, participants will use strategies to assist supervisees to self-evaluate skills and take actions to grow professionally.	This session will provide a supervision scenario, based on real-life experiences in supervision, and created with AI support. We will highlight various aspects of the scenario, discussing possible strategies and tools to use to facilitate communication and address challenges in the supervisory relationship. Specifically, we will provide tools for setting expectations, establishing communication guidelines, providing effective feedback, and creating a lifelong learning relationship. The session will be engaging and interactive, with attendees working through the scenario and utilizing the strategies we explore together.	Mitchell Technical College: Honoraria SDSLHA: registration	No relevant non-financial disclosures
11:00 - 12:30	**Jennifer Schultz**	Jennifer Schultz is the SLPA program coordinator at Mitchell Technical College in Mitchell, SD. Past clinical experiences include inpatient rehabilitation, long-term care, early childhood, and K-12 education settings. Jennifer is a frequent presenter of seminars on supervision, SLPA practice issues, language and literacy, language assessment and intervention, and ethics. She is the author of the Skill Based Assessment of Core Communication Standards: K-2 & 3-5.	Support for Successful Supervision of Early Career Clinicians	After completing this course, participants will identify supervisee needs based on education and experience.	After completing this course, participants will connect with supervisees to identify expectations and form mutual goals.	After completing this course, participants will use strategies to assist supervisees to self-evaluate skills and take actions to grow professionally.	This session will provide a supervision scenario, based on real-life experiences in supervision, and created with AI support. We will highlight various aspects of the scenario, discussing possible strategies and tools to use to facilitate communication and address challenges in the supervisory relationship. Specifically, we will provide tools for setting expectations, establishing communication guidelines, providing effective feedback, and creating a lifelong learning relationship. The session will be engaging and interactive, with attendees working through the scenario and utilizing the strategies we explore together.	Mitchell Technical College: Salary SDSLHA: registration MedBridge, Northern Speech Services, Dynamic Resources - Royalty	ASHA - professional
12:30 - 1:45	**Katharine Meyer**	Katharine Meyer, Esq. is the Senior Director of Ethics at ASHA and an ex-officio member of the Board of Ethics. Prior to coming to ASHA, she worked as an attorney at GKG Law, P.C. in Washington, D.C. for 20 years providing legal counsel to non-profit and certification organizations. In this role, she assisted in creating and maintaining ethics programs.	Ethics in 2026: What Could Possibly Go Wrong?	After completing this activity, participants will be able to identify the ethical issues involved with using AI in their professional practice.	After completing this activity, participants will be able to explain the ethical rules all practitioners should adhere to when leaving a job.	After completing this activity, participants will be able to describe the steps to take when an employer's directive conflicts with your responsibilities under the ASHA Code of Ethics.	Each year, there are specific ethical issues the Board of Ethics reviews more than others. As AI becomes more commonplace, issues regarding oversight and accuracy become more prominent. Additionally, as most professionals use social media now to promote their business and educate others, the ASHA Board of Ethics is seeing more breaches of patient confidentiality. Finally, the ASHA Ethics Office are seeing more issues related to continuity of care.	ASHA: Salary	ASHA: Professional, Bias

1:45 - 2:45	**Samantha Strong**	Samantha Strong is an experienced, bilingual SLP and PRC-Saltillo AAC consultant for South Dakota, helping teams implement practical communication solutions across school, clinic, and home settings. She specializes in core vocabularies, including LAMP Words for Life, Unity, and TouchChat with WordPower, and supports teams with feature-matching and long-term success. She supports a wide range of alternative access methods, including eye tracking, head tracking, and switch scanning, helping ensure access for individuals with complex physical needs.	Getting Beyond Basic Requesting	After completing this course, participants will name five other functions of communication, beyond "requesting"	After completing this course, participants will choose appropriate vocabulary words to target various communicative functions	After completing this course, participants will structure an activity to target a variety of communicative functions	Basic requesting is a good place to start when introducing someone to communicating with AAC. However, requesting is only one of many reasons people communicate. This one-hour implementation class reviews how people use language to communicate and what you can do to help individuals get beyond basic requesting. Practical examples and materials will be used throughout the course.	PRC-Saltillo: Ownership interest	No relevant non-financial disclosures
1:45 - 2:45	**Tyler Anderson**	Tyler Anderson, is a seasoned Board Certified Behavior Analyst (BCBA) who began working in the field in 2009. An alumnus of Arizona State University, he possess extensive experience across residential, clinical, and school-based settings. In 2020, he founded Prosper at Teachwell Solutions which utilizes ABA principles to drive impactful, evidence-based behavioral and educational care. Throughout his 15+ year career, he has remained dedicated to building collaborative, multi-setting interventions that empower individuals and communities.	Shape Up: Utilizing Applied Behavior Analysis Strategies to Shape and Reinforce Communication and Behavior	After completing this activity, participants will be able to describe the types of reinforcement and how to effectively use reinforcement.	After completing this activity, participants will be able to apply the principles of reinforcement to the students or population they serve.	After completing this activity, participants will be able to describe the process of shaping and the steps to effective behavior shaping.	This presentation explores the practical application of reinforcement and behavior shaping to drive meaningful progress. Drawing from 15+ years of clinical experience across schools, clinics, and residential settings, we will break down how to systematically reinforce successive approximations to teach complex skills. Attendees will learn evidence-based techniques to design effective shaping plans, overcome common implementation hurdles, and maximize student success across diverse learning environments.	No relevant financial disclosures	No relevant non-financial disclosures
2:45 - 3:45	**Vinaya Manchaiah**	Vinaya Manchaiah, AuD, MBA, PhD serves as the Professor at Northwestern University and as the Director of Audiology at the Northwestern Medicine. He also has a position as an Extraordinary Professor at the University of Pretoria, South Africa, and an Adjunct Professor at the Manipal Academy of Higher Education, India. His research mainly focuses on improving the accessibility, affordability, and outcomes of hearing and balance disorders, by promoting self-management and using digital technologies.	What we know and don't know about over-the-counter (OTC) hearing aids?	After completing this activity, participants will be able to describe the different types of over-the-counter (OTC) hearing devices, their key features, and appropriate candidacy for OTC hearing aids.	After completing this activity, participants will be able to critically evaluate the current research evidence on OTC hearing aids, including outcomes, benefits, limitations, and gaps in knowledge.	After completing this activity, participants will be able to identify strategies for incorporating OTC hearing aids into patient-centered hearing healthcare, including how audiologists can support individuals with hearing loss who choose OTC devices.	Over-the-counter (OTC) hearing aids have changed the landscape of hearing healthcare, expanding access while raising important questions about candidacy, effectiveness, safety, and the role of audiologists. This presentation will review the different types of OTC hearing devices and appropriate candidates, examine current evidence on clinical and patient-reported outcomes, and highlight important gaps in knowledge. Finally, practical strategies for audiologists to support individuals using OTC hearing aids will be discussed, emphasizing patient-centered care and opportunities to integrate OTC devices into comprehensive hearing healthcare.	SDSLHA: Honoraria/Consulting Fee hearX SA (Pty): Consulting Fee Coppersmith Brockelman Lawyers: Consulting Fee	No relevant non-financial disclosures
2:45 - 3:45	**Dr. Jennifer A. Kampmann**	Jennifer Kampmann is the assistant director and professional development specialist for SD Birth to Three. Prior to that she was an assistant professor of early childhood education and assistant department head at South Dakota State University. Jennifer's research and writing are in the areas of early child development, teacher education, and inquiry-based approaches to curriculum, and child assessment. Her teaching expertise are in child development, early childhood curriculum and pedagogy, child assessment and family engagement.	SD Birth to Three Unpacked: What Providers Need to Know	After completing this course, participants will describe the complexity of federal rules and state regulations regarding services for children in IFSP's both Part C only and Prolonged	After completing this course, participants will identify areas of need in terms of outstanding trainings or requirements regarding being a Birth to Three provider (including a family engagement model and data system overview/tutorial)	After completing this course, participants will articulate appropriateness of services, required actions needed to be take on the part of the participant to be in compliance, and need of providers in the early intervention across South Dakota	This session will give early intervention providers assistance with SD Birth to Three rules and regulations, professional development and data system requirements.	SDSLHA - registration SD Birth-Three: salary	No relevant non-financial disclosures
4:00 - 5:30	**Kristine Miller, Au.D., CCC-A**	Dr. Kristine Miller is a pediatric and educational audiologist at South Dakota Services for the Deaf. She earned her Doctor of Audiology degree from the University of South Dakota in 2023. She provides comprehensive audiology services and collaborates with children, families, and school teams to deliver patient-centered care. She is passionate about supporting access to communication for children with hearing differences.	Optimizing the Classroom Listening Environment: Acoustics, Soundfield Systems, and Remote Microphone Technology	Objective 1: Understanding Classroom Listening Needs for Students with Hearing Loss After completing this activity, participants will be able to: a: Identify classroom acoustic barriers (noise, distance, reverberation) that affect speech access for students with hearing loss b: Differentiate between favorable and unfavorable classroom listening conditions for students with hearing loss c: Recognize the impact of reduced signal-to-noise ratio on speech understanding in students with hearing loss d: Determine when classroom audio systems (e.g., FM/DM or soundfield systems) may be appropriate to improve access for students with hearing loss	Objective 2: Classroom Hearing Assistive Technology (HAT) Systems After completing this activity, participants will be able to: a: Differentiate between sound field systems and personal FM systems b: Explain how FM systems improve signal-to-noise ratio c: Demonstrate or describe basic use of classroom hearing assistive technology (HAT) systems d: Identify at least one way I will use or advocate for these systems	Objective 3: Classroom Acoustic Strategies for Speech Access After completing this activity, participants will be able to: a: Evaluate classroom environments to identify opportunities for improving speech access b: Select environmental modifications that improve classroom listening conditions, including strategies to reduce reverberation and background noise c: Describe how acoustic modifications improve speech clarity and listening conditions for students with hearing loss d: Identify strategies for collaborating with classroom teams to support the implementation of acoustic recommendations	Classroom listening environments can significantly impact access to spoken instruction for students with hearing loss. This presentation will explore classroom listening needs, the role of hearing assistive technology (HAT) systems, including FM/DM and soundfield systems, and acoustic strategies that support speech access. Participants will learn how classroom factors influence listening outcomes, considerations for different HAT systems, and practical strategies to improve classroom listening conditions and communication access for students with hearing loss.	SDSLHA-registration	American Academy of Audiology: Professional ASHA: Professional
4:00 - 5:30	**Laura Scholten**	Laura Scholten, CCC-SLP, is a speech-language pathologist with more than 33 years of experience supporting children with communication and listening needs. She earned her Master's degree in Speech-Language Pathology from the University of South Dakota and has extensive experience working with deaf and hard of hearing children, beginning in Omaha and continuing though her varied roles at South Dakota Services for the Deaf since 2001. Her background includes Birth-to-Three early intervention and school-based DHH support.	Optimizing the Classroom Listening Environment: Acoustics, Soundfield Systems, and Remote Microphone Technology	Objective 1: Understanding Classroom Listening Needs for Students with Hearing Loss After completing this activity, participants will be able to: a: Identify classroom acoustic barriers (noise, distance, reverberation) that affect speech access for students with hearing loss b: Differentiate between favorable and unfavorable classroom listening conditions for students with hearing loss c: Recognize the impact of reduced signal-to-noise ratio on speech understanding in students with hearing loss d: Determine when classroom audio systems (e.g., FM/DM or soundfield systems) may be appropriate to improve access for students with hearing loss	Objective 2: Classroom Hearing Assistive Technology (HAT) Systems After completing this activity, participants will be able to: a: Differentiate between sound field systems and personal FM systems b: Explain how FM systems improve signal-to-noise ratio c: Demonstrate or describe basic use of classroom hearing assistive technology (HAT) systems d: Identify at least one way I will use or advocate for these systems	Objective 3: Classroom Acoustic Strategies for Speech Access After completing this activity, participants will be able to: a: Evaluate classroom environments to identify opportunities for improving speech access b: Select environmental modifications that improve classroom listening conditions, including strategies to reduce reverberation and background noise c: Describe how acoustic modifications improve speech clarity and listening conditions for students with hearing loss d: Identify strategies for collaborating with classroom teams to support the implementation of acoustic recommendations	Classroom listening environments can significantly impact access to spoken instruction for students with hearing loss. This presentation will explore classroom listening needs, the role of hearing assistive technology (HAT) systems, including FM/DM and soundfield systems, and acoustic strategies that support speech access. Participants will learn how classroom factors influence listening outcomes, considerations for different HAT systems, and practical strategies to improve classroom listening conditions and communication access for students with hearing loss.	South Dakota Speech-Language-Hearing Association : registration South Dakota Services for the Deaf:	ASHA: Professional, SD License: Professional
4:00 - 5:30	**Brittany Schmidt**	Brittany Schmidt is a SLP in private practice with a primary focus on the development of social communication skills, particularly with autistic individuals. Brittany has been active in state speech and language boards and the state association throughout her career.	Informal Assessment of Social Communication	Upon completion of this session, active participants will be able to administer an informal assessment of social thinking.	Participants will be able to differentiate three skills that contribute to a student's social thinking skills.	Participants will be able to distinguish the six key factors of the informal assessment and how they apply to each task of the informal assessment.	The Social Thinking-Informal Dynamic Assessment (ST-IDA) developed by Michelle Winner and Pamela Crooke is an informal assessment designed to provide tasks to a student or individual who is struggling with social communication. The student's performance on the varying assessment tasks are then used to determine what foundational skills should be a focus of intervention. The ST-IDA background and administration will be the focus of this session with opportunities for reflective practice and resultant goal setting.	SDSLHA - registration	No relevant non-financial disclosures
Time	**Presenter**	**Biography**	**Title**	**Learner Outcome 1**	**Learner outcome 2**	**Learner outcome 3**	**Abstract**	**financial disclosures**	**non-financial disclosures**
FRIDAY									

8:00 - 9:00	**Kylita Gomez**	Hi! My name is Kylita Gomez and I am the Marissa's House and Prevention Manager at Call to Freedom. I have been with Call to Freedom for a little over four years and am passionate about our mission and helping survivors of human trafficking.	Call to Freedom: Human Trafficking 101	After completing this activity, participants will be able to clearly define human trafficking & commercial sexual exploitation	After completing this activity, participants will be able to identify common indicators of human trafficking & needs of potential human trafficking victim	After completing this activity, participants will be able to describe how to report and refer through participants appropriate agency/local channels, as well as CTF safe referral processes	Identifying & Responding to Human Trafficking in Healthcare Settings • Who is Call to Freedom (CTF) and What we do	SDSLHA - registration, Free exhibitor table	No relevant non-financial disclosures
9:15 - 11:15	**Beth Carlson**	Beth Carlson, MA, CCC-SLP, is a school-based speech-language pathologist, team lead, and AAC specialist with the Sioux Falls School District. With more than 20 years of experience, she supports students with diverse communication needs and provides AAC evaluation, implementation, and partner support. Beth develops professional learning for SLPs, SLPAs, BCBAs, and educators and recently developed an e-learning course for ASHA's Assistants Certification Program. She is passionate about making evidence-based AAC practices practical and accessible.	AAC in Action: From Communication Partner to Communication Coach	After completing this activity, participants will be able to identify at least three evidence-based communication partner strategies that support participation and language development for individuals who use AAC.	After completing this activity, participants will be able to apply the Include Me + Show Me + Listen to Me framework to authentic interaction scenarios and demonstrate appropriate partner strategies such as modeling, wait time, and responsive communication.	After completing this activity, participants will be able to develop or contribute to a practical coaching plan that uses modeling, guided practice, observation, feedback, and follow-up to support communication partners in everyday routines.	AAC success depends not only on the communication system, but also on the people surrounding the AAC user. This interactive session explores practical, evidence-based strategies for becoming a more effective communication partner and coaching others to do the same. Participants will apply the Include Me, Show Me, Listen to Me framework and learn simple coaching strategies using modeling, practice, feedback, and everyday routines across school, medical, and community settings.	Sioux Falls School District: Salary SDSLHA: Honoraria	My recommendations and examples are informed by my professional experience supporting individuals with complex communication needs and coaching communication partners in educational settings. Professional I am a neurodivergent parent of neurodivergent children, and this lived experience informs my perspective on communication differences, autonomy, inclusion, and respectful communication-partner practices. Personal
12:30 - 2:00	**Amy J Scepaniak**	Amy J. Scepaniak is the DeafBlind Project Director at the USD Center for Disabilities. She began her career as a high school special education teacher and spent 27 years at the SD School for the Blind and Visually Impaired. She holds degrees in Special Education, Visual Impairment, and Orientation and Mobility, as well as a masters's in Low Vision Rehabilitation. Amy also earned a Cortical Vision Impairment (CVI) endorsement in 2019.	Routines, Anticipation, and Calendar Systems	After completing this activity, participants will be able to describe the purpose of routines, anticipation systems, and calendar systems for students who are DeafBlind.	After completing this activity, participants will be able to discuss how anticipation and calendar systems can support communication, cognition, emotional security, independence, choice-making, and the development of time concepts.	After completing this activity, participants will be able to develop strategies for implementing an anticipation or calendar system within daily routines, including opportunities for communication, choice-making, and student participation.	Calendar systems provide students who are DeafBlind with meaningful ways to understand routines, anticipate what will happen next, communicate about activities, make choices, and develop concepts of time. Because students who are DeafBlind may miss incidental information and have difficulty interpreting traditional time systems or discussing past and future events, individualized anticipation and calendar systems can provide structure and predictability within their environments. Emphasis will be placed on using calendar systems as a tool for increasing communication, independence, predictability, and active participation throughout the student's day.	USD Center for Disabilities: Salary	No relevant non-financial disclosures
12:30 - 2:00	**Shelly Grinde**	Shelly M. Grinde, MA, CCC-SLP is a licensed and certified Speech-Language Pathologist currently working as a lecturer in the Communication Sciences and Disorders Department at the University of South Dakota. Shelly is responsible for teaching undergraduate and graduate-level courses, providing clinical supervision and mentorship, and serving as the internship placement coordinator. Prior to her appointment at the University of South Dakota, Shelly practiced as a Speech-Language Pathologist and in various leadership roles working with individuals of all ages and their families in preschool and school settings, adult inpatient and acute hospital settings, a University Center for Excellence on Developmental Disabilities (UCEDD), and Skilled Nursing Facilities. Shelly is a member of and former President of the South Dakota Speech Language Hearing Association and is a member of the American Speech Language Hearing Association. Shelly serves as a site visitor and canditacy site visitor for the Council on Academic Accreditation in Audiology and Speech Language Pathology. Shelly believes in creating strong foundational supports for students, linking them to mentors that provide meaningful experiences, and fostering long-lasting professional relationships for effective client and family experiences with Speech-Language Pathologists.	Inside the Training of Future SLPs: Academic and Clinical Program Updates	After completing this course, participants will describe current undergraduate and graduate curriculum components, clinical experiences, and competency expectations with USD CSD.	After completing this course, participants will identify the knowledge, skills, and professional behaviors students are expected to demonstrate prior to participating in internship experiences.	After completing this course, participants will discuss strategies for effective collaboration between academic faculty and off-campus clinic supervisors to support student learning, clinical performance, and workforce readiness.	Clinical supervisors play a critical role in shaping the next generation of speech-language pathologists. This session provides an overview of current undergraduate and graduate training with the University of South Dakota's Communication Sciences and Disorders program, including curriculum updates, clinical education experiences, competency expectations, and emerging areas of instruction. Attendees will gain insight into what students are learning before they arrive at their internship sites, how clinical and academics are integrated, and what skills and knowledge they are expected to have. Presenters will also discuss program changes, student support systems, and opportunities for collaboration with community partners. The session concludes with an open forum for questions, discussion, and feedback.	University of South Dakota: Salary SDSLHA: registration	University of South Dakota: Institutional
12:30 - 2:00	**Liz DeVelder**	Liz DeVelder, MA, CCC-SLP is a licensed and certified Speech-Language Pathologist currently working as lecturer in the Communication Sciences and Disorders Department at the University of South Dakota. Liz teaches undergraduate courses including Intro, Language Development, and Clinical Methods. She also serves as the SLP Clinic Education Coordinator. In this role, she oversees the onsite clinical practicum experience for graduate students in Speech-Language Pathology. Liz is also a clinical supervisor in the USD Speech-Language and Hearing Clinic. Liz is a member of and former president of the South Dakota Speech-Language and Hearing Association.	Inside the Training of Future SLPs: Academic and Clinical Program Updates	After completing this course, participants will describe current undergraduate and graduate curriculum components, clinical experiences, and competency expectations with USD CSD.	After completing this course, participants will identify the knowledge, skills, and professional behaviors students are expected to demonstrate prior to participating in internship experiences.	After completing this course, participants will discuss strategies for effective collaboration between academic faculty and off-campus clinic supervisors to support student learning, clinical performance, and workforce readiness.	Clinical supervisors play a critical role in shaping the next generation of speech-language pathologists. This session provides an overview of current undergraduate and graduate training with the University of South Dakota's Communication Sciences and Disorders program, including curriculum updates, clinical education experiences, competency expectations, and emerging areas of instruction. Attendees will gain insight into what students are learning before they arrive at their internship sites, how clinical and academics are integrated, and what skills and knowledge they are expected to have. Presenters will also discuss program changes, student support systems, and opportunities for collaboration with community partners. The session concludes with an open forum for questions, discussion, and feedback.	University of South Dakota: Salary SDSLHA: registration	University of South Dakota: Institutional
2:00 - 3:00	**Roxann Larson**	My husband, Steve and I live on a farm near Letcher, SD. We have 3 children, Brady--working in Ag, Bryce--sophomore at SDSU, Brooklyn--a sophomore in high school. I am starting my 24th year as an SLP working in school districts. I love the work we get to do! I love that we are learning new things every single day!	SLP & SLPA Roundtable Discussion: Supervision and Hot Topics	After completing this activity, participants will be able to distinguish different ways to supervise a speech-language pathology assistant that meet the requirements set by ASHA and/or the Administrative Rules of South Dakota.	After completing this activity, participants will be able to apply different supervision methods to their own situation to meet state and national requirements.	After completing this activity, participants will be able to discuss a variety of current topics that affect the field of speech-language pathology in South Dakota.	This session will provide a discussion about SLP/SLPA supervision and hot topics surrounding our profession.	SDSLHA - registration	No relevant non-financial disclosures
2:00 - 3:00	**Laura Bergeteen**	I have been a School-based SLP in South Dakota for 15 years. I love working with students of all abilities and have a special interest in AAC. I have supervised multiple SLPAs throughout my career, including some virtual supervision. I live on a ranch with my husband and our 3 children.	SLP & SLPA Roundtable Discussion: Supervision and Hot Topics	After completing this activity, participants will be able to distinguish different ways to supervise a speech-language pathology assistant that meet the requirements set by ASHA and/or the Administrative Rules of South Dakota.	After completing this activity, participants will be able to apply different supervision methods to their own situation to meet state and national requirements.	After completing this activity, participants will be able to discuss a variety of current topics that affect the field of speech-language pathology in South Dakota.	This session will provide a discussion about SLP/SLPA supervision and hot topics surrounding our profession.	SDSLHA - registration	Mitchell Technical College: Institutional SDSLHA: Professional
2:00 - 3:00	**Bobbi Brink**	Bobbi Brink is a speech-language pathologist for Core Educational Cooperative. She currently works with the Huron School District supervising an SLPA at the middle school, high school, and private schools. She also works as a consultant with South Dakota Birth to Three. Bobbi is the current SDSLHA president.	SLP & SLPA Roundtable Discussion: Supervision and Hot Topics	After completing this activity, participants will be able to distinguish different ways to supervise a speech-language pathology assistant that meet the requirements set by ASHA and/or the Administrative Rules of South Dakota.	After completing this activity, participants will be able to apply different supervision methods to their own situation to meet state and national requirements.	After completing this activity, participants will be able to discuss a variety of current topics that affect the field of speech-language pathology in South Dakota.	This session will provide a discussion about SLP/SLPA supervision and hot topics surrounding our profession.	SDSLHA - registration	SDSLHA and ASHA: Professional

	VIRTUAL POSTERS: Available October 15-October 30								
Virtual Recording	**Liz Hanson**	Elizabeth (Liz) K. Hanson is an associate professor at the University of South Dakota where she teaches AAC, Motor Speech Disorders, Research Methods, Advanced Communication Science, and provides clinical instruction. She earned her M.S. from the University of Wisconsin-Madison and Ph.D. from the University of Nebraska-Lincoln. She also does as much research as she can.	Lived Experience of Using Visual Schedules	After completing this activity, participants will be able to describe uses for visual schedules in different settings.	After completing this activity, participants will be able to explain why young adults who used visual schedules as children may continue to do so.	After completing this activity, participants will be able to list themes identified in the research presented that pertain to the data on experiences with visual schedules.	Background: Visual schedules support task management, organization, and transitions, but little is known about users' lived experiences. Purpose: To explore how visual schedules affect daily life. Methods: Individuals with visual schedule experience participated in semi-structured interviews analyzed using a phenomenological approach. Results: Initial interviews (n = 2) identified themes of task management, continued use, control, resilience, focus, time management, reliance, and acceptance of the accommodation. Findings suggest visual schedules positively influence daily functioning. Recruitment is ongoing.	University of South Dakota: Salary	No relevant non-financial disclosures
Virtual Recording	**Teagan Garbers**	Teagan Garbers is a student at Augustana University	Lived Experience of Using Visual Schedules	After completing this activity, participants will be able to describe uses for visual schedules in different settings.	After completing this activity, participants will be able to explain why young adults who used visual schedules as children may continue to do so.	After completing this activity, participants will be able to list themes identified in the research presented that pertain to the data on experiences with visual schedules.	Background: Visual schedules support task management, organization, and transitions, but little is known about users' lived experiences. Purpose: To explore how visual schedules affect daily life. Methods: Individuals with visual schedule experience participated in semi-structured interviews analyzed using a phenomenological approach. Results: Initial interviews (n = 2) identified themes of task management, continued use, control, resilience, focus, time management, reliance, and acceptance of the accommodation. Findings suggest visual schedules positively influence daily functioning. Recruitment is ongoing.	USD SD LEND stipend	No relevant non-financial disclosures
Virtual Recording	**Kaitlyn Tegethoff**	Kaitlyn Tegethoff received her B.S. in communication sciences and disorders from the University of South Dakota in 2025. She is currently completing her masters in speech-language pathology at USD. Her research has focused on visual schedules and synthesized speech. She plans to work in the school setting and continue research in the future.	Lived Experience of Using Visual Schedules	After completing this activity, participants will be able to describe uses for visual schedules in different settings.	After completing this activity, participants will be able to explain why young adults who used visual schedules as children may continue to do so.	After completing this activity, participants will be able to list themes identified in the research presented that pertain to the data on experiences with visual schedules.	Background: Visual schedules support task management, organization, and transitions, but little is known about users' lived experiences. Purpose: To explore how visual schedules affect daily life. Methods: Individuals with visual schedule experience participated in semi-structured interviews analyzed using a phenomenological approach. Results: Initial interviews (n = 2) identified themes of task management, continued use, control, resilience, focus, time management, reliance, and acceptance of the accommodation. Findings suggest visual schedules positively influence daily functioning. Recruitment is ongoing.	USD SD LEND stipend	No relevant non-financial disclosures
Virtual Recording	**Liz Hanson**	Elizabeth (Liz) K. Hanson is an associate professor at the University of South Dakota where she teaches AAC, Motor Speech Disorders, Research Methods, Advanced Communication Science, and provides clinical instruction. She earned her M.S. from the University of Wisconsin-Madison and Ph.D. from the University of Nebraska-Lincoln. She also does as much research as she can.	Personal and Financial Impact of a Free Medical Lending Library - Owen's Outfitters	After completing this activity, participants will be able to describe the purpose of a free medical lending library.	After completing this activity, participants will be able to explain how obtaining free medical equipment or supplies can prevent future ER visits and hospitalization costs.	After completing this activity, participants will be able to relate what consumers say they would do without the supplies they receive from Owen's Outfitters.	Background: Owen's Outfitters (OO), a medical lending library, provides reusable medical equipment and single-use medical supplies at no cost. Purpose: To evaluate OO's cost-effectiveness and user experiences. Methods: Twenty-eight users completed surveys; qualitative themes and cost avoidance analyses were examined. Results: Sixty-four percent were repeat visitors, 54% would have gone without supplies, and 18% would have sought urgent or emergency care. Themes included financial relief, reduced burden, and improved independence. Estimated emergency department cost avoidance ranged from $17,662 to $213,131.	University of South Dakota: Salary	No relevant non-financial disclosures
Virtual Recording	**Parker Owen**	Parker Owen is a medical student at the USD Sanford School of Medicine.	Personal and Financial Impact of a Free Medical Lending Library - Owen's Outfitters	After completing this activity, participants will be able to describe the purpose of a free medical lending library.	After completing this activity, participants will be able to explain how obtaining free medical equipment or supplies can prevent future ER visits and hospitalization costs.	After completing this activity, participants will be able to relate what consumers say they would do without the supplies they receive from Owen's Outfitters.	Background: Owen's Outfitters (OO), a medical lending library, provides reusable medical equipment and single-use medical supplies at no cost. Purpose: To evaluate OO's cost-effectiveness and user experiences. Methods: Twenty-eight users completed surveys; qualitative themes and cost avoidance analyses were examined. Results: Sixty-four percent were repeat visitors, 54% would have gone without supplies, and 18% would have sought urgent or emergency care. Themes included financial relief, reduced burden, and improved independence. Estimated emergency department cost avoidance ranged from $17,662 to $213,131.	USD SD LEND stipend	No relevant non-financial disclosures
Virtual Recording	**Kacey Titzer, MS, CGC**	Kacey Titzer, MS, CGC is a 2026 graduate of the Augustana-Sanford Genetic Counseling Graduate Program and a 2025-2026 LEND Trainee.	Personal and Financial Impact of a Free Medical Lending Library - Owen's Outfitters	After completing this activity, participants will be able to describe the purpose of a free medical lending library.	After completing this activity, participants will be able to explain how obtaining free medical equipment or supplies can prevent future ER visits and hospitalization costs.	After completing this activity, participants will be able to relate what consumers say they would do without the supplies they receive from Owen's Outfitters.	Background: Owen's Outfitters (OO), a medical lending library, provides reusable medical equipment and single-use medical supplies at no cost. Purpose: To evaluate OO's cost-effectiveness and user experiences. Methods: Twenty-eight users completed surveys; qualitative themes and cost avoidance analyses were examined. Results: Sixty-four percent were repeat visitors, 54% would have gone without supplies, and 18% would have sought urgent or emergency care. Themes included financial relief, reduced burden, and improved independence. Estimated emergency department cost avoidance ranged from $17,662 to $213,131.	USD SD LEND stipend	No relevant non-financial disclosures