2018 ASHA Convention Topic Areas

Academic and Clinical Education

Topic Chairs: Laurie Sterling and Jessica Sullivan
Content Area: General Interest

Proposals appropriate for submission to this topic address issues related to models of teaching and learning in higher education, models of undergraduate and graduate academic, clinical, and research preparation, focus on supervision or precepting and evidence-based educational and research practices.

Proposal involving academic/clinical education but that have a primary focus on:

- Interprofessional education, research or practice should be submitted to the Interprofessional Collaboration topic area.

Research

- Translational, applied, or implementation research related to academic and clinical education and supervision
- Ethics in research
- Statistics, research methodology, data analysis, quantitative and qualitative approaches
- Securing research funding/precepting

Professional Education

- Scholarship of teaching and learning
- Evaluation, assessment, and/or effectiveness of:
  - Academic and clinical programs
  - Academic and education and practice research
  - Student learning
  - Faculty-student collaborations
  - Academic and clinical teaching
  - Models of higher education (academic and clinical) and evidence of their effectiveness (e.g., case-based, problem-based, service learning approaches)
  - Technology supported academic and clinical education

- Descriptions of:
  - Simulation labs, standardized, and virtual patients
  - Innovative curricular modifications of academic and clinical programs
  - Curricular development of clinical doctoral programs in speech-language pathology and audiology
  - Accreditation of academic and clinical educational programs
  - Using assessment to improve academic and clinical teaching
  - Models of distance learning and online education
Technology supported academic and clinical education and their effectiveness
Clinical certification, clinical fellowship, and clinical externship
Building campus-community partnerships
Ethical issues in supervision and precepting
Models of experiential learning

Supervision/Precepting training for the following target audiences:
- Clinical educators of graduate students
- Preceptors of audiology externs
- Mentors of Clinical Fellows
- Supervisors of support personnel (other than business/practice management)
- Supervisors of those in transition – to facilitate the acquisition of knowledge and skills needed for those professionals transitioning to a new area of practice or those reentering the profession

Supervision/Precepting training in the context of the following broad categories of knowledge and skills required for effective supervision:
- Supervisory/precepting process and clinical education
- Relationship development and communication skills
- Establishment/implementation of goals
- Analysis and evaluation
- Clinical and performance decisions

Auditory/Central Auditory Processing

Topic Chair: Thomas R. Zalewski
Content Area: General Interest

Proposals appropriate for submission to this topic include auditory/central auditory processing (both normal and disordered) among children and adults including neuroscientific bases, assessment, intervention, functional impact, service delivery, academic and clinical preparation, and research. Areas should be of interest to both audiologists and speech-language pathologists.

Proposals involving A/CAPD but have primary focus on:
- Technology or telepractice should be submitted to the Telepractice and Technology topic area.
- Hearing loss should be submitted to the Hearing, Language, and Speech in the Deaf and Hard of Hearing Birth to School Transition topic area.

Research
- Translational, applied, or implementation research related to auditory processing
- Outcomes research related to auditory processing or underlying neuroscience

Professional Education
- Controversies and issues surrounding auditory/central auditory processing disorders
- Development of auditory/central auditory processing skills
• Age-related changes in auditory/central auditory processing skills
• Screening for auditory/central processing disorders
• Behavioral and electrophysiologic assessment of auditory/central auditory processing
• Management of auditory/central auditory processing disorders
• Collaboration between and among SLPs, Audiologists, and related professionals in assessment and intervention
• Technological applications in treatment for auditory/central auditory processing disorders
• Impact of A/CAPD on academics, communication, psychosocial development
• Academic, clinical preparation, and clinical supervision/precepting in the underlying neuroscience, identification, and intervention of auditory/central processing disorders
• Ethical issues in identification and intervention of auditory/central processing disorders
• Community outreach/education of parents, educators, significant others, and caregivers concerning the identification and impact of A/CAPD on communication, education, and psychosocial development

Augmentative and Alternative Communication (AAC)

Topic Chair: Meher Banajee
Content Area: Speech-Language Pathology

Proposals appropriate for submission to this topic encompass a range of populations and issues relating to AAC. People benefitting from AAC range across the lifespan, and individuals may possess a wide range of communication disorders, including both developmental (e.g., autism, cerebral palsy, childhood apraxia of speech, Down syndrome) and acquired (e.g., stroke, traumatic brain injury, degenerative disorders such as ALS and Parkinson’s disease) disorders. AAC applications range from no/low tech (e.g., use of objects, manual signs, and basic graphic symbols) through high tech (high end AAC devices and apps). Proposals can include all aspects of AAC including assessment, intervention, maintaining and follow-up for incorporating high and low tech systems.

Proposal involving AACs but that have a primary focus on:
• Hearing loss in children should be submitted to the Hearing, Language, and Speech in the Deaf and Hard of Hearing Birth to School Transition topic area.
• Hearing loss in adults should be submitted to Hearing and Tinnitus Across the Lifespan.
• Literacy should be submitted to the Literacy Assessment and Intervention topic area.

Proposals related to Apps should be submitted to the Telepractice and Technology topic area.

Research
• Translational, applied, or implementation research related to AAC
• Translational research related to AAC

Professional Education
• Language development/facilitation via AAC
• Language representation (graphics, sign, etc.)
• Augmented input
• Technology issues (development, devices/software) related to AAC
• Funding and policy issues related to AAC
• Inclusion of AAC users in education, work, and community life
• AAC applications and acquired disabilities
• AAC applications and developmental disabilities
• Consumer and family issues related to AAC
• Literacy development service delivery models and practices related to AAC
• Vocabulary selection related to AAC
• Personnel development and training specifically related to AAC
• Multicultural/cross-linguistic issues specifically related to AAC
• Education and training issues specific to AAC
• Administrative and regulatory issues related to AAC
• AAC strategies for young children
• AAC applications for mobile technologies
• Partner and setting strategies promoting AAC competence
• Supervision issues related to AAC
• Psychosocial impact/issues related to need for AAC
• Ethical issues related to AAC

Autism Spectrum Disorders

Topic Chairs: Moira Pileggi and Emily Rubin
Content Area: Speech-Language Pathology

Proposals appropriate for submission to this topic will focus on research and clinical advancements in addressing social-communication needs of individuals with autism spectrum disorder (ASD). Sessions that help practitioners understand differential diagnosis of ASDs, etiologies of the disorders, and assessment and treatment practices will be included. Improving functional outcomes of individuals of all ages with mild to severe autism will be emphasized, including those with cultural linguistic differences or comorbid conditions.

Proposals that have a primary focus in other areas but involving populations who have autism should be submitted to the other related topics.

Research

• Basic, applied, or translational research that advances the understanding of ASDs
• Basic, applied, or translational research related to social-communication concerns of persons with ASDs

Professional Education

• Speech, language, and social-communication in ASD
• Theoretical models of ASD
• Etiological models of ASD and related conditions
• Neurobiology of ASD
• Sensory processing disorders associated with ASD
• Behavioral issues associated with ASD
• Assessment of social-communicative competence in individuals with ASD
• Treatment of social-communicative competence in individuals with ASD
• Adaptive functioning and transitions across the lifespan
• Cultural and linguistic diversity of individuals with ASD
• Comorbid conditions relative to ASD
• The role of the SLP in assessment and treatment of ASDs
• ASD and aging individuals
• Ethical issues related to ASD service delivery

Business and Practice Management

Topic Chair: Patricia McCarthy and Barbara J. Moore
Content Area: General Interest

Proposals appropriate for submission to this topic will cover all aspects of running a business or managing a practice in any setting. Topic can include issues related to reimbursement, coding, billing, business development, regulatory requirements and advocacy in speech-language pathology and audiology. Proposals addressing issues related to the service-delivery model should also be submitted to this area.

Proposals that include this topic but have a primary focus on:

• Use of telehealth/telepractice should be submitted to the Telepractice and Technology.

Research

• Translational, applied, or implementation research related to business practices and management issues

Professional Education

• Service delivery models/systems (e.g., private practice, university clinics, hospital clinics, corporate management, schools): Intra- and interdisciplinary concerns
• Business efficiency strategies
• Business development
• Licensure and independent provider status
• Marketing and consumer relations
• Risk management and quality control
• Legal issues, including due process
• Expert witness testimony
• Budgeting and financial management
• Billing and reimbursement: coding, managed care, Medicare and third-party reimbursement
• Denials and appeals
• Government regulatory and compliance issues
• Accreditation issues related to Joint Commission, OSHA, CARF, CHAP, etc.
• Legislative advocacy
• Project management
Craniofacial and Velopharyngeal Disorders

Topic Chair: Mary Hardin-Jones
Content Area: Speech-Language Pathology

Proposals appropriate for submission to this topic include issues relating to assessment and intervention for children and adults with craniofacial conditions. Topics may include multidisciplinary medical and educational factors that impact communicative function and training of professionals providing research and services in the community. Proposals related to education and training in evaluation and treatment of resonance and speech disorders associated with cleft palate and craniofacial anomalies should be submitted to this topic area, including those given below.

Proposals involving this topic but have a primary focus on:

- Speech sound disorders unrelated to cleft palate should be submitted to the Speech Sound Disorders in Normal-Hearing Children topic area.
- Resonance disorders unrelated to cleft lip and palate and velopharyngeal dysfunction should be submitted to the Voice and Alaryngeal Communication topic area.

Research

- Translational, applied, or implementation research related to speech/resonance disorders in cleft lip/palate and related craniofacial anomalies.

Professional Education

- Feeding issues related to cleft palate, craniofacial anomalies, and related syndromes
- Early intervention for children with cleft palate, craniofacial anomalies, and related syndromes
- Evaluation and management of resonance and speech-language disorders related to cleft palate, velopharyngeal dysfunction, craniofacial anomalies, and related syndromes
- Issues associated with the perceptual assessment of cleft palate speech
- Role of technology for assessment and treatment of cleft-related speech and resonance disorders
- Treatment of speech sound disorders in children with cleft palate and non-cleft velopharyngeal dysfunction
- Treatment and speech outcomes for cleft palate and related craniofacial syndromes
- Psychosocial issues in cleft lip and palate and related craniofacial disorders
- Multicultural/cross-linguistic issues affecting cleft palate and other craniofacial populations
- Ethics of service delivery for persons with cleft lip and palate and related craniofacial disorders
- Administrative and regulatory issues related to cleft palate speech and craniofacial anomalies

Cultural and Linguistic Diversity

Topic Chair: Rachel M. Williams
Content Area: General Interest
Proposals appropriate for submission to this topic focus on the influence of cultural and linguistic differences on speech, language, and auditory development, disorders, professional issues, research, service provision, and training. Proposals should indicate how variables in culture and language impact areas including appropriate practices in assessment and intervention, determining difference vs. disorder, development of speech, language and auditory, dialect and language variation, perceptions of communication, perceptions of disability, policy, supervision/precepting, and training.

Proposals that include this topic but have a primary focus on:

- ASD should be submitted to the Autism Spectrum Disorders topic area.
- General language intervention strategies that are successful with monolingual and dual language learning preschoolers should be submitted to the Language in Infants through Preschoolers topic area.
- Motor speech should be submitted to the Motor Speech Disorders Across the Lifespan topic area.
- Voice disorders should be submitted for the Voice and Alaryngeal Communication topic area.

Research

- Translational, applied, or implementation research related to the influence of cultural and linguistic differences

Professional Education

- Impact of cultural and linguistic differences on prevention, assessment, intervention, and other service delivery issues
- Developmental differences and similarities across cultural and linguistic variables
- Considerations for responding to the unique cultural and linguistic characteristics of families, including families with internationally-adopted children
- Communication and sociocultural issues associated with gay, lesbian, transgender, and bisexual individuals and their communities
- Recruitment, retention, graduation, and career placement of non-international faculty and students whose communities are underrepresented in our professions
- Cultural and linguistic factors affecting audiology and speech-language pathology service delivery across the lifespan
- Competence of professionals, (pre-service and in-service), to identify and respond to relevant cultural and linguistic factors
- Administrative, professional, ethical and policy issues related to cultural and linguistic differences
- Working with cultural mediators, interpreters and translators across disciplines in service provision

Fluency

Topic Chair: Courtney T. Byrd
Content Area: Speech-Language Pathology

Proposals appropriate for submission to this topic should focus on all aspects of speech fluency (both typical and disordered, e.g., stuttering, cluttering), including development, as well as assessment and
treatment of disordered fluency. Proposals can include theoretical and experimental studies that elucidate the nature, cause, development or remediation of fluency disorders. They also may address educational training or practice issues in fluency treatment, as well as cultural or linguistic factors that influence fluency or its assessment/treatment.

**Research**

- Basic, translational, applied, or implementation research related to fluency development
- Outcomes research in fluency disorders
- Translational research in fluency disorders

**Professional Education**

- Theoretical models of fluency and fluency disorders
- Development of fluency in individuals with and without disorders
- Genetic, cognitive, psychological, social, linguistic, and cultural factors related to fluency and fluency disorders
- Physiological, neurological, acoustic, and perceptual issues related to fluency and fluency disorders
- Prevention of fluency disorders
- Education and training issues specific to fluency
- Assessment and treatment of fluency disorders
- Computer-based and other instrumentation for assessment and treatment of fluency disorders
- Consumer issues related to fluency and fluency disorders
- Fluency disorders across the lifespan
- Multicultural/cross-linguistic issues related to fluency and fluency disorders
- Effects of various communication disorders on speech fluency
- Administrative and regulatory issues related to fluency
- Ethics of service delivery for persons with fluency disorders

**Global Issues and Practices**

*Topic Chairs: Michael Robb  
Content Area: General Interest*

Proposals appropriate for submission to this topic should focus on matters of global interest pertaining to all aspects of the professions of audiology and speech-language pathology as practiced around the world. Proposals should indicate how their topic focuses on one or more of the issues or practices in the international arena as listed below.

Proposals that involve this topic but that have a primary focus on:

- Influence of cultural and linguistic diversity on speech and language development and disorders should be submitted to the Cultural and Linguistic Diversity topic area.
- Academic and clinical education should be submitted to the Academic and Clinical Education topic area.
Research

- Translational, applied, or implementation research related to global issues and practices
- Research that facilitates global exchange of ideas for effective clinical practices across work settings and across national boundaries
- Policies, challenges, and strategies that impact research in global communities
- Implications of the Multilateral Mutual Recognition Agreement (MMRA) and other issues that impact recognition of credentials across borders

Professional Education

- General policy and/or service delivery issues regarding populations in countries around the globe, but outside of the United States
- Reports of prevalence of disorders, education and health care issues and access, attitude, and worldview regarding services in countries outside of the United States
- Administrative, educational and health care models, and collaboration projects in global contexts
- Projects that accentuate global health initiatives that include communication sciences and disorders
- Projects that facilitate student, faculty and/or professional global experiences in speech-language pathology and/or audiology
- Projects that emphasize facilitation of global cooperation and collaboration among speech-language pathologists, audiologists, speech, language and hearing scientists, affiliates and students who are interested in communication and related disorders with international breadth
- Implementation science as it relates to global health issues

Health Literacy and Communication

Topic Chair: Jessica Rossi-Katz
Content Area: General Interest

This new topic for 2018 considers the diverse ways in which the fields of audiology and speech-language pathology optimize health outcomes for individuals and communities and facilitate patient-provider communication across the continuum of care. Optimizing communication health includes educational programs and public health initiatives that target prevention of communication disorders through changing attitudes, knowledge and behaviors. Policies and practices designed to promote health literacy and patient engagement in care are also considered.

Research

- Applied, implementation, or translational research related to the effectiveness of interventions targeting prevention of communication disorders.
- Outcomes research related to enhancing health literacy, patient-provider communication and information exchange.

Professional Education

- Innovations in promoting communication health and preventing communication disorders
- Adapting public-health messages for diverse populations
- Evaluating program effectiveness
- Informed decision making around communication health
- Individual and social factors influencing health behaviors
- Empowering behavioral change
- Promoting health literacy in consumers, teams and organizations
- Use of mediated and face-to-face communication in information exchange
- Fostering clear communication between clients/consumers and providers
- Clients/consumers as partners in care and the role of shared decision making
- Delivering health messages to diverse groups through innovative methods
- Increasing consumer knowledge and awareness about the health issue
- Effective means to influence and change behaviors and attitudes toward a health issue
- Methods that significantly impact health decisions and actions
- Opportunities to connect with culturally diverse and hard-to-reach populations
- Increasing internet and mobile access

Hearing and Tinnitus Across the Lifespan

Topic Chair: Marc Fagelson
Content Area: Audiology

Proposals appropriate for submission to this topic focus on all aspects of hearing and tinnitus from diagnostics to intervention. Submissions to this topic area may include human and animal studies, behavioral and electrophysiological tests for hearing and/or tinnitus, options for management of hearing impairment and/or tinnitus as well as any prevention programs.

Proposals involving this population but with a primary focus on:

- Involving any aspect of working with children – infant to school transition who are deaf and hard of hearing should be submitted to the Hearing, Language, and Speech in the Deaf and Hard of Hearing Birth to School Transition topic area.
- Involving vestibular or balance issues should be submitted to the Vestibular/Balance Issues Across the Lifespan topic area.
- Science of hearing/tinnitus/vestibular science should be submitted to the Hearing, Tinnitus, and Vestibular Science topic area.

Research

- Translational, applied, or implementation research related to neuroanatomy and neurophysiology of auditory function and tinnitus
- Models of auditory function, tinnitus and hyperacusis
- Investigation regarding basic scientific principles of hearing and tinnitus
- Computer-based and other research technologies for rehabilitation interfaces for hearing and tinnitus
- Multicultural /cross-linguistic issues and research in auditory science
- Theoretical models of auditory function
Professional Education

- Selection, evaluation, orientation and follow-up, electroacoustic measurements, programming and maintenance with: assistive listening devices (ALDs), hearing protection devices, hearing aids, cochlear implants and other implantable devices for ADULTS only
- Intervention/rehabilitation for hearing loss among adults, including surgical and medical management
- Adaptive and alternative communication systems for adults with hearing loss and their families
- Communication strategies for adults with hearing loss and their families
- End-of-life communication support for adults with hearing loss and their families
- Cerumen management in adults
- Occupational/industrial hearing conservation programs
- Ototoxic monitoring programs
- Engineering/technological innovations related to intervention/rehabilitation of hearing loss or tinnitus
- Counseling adults with hearing loss, tinnitus, or hyperacusis and their families
- Intervention/rehabilitation for tinnitus among adults, including surgical and medical management
- Impact of hearing loss, tinnitus, and hyperacusis on psychosocial function
- Impact of hearing loss, tinnitus, and hyperacusis on vocational function
- Impact of hearing loss, tinnitus, and hyperacusis on family function
- Multicultural/cross-linguistic factors in the intervention/rehabilitation for adults with hearing loss, tinnitus
- Intraoperative monitoring of auditory, cranial nerves, somatosensory, and motor systems’ function
- Neurodiagnostics measures associated with cochlear implant function
- Physiologic and electrophysiologic procedures to study auditory systems
- Evoked potentials, PET, fMRI, otoacoustic emissions
- Acoustic calibration and National/International standards
- Animal models of hearing function
- Speech perception and psychoacoustics
- Neural plasticity related to hearing, tinnitus
- Models of hearing development across the lifespan
- Neuroscientific advances with implications for hearing and tinnitus impairments

Hearing, Language, and Speech in the Deaf and Hard of Hearing: Birth to School Transition

Topic Chair: Donald M. Goldberg
Content Area: General Interest

Proposals appropriate to this area include aspects of assessment and management of individuals who are deaf and hard of hearing. The age group includes newborns to graduation from high school or vocational/“trade” school. Submissions should address:

- Behavioral and electrophysiologic diagnostic assessment for hearing loss
- Communication assessments for language/speech/auditory development
• Intervention services including technology and treatment (e.g., counseling, speech-language-hearing-cognitive programming, educational audiologic management, interprofessional or team approach.

Proposals involving this population but with a primary focus on:

• Newborn hearing screening should be submitted to the Hearing and Tinnitus Across the Lifespan topic area.
• Auditory processing should be submitted to the Auditory/Central Auditory Processing topic area.
• Use of Telepractice in service delivery to this population should be submitted to the Telepractice and Technology topic area.

Research

• Translational, applied, or implementation research related to intervention/(re)habilitation for individuals who are deaf and hard of hearing from birth to school transition

Professional Education

• Selection, evaluation, orientation and follow-up, electroacoustic measurements, programming and maintenance with: assistive listening devices (ALDs), hearing protection devices, hearing aids, cochlear implants and other implantable devices
• Early intervention services for infants/toddlers who are deaf and hard of hearing
• Intervention/(re)habilitation for the individual (birth to school transition) who is deaf and hard of hearing, including surgical and medical management
• Communication options/”opportunities” for children with hearing loss (Listening in Spoken Language [Auditory-Verbal and Auditory/Oral], Cued Speech, Total Communication, Signing Exact English [Manually Coded English Systems], American Sign Language/Bilingual-Bicultural, Bilingual/Bimodal)
• Issues regarding service delivery models for individuals who are deaf and hard of hearing (birth to school transition)
• Communication strategies for the individual who is deaf and hard of hearing (birth to school transition) and their families
• Impact of hearing loss on individuals who are deaf and hard of hearing (birth to school transition) on their academic/educational performance
• Impact of hearing loss on individuals who are deaf and hard of hearing (birth to school transition) on their growth and development (e.g., psychosocial, speech and language, literacy, motor)
• Impact of hearing loss on family dynamics/systems
• Counseling for the individual who is deaf and hard of hearing (birth to school transition) and their families
• Engineering/technological innovations related to intervention/(re)habilitation of hearing loss
• Pre-service, in-service education, and supervision issues specific to hearing loss for birth to school transition
• Issues/interventions for the individual who is deaf and hard of hearing (birth to school transition) in the educational setting (e.g., accommodations, supplemental aids and services, self-advocacy, functional assessments)
• Education and training of parents/professionals working with the individual who is deaf and hard of hearing (birth to school transition)
• Adaptive and alternative communication systems for individuals who are deaf and hard of hearing (birth to school transition) and their families
• Multicultural/cross-linguistic factors in the intervention/(re)habilitation for the individual who is deaf and hard of hearing (birth to school transition)

Hearing, Tinnitus, and Vestibular Science

Topic Chair: Lauren Calandruccio
Content Area: Audiology

The Hearing, Tinnitus and Vestibular Science topic focuses on basic science aspects of hearing (including tinnitus), speech perception, auditory and vestibular neuroscience, as well as neurophysiologic, electrophysiologic, and imaging studies of auditory and/or vestibular pathways from periphery to cortex. Submissions to this topic area may include human and animal studies.

Proposals involving this topic but with a primary focus on:
• Clinical applications of neurophysiologic or electrophysiologic tests of hearing or tinnitus should be submitted to the Hearing and Tinnitus Across the Lifespan topic area.
• Clinical applications of neurophysiologic or electrophysiologic tests of balance should be submitted to the Vestibular/Balance Issues Across the Lifespan topic area.
• Clinical assessment or management of individuals who are deaf and hard of hearing (birth to school transition) should be submitted to the Hearing, Language, and Speech in the Deaf and Hard of Hearing Birth to School Transition topic area.

Research
• Translational, applied, or implementation research related to neuroanatomy and neurophysiology of auditory and vestibular function
• Translational, applied, or implementation research related to auditory and vestibular sciences
• Investigation regarding basic scientific principles of hearing, tinnitus, and balance
• Computer-based and other research technologies for rehabilitation interfaces for hearing and balance
• Multicultural /cross-linguistic issues and research in hearing, tinnitus and and vestibular science

Professional Education
• Intraoperative monitoring of auditory, cranial nerves, somatosensory, vestibular, and motor systems function
• Evaluation of facial nerve function
• Neurodiagnostic measures associated with cochlear implant function
• Physiologic and electrophysiologic assessment of the auditory or vestibular systems
• Evoked potentials, PET, fMRI, V/ENG, otoacoustic emissions
• Acoustics and psychophysics
• Acoustic calibration and National/International standards
• Animal models of hearing science
• Vestibular/Balance science
• Tinnitus science
• Speech perception and psychoacoustics
• Neural plasticity related to hearing and balance
• Educational and professional issues specific to hearing, tinnitus, and vestibular sciences
• Models of hearing and balance development across the lifespan
• Neuroscientific advances with implications for hearing, tinnitus, and balance impairment

Innovations, Debates, and Hot Topics in the Discipline

Topic Chairs: Patricia A. Dorn and Judy Montgomery

Content Area: General Interest

This new topic area for 2018 is intended to showcase leading edge topics in the discipline that are best highlighted in this venue, versus existing topic areas. We seek submissions of innovative but yet unproven approaches, ideas that may evoke lively debates, and topics that represent emerging domains in the discipline of speech-language pathology and audiology. Submissions in this area may include research that is pre-clinical through applied to system level delivery of services in all practice settings. Also included are translational approaches (T1-T4) across the discipline. Concepts that may be considered “disruptive” would be appropriate for this topic area. For Seminar, Technical Research, Technical Clinical, Short Course, and Poster Session formats, the review committee does encourage challenges to the status quo while stimulating thoughtful and productive discussions. Please be reminded that your submission must discuss how your topic would be amenable to testing under scientific principles.

Research

• Pre-clinical through applied to system level delivery of services in all practice settings.
  Translational approaches (T1-T4) across the disciplines
• Translational, applied, or implementation research related to emerging, innovative, disruptive or hot topics

Professional Education

• Service delivery models, assessments, or interventions where the evidence base is limited
• Innovative therapy models that are used infrequently and may need to be reconsidered for more mainstream use Emerging innovative models in service delivery, assessments and interventions
• Existing diagnostic tests with low clinical uptake
• New and innovative technologies: devices, equipment, applications

Interprofessional Collaboration

Topic Chairs: Meredith A. Holcomb and Lissa Power-deFur

Content Area: General Interest

Proposals appropriate for this topic area focus on advancing the knowledge, skills, values, and attitudes needed to make competent judgments in domains of role clarification, Interprofessional communication and collaborative leadership within patient-centered and family-centered clinical care. Proposals focused on interprofessional education (IPE) will demonstrate innovative learning environments that support academic and clinical training required for building interprofessional competencies in the emerging clinical workforce along with faculty development required to sustain a culture in which IPE is
recognized as necessary to achieve optimum clinical outcomes. Proposals focused on interprofessional practice (IPP) will demonstrate ways that speech-language pathologists and/or audiologists are members of teams of service providers from different professional backgrounds providing comprehensive healthcare or educational services by collaboratively working with individuals and their families, caregivers, and communities to deliver the highest quality of care across settings. IPC is distinct from multidisciplinary and interdisciplinary approaches and proposals should reflect this distinction.

Proposals involving IPC but with a primary focus on:

- Deaf and hard of hearing individuals should be submitted to the Hearing, Language, and Speech in the Deaf and Hard of Hearing Birth to School Transition topic area

**Research**

- Translational, applied, or implementation research related to Interprofessional education and/or practice
- Evaluation studies examining methods of assessing IP competencies in graduate students
- Treatment outcome studies in which services are delivered within an IPP framework

**Professional Education**

- Demonstrate how audiologists and speech-language pathologists, as uniquely qualified communication specialists, contribute to policy making, patient safety, and overall improved health and educational outcomes by participating on Interprofessional teams
- Identify the barriers to implementation of Interprofessional learning and how academic institutions can address these barriers through innovative curricular design
- Demonstrate state-of-the-art technologies, use of clinical skills and simulation strategies, novel team-based clinical placements and creative solutions to institutional and accreditation challenges associated with IPE/IPP
- Discuss ethical issues surrounding IPE and IPP
- Pedagogy for the domains of Interprofessional education: values/ethics, roles and responsibilities, Interprofessional responsibilities, and teams/ teamwork
- Share best practices and lessons learned for people with advanced levels of Interprofessional education and practice endeavors
- Advance the body of knowledge that informs Interprofessional education and Interprofessional practice
- Describe the motivation for and development of Interprofessional learning models connecting students with community-based programs and services
- Address the gap between academic settings, practice settings and oversight bodies in the context of IPE/IPP
- Share successes associated with scheduling Interprofessional education activities in health sciences schools
- Describe factors pertaining to development of faculty leadership for IPE/IPP

**Language and Learning in School-Age Individuals**

*Topic Chairs: Rachel Powell and Jennifer Schultz*  
*Content Area: Speech-Language Pathology*
Proposals appropriate for submission to this topic area focus on aspects of spoken language and learning in school-age children and adolescents and also includes supports and services for individuals with histories of childhood language disorders (e.g., Down syndrome, Fragile X).

Proposals involving this population but with primary emphasis on:

- Telepractice for service delivery should be submitted to the Telepractice and Technology topic area.
- Auditory processing disorders as they relate to language and learning should be submitted to the Auditory/Central Auditory Processing topic area.
- Literacy should be submitted to the Literacy Assessment and Intervention topic area.
- Autism Spectrum Disorders should be submitted to the Autism Spectrum Disorders topic area.

Research

- Translational, applied, or implementation research related to language and learning in school-aged individuals with normal hearing
- Evidence-based practice and outcomes research for language disorders in school-age individuals with normal hearing

Professional Education

- Psychometric properties of instruments designed to measure basic abilities or changes in spoken language; including standardized testing and progress monitoring tools
- Second-language acquisition and/or use in school-age individuals with normal hearing
- Multicultural/cross-linguistic issues in school-age individuals with normal hearing
- Prevalence of language disorders and language-learning disabilities in school-age individuals with normal hearing
- Etiologies of language disorders and language-learning disabilities
- Language disorders in school-age individuals with normal hearing with co-morbid disorders (psychiatric, genetic, maltreatment, etc.)
- Prevention of language disorders and language-learning disabilities
- Language assessment, intervention, supports, and long-term outcomes for normal hearing individuals with histories of language disorders in childhood
- Pedagogy and clinical education aspects of curriculum and training specific to preparing professionals to work effectively with school-age individuals with language disorders and normal hearing
- Administrative and regulatory issues related to language and learning in school-age individuals with normal hearing including but not limited to Response to Intervention and facilitating achievement of Common Core or other state curriculum standards
- Models of collaboration and multi-disciplinary teaming, problem-solving models
- Family-centered practice in supporting school-age individuals with language disorders and normal hearing
- Transition planning for school-age individuals with language disorders and normal hearing
- Use of technology to support language learning in school-age individuals with language disorders and normal hearing
- Ethical issues related to language and learning in school-age individuals with normal hearing
Language Disorders in Adults

Topic Chair: Ellen Bernstein-Ellis and Darla K. Hagge
Content Area: Speech-Language Pathology

Proposals appropriate for submission to this topic area cover the description, assessment, comparison, treatment, and prevention of the acquired neurogenic language and cognitive disorders of adults, including the effects of normal aging processes, mild cognitive impairment, focal and diffuse brain damage due to stroke (left/right hemisphere; cortical/subcortical, focal/diffuse) or degenerative diseases (e.g., ALS, Alzheimer’s, Lewy Body, MS, Parkinson’s, PPA, PSP, etc.). Intervention approaches include behavioral, client-/caregiver-focused, computer-based, cross-linguistic, environmental, multi-cultural, pharmacological, surgical, etc.

Proposals including language disorders in adults but with a primary focus on:

- Cognitive linguistic disorders associated with TBI should be submitted to the Traumatic Brain Injury topic area.
- Associated motor speech disorders should be submitted to Motor Speech Disorders Across the Lifespan topic area.
- Use of alternative or augmented devices should be submitted to the Augmentative and Alternative Communication (AAC) topic area.
- Use of telepractice in delivery of service should be submitted to the Telepractice and Technology topic area.
- Hearing loss should be submitted to the Hearing and Tinnitus Across the Lifespan topic area.
- Interprofessional Education and Practice (IPE/IPP) should be submitted to the Interprofessional Collaboration topic area.

Research

- Translational research including implementation and applied studies related to language disorders in adults
- Quantitative inquiries including but not limited to clinical guidelines, meta-analysis, systematic reviews, randomized-controlled trials, well-designed case-control/quasi-experimental studies, single subject designs, patient reported outcomes (PRO)
- Outcomes evaluation/research
- Qualitative inquiries including but not limited to ethnographic, narrative, PRO
- Mixed methods research

Professional Education

- Language and cognitive abilities in adults with communication disorders
- Changes in language and cognitive abilities associated with healthy aging, MCI, and early AD or other dementias
- Progressive neurological diseases, and neurological syndromes resulting in acquired cognitive or language disorders in adults
- Comparisons of language and cognitive behaviors in adults with neurogenic disorders
- Prevention of adult language and cognitive disorders
- Assessment of language, cognitive, and communication disorders associated with aphasia, right hemisphere syndrome, prefrontal damage, and dementia
• Behavioral, social, environmental, neuromodulatory, pharmacological, surgical, and other interventions for adult language and cognitive disorders
• Innovative treatment strategies for adults including group and family/caregiver-focused approaches
• Innovative service delivery models for adults with language and cognitive disorders
• Teaming issues (multidisciplinary, with neurology OT, PT, etc.) specific to language and cognitive disorders in adults
• Education and training issues specific to language and cognition in adults, including supervision
• Multicultural/cross-linguistic issues in acquired language and cognitive disorders in adults
• Ethical considerations for service delivery for language and cognitive disorders in adults
• Palliative care issues including end of life decision making related to language and cognitive disorders in adults

Language in Infants through Preschoolers

Topic Chairs: Kathy L. Coufal and Shari L. DeVeney
Content Area: Speech-Language Pathology

Proposals appropriate for submission to this topic area focus on advancing knowledge and clinical practice in early communication and language development for young children with normal hearing, including consultation with and education for families, caregivers, preschool teachers, and other professionals. Proposals will reflect the range of research and professional services, including, but not limited to, the nature of early communication and language disorders; prevention; screening, evaluation, and assessment; service delivery models and intervention methods; communication and language efficacy and effectiveness research; and scientific advances in the knowledge base that have implications for early communication and language development. Proposals that address these topics and also infuse multiple, cross-linguistic and diversity issues, are appropriate for this topic area.

Proposals that address this area but primarily focus on:

• Policy and professional issues when serving diverse populations should be submitted to the Cultural and Linguistic Diversity topic area.
• Use of telepractice in service delivery to these populations should be submitted to the Telepractice and Technology topic area.
• Individuals who are deaf and hard of hearing (birth to school transition) should submit to the Hearing, Language, and Speech in the Deaf and Hard of Hearing Birth to School Transition topic area.

Research

• Translational, applied, or implementation research related to language in young children (infants, toddlers, and preschoolers) with normal hearing

Professional Education

• Developing language systems in oral and/or alternative modes by young children with normal hearing, including children from culturally and linguistically diverse backgrounds
• Social and cognitive bases of communication and language acquisition in young children with normal hearing
• Comparisons of communication and language abilities of young normal hearing children with typical and atypical language
• Prevalence of developmental language disorders
• Screening, evaluation, and/or treatment for developmental language disorders in young children with normal hearing
• Etiologies of children's language disorders (including genetics) and the association with related conditions
• Issues regarding service delivery models for young children with normal hearing
• Issues related to family systems and natural environments for young children with normal hearing
• Personnel preparation issues specific to language in young children with normal hearing
• Psychological impact of early childhood language disorders on normal hearing children and their families
• Administrative and regulatory issues related to language in young children with normal hearing
• Ethical considerations for service delivery to young children who have normal hearing with language disorders

Leadership, Ethics, and Professional Issues

Topic Chairs: Sumitrajit (Sumit) Dhar and Julie B. Noel
Content Area: General Interest

Proposals appropriate for this area focus on ethics, leadership, coaching/mentoring, recruitment, performance evaluations, self-care, professional development, and HR issues related to speech-language pathology and audiology. Topics in this area come from a wide range of practice environments and appeal to both clinicians, translational researchers, and administrators.

Proposals involving this area but have a primary focus on:

• Issues regarding telehealth/telepractice, including licensure issues related to telepractice should be submitted to the Telepractice and Technology topic area.

Research

• Translational, applied, or implementation research related to leadership and professional issues

Professional Education

• Human Resource management: supervision, performance evaluations, employee discipline
• Recruitment, retention, and advancement
• Conflict management
• Coaching/mentoring
• Use of support personnel
• Performance improvement, improvement science, and outcome measurement
• Leadership program development
• Self-care, techniques to avoid burnout
• Volunteerism
• Clinical Ladders
• Ethical practices in speech-language pathology and audiology

**Literacy Assessment and Intervention**

Topic Chair: Monica L. Ferguson  
Content Area: Speech-Language Pathology

Proposals appropriate for this topic area focus on assessment, development, and intervention as relevant to literacy in children with normal hearing who are typically developing, at risk, or exhibit literacy-related disabilities. Areas of interest span such constructs as phonological awareness, print awareness, word recognition, orthography and spelling, and reading comprehension. Professionals are encouraged to submit proposals on topics listed below.

Proposals involving literacy but that have a primary focus of:

- Addressing health literacy should be submitted to Health Literacy and Communication topic area.
- Use of telepractice in literacy assessment and intervention should be submitted to the Technology and Telepractice topic area.
- Normal acquisition of spoken or written language with normal hearing individuals should be submitted to the Speech and Language Science topic area.
- Literacy issues secondary to auditory processing dysfunction should be submitted to the Auditory/Central Auditory Processing topic area.
- Spoken language and learning and learning in school-age children and adolescents with normal hearing and support or services for individuals with a history of child language disorders should be submitted to the Language and Learning in School-Age Individuals topic area.

**Research**

- Translational, applied, or implementation research related to literacy assessment and intervention

**Professional Education**

- Screening, assessment, intervention, and supports, including Response-to-Intervention approaches, for linguistic and metalinguistic aspects of reading, spelling, and writing disorders
- Theoretical models of written language development and use in school-age children and adolescents with normal hearing
- Comparisons of written language, metalinguistic and/or cognitive development of normal hearing school-age children and adolescents with and without disorders
- Psychometric properties of instruments designed to measure basic abilities or changes in reading and writing; including standardized testing and progress monitoring tools
- Assessment of pre-literacy and language-based literacy skills, including phonological awareness
- Prevention of written language problems by fostering language acquisition and emergent literacy
- Identification of normal hearing children and adolescents with (or at risk for) reading and writing problems
• Assessment of reading and writing abilities and the relation to spoken communication, academic achievement, and other areas
• Effective intervention for problems involving reading and writing
• Assistance to general education teachers, families, and students; advocating for effective literacy practices
• Disorders of language and literacy and their relationships to each other and to other communication disorders
• Nature of writing involving spelling and composing skills that includes writing processes and written products
• Emergent literacy contributions to literacy development, including spoken language interactions, environmental exposure to print, interactions with books and shared book reading, experiences with writing tools and pretend writing for different purposes, and adult modeling of literacy
• Reciprocal relationships among listening, speaking, reading, writing, and thinking
• Development of phonological awareness, alphabetic principle, decoding and spelling, comprehension of written language, and writing processes
• Impact of cultural-linguistic diversity on written language learning from preschool through postsecondary years
• Curricular materials, subject specific curriculum content, and language/literacy standards from preschool through post-secondary education
• Language bases of disorders of reading, spelling, and writing, as well as risk factors (genetic as well as environmental)
• Heterogeneity among spoken-written language disabilities
• Impact on reading and writing development of various conditions, such as language-learning disabilities, ASD, cognitive disabilities, hearing impairments, infectious or traumatic brain impairments, or severe speech impairments and AAC needs
• Assessment and treatment issues dealing with emerging and early literacy in infants, toddlers and preschoolers

Motor Speech Disorders Across the Lifespan

Topic Chair: Diana Petroi
Content Area: Speech-Language Pathology

Proposals appropriate for submission to this topic area focus on examining the etiologies, nature, assessment, differential diagnosis, and treatment of apraxia of speech and/or dysarthria in either pediatric or adult populations. Clinical and research implications related to motor speech disorders are appropriate for submission as are aspects of motor speech control across the lifespan associated with development, disease, and other relevant factors that affect its function.

Proposals involving motor speech disorders but with a primary focus on:

• Theories of production of normal speech motor control or development should be submitted to the Speech and Language Science topic area.
• Speech disorders secondary to traumatic brain injury should be submitted to the Traumatic Brain Injury (TBI) topic area.
Research

- Translational, applied, or implementation research related to motor speech disorders
- Outcomes/efficacy research in motor speech disorders

Professional Education

- Application of theory to motor speech disorders
- Developmental disorders in motor speech control
- Changes in motor speech disorders associated with aging
- Comparison of normal and disordered motor speech control
- Dysarthria in children and adults
- Identification, assessment, treatment, and theoretical models of childhood apraxia of speech (CAS)
- Acquired and progressive apraxia of speech in adults
- Motor speech disorders associated with progressive/degenerative neurologic disease
- Intelligibility and comprehensibility in motor speech disorders
- Instrumental/objective assessment of motor speech disorders
- Neurologic syndromes resulting in motor speech disorders
- Behavioral interventions in motor speech disorders
- Pharmacological, surgical, behavioral, and other interventions in motor speech disorders
- Multidisciplinary/interdisciplinary aspects associated with motor speech disorders
- Technological advances specific to motor speech disorders
- Multicultural/cross-linguistic issues in motor speech disorders

Speech and Language Science

Topic Chair: Donald S. Finan
Content Area: Speech/Language Pathology

Proposals appropriate for submission to this topic area focus on normal aspects of language comprehension and expression and speech production and perception. Proposals related to speech and language science should focus primarily on:

- Basic science issues related to communication across the lifespan, including aspects of linguistics, speech perception, and production
- Measurement of speech production or perception in individuals with normal hearing

Proposals related to speech and language science but primarily focused on:

- Techniques in neurogenic language or speech disorders should be submitted to the Language Disorders in Adults, Motor Speech Disorders Across the Lifespan, or the Traumatic Brain Injury (TBI) topic areas.
- Speech perception related to hearing or hearing loss should be submitted to Hearing, Tinnitus and Vestibular Science topic area.
Research

- Investigation of basic scientific principles of communication science including speech, and language
- Translational, applied, or implementation research related to speech and language science
- Computer-based and other research technologies for interfaces among speech, language, and socio-cognitive/socio-linguistic processes
- Multicultural /cross-linguistic issues and research in language and speech science
- Interface of sensorimotor and cognitive processes in speech and language
- Theoretical models of spoken language development and use in school-age children and adolescents

Professional Education

- Acoustics and psychophysics
- Speech perception
- Psycholinguistics of language in school-age children and adolescents
- Cognitive foundations of later language development
- Language, metalinguistic and/or cognitive development of school-age children and adolescents
- Neural plasticity related to speech, language and cognition
- Normal speech/language processes: spoken and written language
- Normal speech motor control
- Theories and models of language and its disorders
- Second language learning and use in adults and children: speech, language and hearing implications
- Educational and professional issues specific to speech science
- Theoretical models of language development and use across the lifespan
- Models of typical speech development through the lifespan (i.e., typical acquisition and age-related changes through senescence)
- Neuroscientific advances with implications for communicative impairment
- Neural correlates of typical production and perception (e.g., speech motor control)
- Instrumentation for analysis of speech including articulation, neural imaging, respiration, modeling
- Genetic basis of typical speech production and perception
- Cross-linguistic factors in speech production and perception
- Theories and models of speech production and perception including animal models
- Pedagogy in speech science
- Educational and professional issues associated with speech science

Speech Sound Disorders in Normal-Hearing Children

Topic Chair: Kelly Farquharson
Content Area: Speech-Language Pathology
Proposals appropriate for submission to this topic area should focus on the causes, characteristics, and management (prevention, assessment, and intervention) of speech sound disorders in children with normal hearing.

Proposals dealing with speech sound disorders but primarily focus on:

- Motor speech disorders in children, such as childhood apraxia of speech, should be submitted to the Motor Speech Disorders Across the Lifespan topic area.
- Cleft palate or other craniofacial anomalies should be submitted to the Craniofacial and Velopharyngeal Disorders topic area.

Research

- Basic, translational, applied, or implementation research related to speech sound disorders in children with normal hearing

Professional Education

- Theoretical models of articulatory and phonological development in children with speech sound disorders
- Genetic bases of speech sound disorders in children with normal hearing
- Characteristics of children with speech sound disorders
- Prevention of speech sound disorders in children
- Assessment and diagnosis of speech sound disorders in children
- Technological/methodological advances in assessment and treatment of speech sound disorders in children with normal hearing
- Identification, assessment, and treatment of speech sound disorders in special populations of children with normal hearing
- Multicultural/cross linguistic issues related to speech sound disorders in children with normal hearing
- Phonological awareness and literacy in relation to speech sound disorders in normal-hearing children
- Methods of service delivery for normal-hearing children with speech sound disorders
- Supervision in service delivery for normal-hearing children with speech sound disorders
- Policy, regulatory and program administration issues specific to speech sound disorders in children with normal hearing
- Public awareness of speech sound disorders in children with normal hearing
- Ethical considerations in service delivery for normal-hearing children with speech sound disorders
- Best practices for data collection and progress monitoring
- The impact of service delivery setting on the provision of therapy for children with speech sound disorders

Swallowing/Feeding and Associated Disorders

Topic Chairs: Jo Puntil
Content Area: Speech-Language Pathology
Proposals appropriate for submission to this topic area relate to normal and abnormal feeding and swallowing from birth to senescence. Research, clinical and instrumental assessment, treatment approaches, and service delivery issues related to persons with dysphagia are appropriate submissions to this topic area.

Proposals involving swallowing/feeding but as a result of craniofacial disorders should be submitted to the Craniofacial and Velopharyngeal Disorder.

**Research**
- Translational, applied, or implementation research related to swallowing/feeding and associated disorders from birth to senescence.

**Professional Education**
- Normal swallowing/feeding physiology in infants, children, and adults
- Multicultural/cross-linguistic issues specifically related to swallowing/feeding
- Prevention/screening of dysphagia in infants, children, and adults
- Innovative technologies for the assessment and treatment of dysphagia
- Diagnosis of dysphagia in infants, children, and adults
- Esophageal/gastrointestinal disorders associated with dysphagia from birth through senescence
- Instrumental assessment of swallowing and feeding
- Behavioral management of dysphagia across the lifespan
- Management of dysphagia in special populations (e.g. Down Syndrome, ALS)
- Management of dysphagia in patients with Head & Neck Cancer and esophageal cancer
- Management of dysphagia in patients with dementia and cognitive/communication loss
- Neurogenic dysphagia management
- Pharmacological, surgical, and other non-behavioral interventions for dysphagia
- Nutritional management/support of patients with dysphagia
- Palliative care and quality of life issues related to dysphagia
- Interprofessional and team issues related to the assessment and management of dysphagia
- Outcomes, efficacy, and effectiveness related to the treatment of dysphagia
- Professional education issues specific to persons with swallowing and/or feeding disorders
- Ethical issues specific to dysphagia
- Complex medical issues and swallowing function across the lifespan from ICU throughout all care settings
- Education, training and supervision issues specific to swallowing/feeding and associated disorders
- Administrative, legislative and regulatory issues related to dysphagia

**Telepractice and Technology**

*Topic Chairs: Deborah L. Carlson and Lesley Edwards-Gaither*

**Content Area: General Interest**

Proposals appropriate for submission to this topic area should focus on all aspects of telepractice as a model of service delivery for speech-language pathologists and audiologists in a variety of settings: schools, medical centers, rehabilitation hospitals, community health centers, outpatient clinics,
universities, clients’/patients’ homes, residential health care facilities (including private practice), childcare centers, and corporate settings. In addition, use of technology to provide services either via telepractice or in-person across the disciplines and work settings is included in this topic (e.g., the use of applications for the provision of services and/or data collection).

Proposals involving technology but primarily focused on:

- Use of AAC technology, devices, and applications should be submitted to the Augmentative and Alternative Communication (AAC) topic area.

Research

- Translational, applied, or implementation research related to telepractice or technology

Professional Education

- Telepractice service delivery types and models
- Technology used in the delivery of service or data collection
- Licensure, ethical, legal, security, and privacy issues related to telepractice or technology
- Issues related to reimbursement for services delivered via telepractice
- Issues related to identifying, understanding, selecting, applying, and managing technology including equipment, hardware, and software used to deliver services via telepractice
- Issues related to the identification and selection of clients to receive assessment and intervention services via telepractice
- Cultural and linguistic variables related to technology and telepractice affecting identification, assessment, and treatment
- Identification and selection of assessments and interventions appropriate for use with telepractice
- Training and use of support personnel in delivering services via telepractice
- Evaluating effectiveness, outcomes or cost/benefit of services delivered via telepractice
- Ethical considerations related to telepractice or technology

Traumatic Brain Injury (TBI)

Topic Chair: Angela Mandas
Content Area: General Interest

Proposals appropriate for submission to this topic area include the description, assessment, treatment, prevention, service delivery, and education of individuals with speech, motor, language, hearing, vestibular and cognitive disorders associated with traumatic brain injury across the lifespan. Proposals dealing with any aspect of traumatic brain injury should be submitted to this topic area. Proposals related to issues of balance and dizziness related to TBI, concussion, head injuries or blast injuries should be submitted to this topic area.

Research

- Translational, applied, or implementation research related to TBI
- Basic and applied research related to TBI, including treatment outcome measures, single subject designs, and translational research
Professional Education

- Subgroups of the population include but are not limited to individuals with post-concussion syndrome, mild TBI, moderate or severe TBI, chronic traumatic encephalopathy, polytrauma, veterans and active duty military, elderly with TBI, and pediatric TBI
- Speech, language, and cognitive assessment and treatment that includes but is not limited to cognitive rehabilitation therapy, care-provider education and support, rehabilitation across the continuum of care (acute to community), interdisciplinary management, behavioral management, or use of technology
- Service delivery models that include but are not limited to school-based programs, intensive care unit services, inpatient and outpatient rehabilitation, community support groups, or transitional programs
- Differential diagnosis and management of individuals with TBI and co-morbidities, e.g., balance and dizziness, mental health issues, PTSD, visual and hearing impairments, learning disabilities, tinnitus, or sleep disorders
- Effects of co-morbid health issues related to TBI on hearing and/or balance
- Reimbursement issues
- Management of dysphagia after TBI
- Language, speech, and hearing assessment, intervention, and support for children with traumatic brain injury
- Ethical considerations related to service delivery for TBI

Vestibular/Balance Issues Across the Lifespan

Topic Chair: A. Tucker Gleason
Content Area: Audiology

Proposals appropriate for this topic include any issues related to vestibular/balance function and disorders for all ages. Topics include screening and assessment in a variety of educational, occupational and healthcare settings; clinical applications of physiologic and behavioral assessment of dizziness/balance in children and adults; those who have normal hearing as well as those who are deaf and hard of hearing.

Proposals discussing this topic but have a primary focus on:

- Service delivery via telepractice – vestibular screening, assessment or intervention should be submitted to the Telepractice and Technology topic area.
- Auditory processing should be submitted to Auditory/Central Auditory Processing topic area.

Research

- Translational, applied, or implementation research related to the all aspects of vestibular/balance system, disorders and intervention

Professional Education

- Vestibular screening and assessment tools, techniques and protocols
- Case studies regarding screening and assessment of vestibular function/balance - all ages
- Congenital and acquired conditions that result in vestibular/balance impairment
• Standardization of clinical test procedures
• Vestibular system interaction(s) with other body systems (e.g., cardiovascular, endocrine, sensory etc.)
• Vestibulotoxicity – assessment and/or monitoring
• Effects of aging on vestibular/balance function among adults
• Effects of co-morbid health issues on vestibular function and/or balance
• Neurodegenerative diseases affecting vestibular function and/or balance
• Prevalence or incidence of vestibular/balance disorders across the lifespan
• Vestibular/balance disorders and syndromes affecting individuals of all ages
• Clinical applications of neurophysiological or electrophysiological tests of vestibular function/balance across the lifespan
• Engineering/technological innovations for screening and assessment of vestibular/balance disorders across the lifespan
• Management of vestibular/balance disorders
• Genetic testing related to vestibular/balance disorders across the lifespan
• Multicultural/cross-linguistic factors in the screening and assessment of balance disorders across the lifespan

Voice and Alaryngeal Communication

Topic Chair: Edie Hapner
Content Area: Speech-Language Pathology

This topic area covers normal and disordered aspects of alaryngeal, laryngeal, and upper airway function including the assessment and management of voice alaryngeal communication, and related disorders of the upper airway throughout the lifespan.

Proposals addressing voice and alaryngeal communication but with a primary focus on craniofacial anomalies should be submitted to the Craniofacial and Velopharyngeal Disorders area.

Research

• Translational, applied, or implementation research related to voice and alaryngeal communication or related disorders of the upper airway (i.e. cough, paradoxical vocal fold dysfunction, irritable larynx, etc.)
• Outcomes research related to voice, alaryngeal communication or disorders of the upper airway (i.e. cough, paradoxical vocal fold dysfunction, irritable larynx, etc.)

Professional Education

• Basic science in voice, related disorders of the upper airway (chronic cough, paradoxical vocal fold dysfunction, irritable larynx, etc.) and alaryngeal communication (esophageal speech, TEP, etc.)
• Normal and abnormal voice production across the life span
• Epidemiology of voice disorders, alaryngeal communication use or related disorders of the upper airway (i.e. chronic cough, paradoxical vocal fold dysfunction, irritable larynx, etc.)
• Prevention of voice disorders and related disorders of the upper airway (i.e. chronic cough, paradoxical vocal fold dysfunction, irritable larynx, etc.) throughout the lifespan
• Instrumental (acoustic, aerodynamic, imaging, new and emerging technologies) and perceptual assessment of voice and related disorders of the upper airway (chronic cough, paradoxical vocal fold dysfunction, irritable larynx, etc.) including clinician perception, patient/client perception, public perception, etc.
• Role of technology in evaluation and management of voice disorders, related disorders of the upper airway (chronic cough, paradoxical vocal fold dysfunction, irritable larynx, etc.) and alaryngeal communication
• Special populations (e.g. professional voice users, singers, transgender, occupational voice, etc.)
• Management of disorders of voice and resonance
• Management of related disorders of the upper airway (i.e., chronic cough, paradoxical vocal fold dysfunction, irritable larynx, etc.)
• Management of alaryngeal communication (esophageal, TEP, etc.)
• Tissue engineering and vocal fold biomaterials
• Interprofessional team development and implementation for management of voice disorders, related disorders of the upper airway, and alaryngeal communication
• Multicultural/cross-linguistic issues in voice disorders, related disorders of the upper airway, and alaryngeal communication
• Administrative and regulatory issues related to voice disorders, related disorders of the upper airway, and alaryngeal communication
• Education, training, and supervision issues specific to developing competency in assessment and management of voice disorders, related disorders of the upper airway, and alaryngeal communication
• Psychosocial impact of voice disorders, related disorders of the upper airway, and alaryngeal communication on daily activities and participation in social contexts
• Ethical considerations in service delivery for voice disorders, related disorders of the upper airway, and alaryngeal communication