



Abstract Submission #1

Author: MARVA MOUNT, CCC-SLP, FNAP

Abstract: The fields of speech-language pathology and audiology are currently experiencing significant challenges, with professionals facing immense pressure and alarming rates of burnout, leading many to exit the profession. This session aims to collectively address these critical issues by focusing on foundational support mechanisms. We will explore practical strategies for implementing effective mentoring, supervision, and ongoing support from the outset of a professional's career. The goal is to break the cycle of burnout and redirect our focus toward delivering high-quality treatment for individuals with communication challenges.

Description: The current landscape of speech-language pathology and audiology presents a critical juncture, as our dedicated professionals grapple with overwhelming pressures and an alarming rise in burnout. This escalating crisis is driving many talented individuals away from the fields, creating a pressing need for a comprehensive and proactive solution. This presentation, titled "Addressing Burnout in Speech-Language Pathology and Audiology: A Proactive Approach," will delve into the root causes of this phenomenon and, more importantly, equip attendees with immediately actionable strategies to cultivate a more sustainable and supportive professional environment.

The session will open by acknowledging the palpable weight of the profession, discussing how the demands of caseload management, administrative burdens, productivity expectations, and emotional labor contribute to the current state of extreme burnout. We'll share compelling data and anecdotes that highlight the alarming rate at which professionals are choosing to leave, underscoring the urgency of the conversation. This will lead us into the central question: How do we collectively solve for the issues at hand?

The core of our presentation will pivot to prevention and early intervention, emphasizing that addressing what's broken requires us to look at the very start of a professional's journey. We will explore the critical role of robust mentoring, supervision, and support as foundational pillars for career longevity and satisfaction. This isn't just about problem-solving; it's about building a resilient and thriving workforce from day one.

The presentation will then transition into a highly practical segment, detailing specific,



readily teachable and supportable strategies that can be implemented by colleagues, supervisors, and academic programs. We'll explore:

Effective Mentoring Programs: Moving beyond informal relationships, we'll discuss structured mentoring models that provide new clinicians with guidance on clinical challenges, navigating professional expectations, and fostering a sense of belonging. This will include practical tips for both mentors and mentees.

Supportive Supervision Models: We'll examine supervisory practices that prioritize professional growth and well-being over purely evaluative processes. This includes fostering open communication, providing constructive feedback, advocating for appropriate caseloads, and actively listening to concerns.

Building Peer Support Networks: Recognizing the power of shared experience, we'll discuss methods for creating formal and informal peer support groups where clinicians can openly discuss challenges, share coping strategies, and provide mutual encouragement.

Promoting Work-Life Integration: This segment will address practical strategies for managing time, setting boundaries, and encouraging self-care practices to prevent the erosion of personal well-being. We'll discuss how organizations and individuals can contribute to a healthier balance.

Advocacy and Systemic Change: While individual strategies are vital, the presentation will also touch upon the importance of advocating for systemic changes within healthcare and educational settings that can alleviate some of the broader pressures contributing to burnout.

Throughout the session, we will emphasize how these strategies are designed to avoid the vicious cycle of early career disillusionment and professional exhaustion. By proactively investing in the well-being of our colleagues from the outset, we can collectively bring our focus back to our delivery of treatment for those with communication challenges. This presentation isn't just a discussion of problems; it's a blueprint for a more sustainable, supportive, and ultimately, more effective future for speech-language pathology and audiology.

Supporting Research: Reference 1: Marante, Leesa & Farquharson, Kelly.(2021). Tackling



Burn out in the School Setting: Practical Tips for School-Based Speech-Language Pathologists. Perspectives of the ASHA Special Interest Groups, Vol 6, No. 3; pages 665-675.

Supporting Research: Reference 2: Ewen, C., Jenkins, H., Jackson, C., Jutley-Neilson, J., Gavin, J. (2021). Well-being, job satisfaction, stress and burnout in speech-language pathologists: A review. *Int J Speech Pathol.* 2021 April;23(2): 180-190

Supporting Research: Reference 3: Swindler, M., Ross, E. (1993). Burnout: a smouldering problem amongst South African speech-language pathologists and audiologists? *S Afr J Commun Disorders.* 1993;40::71-84.

Supporting Research: Reference 4: Brito-Marcelino, A. et al (2020). Burnout syndrome in speech-language pathologists and audiologists: A review. *Rev Bras Med Trab.* 2020Dec 11;18(2):217-222.

Supporting Research: Reference 5: Ross, E. (2010). Burn-out and self-care in the practice of speech-language pathology and audiology: An ecological perspective. Psychological Press.

Learning Objectives:

- 1. Identify key factors contributing to burnout and professional attrition within the fields of speech pathology and audiology.
- 2. List the components of the critical role of effective mentoring, supervision, and support in mitigating early career burnout.
- 3. Implement at least three practical strategies for fostering a supportive professional environment for new and existing colleagues.
- 4. Develop a preliminary action plan for addressing systemic issues contributing to professional dissatisfaction and turnover within their own work settings.



Abstract Submission #2

Authors: Angela Standridge, M.A., CCC-SLP, ATP, Shannon Paige, M.A., CCC-SLP, and Anna Gonzalez, BS, SLPA

Abstract: The world of Artificial Intelligence (AI) has been around for a while and is now expanding rapidly. Where is it today? What is theoretical and what is still “science fiction”? How fast is it going to advance? Will AI be good or bad for augmented communicators? This session will explore these queries by defining AI basics, presenting use cases, and exploring potential futures with AI and AAC. We are at a turning point in the world of AI, and it is critical that professionals, caregivers, and augmented communicators are knowledgeable and proactive in defining how this will affect AAC.

Description: AI is here and will change EVERYTHING, including augmentative and alternative communication (AAC). Most experts predict a mix of positive and negative results. It behooves professionals to get ahead of the curve and 1. develop a basic understanding of what AT is, is not and where it is going, 2. develop basic skills with a variety of AI tools that are/will be used use in everyday life, and 3. explore how AI will evolve within the AAC field. Additionally, AI will change the way services are provided. Because data systems are biased and AI utilizes existing data systems, there is risk to marginalized consumers, like those with disabilities and AAC users. Professionals may find themselves in positions of advocacy for the provision of devices and services to support augmentative communicators. AI WILL be integrated into the hardware and software of AAC devices. There will be a finer line between machine and human. Speech pathologists will need to support this newly evolved technology while still honoring the individual communicator. And, finally the ethical and authentic application of AI is critical to maintaining a professional environment and relationship with the consumer. Professionals will be “building the plan as they fly it” as this is defined in practice. AI is currently simple. It is just probability, statistics with data mining but it has the potential to evolve to be able to perform human level tasks and even become self-aware. Additionally, as machines get “smarter” they may be able to help people with disabilities engage the world. At the same time, there are risks that must be monitored and mitigated if necessary. AI might enable a person to communicate and do things they would not otherwise be able to do, but it also might override or inhibit those activities. Individual, institutional, and global digital sovereignty must be protected. Where is the happy medium? We are at a turning point in the world of AI, and it is critical that professionals, caregivers, and augmented



communicators are knowledgeable and proactive in defining how this will affect AAC.

Supporting Research: Reference 1: Bail, C. (2024). Can generative ai improve social science. Proceeding of the National Academy of Sciences, Vol 121, no 21.

Supporting Research: Reference 2: A. Spirling, Why open-source generative AI models are an ethical way forward for science. Nature 616, 413 (2023).

Supporting Research: Reference 3: Michael L. Littman, Ifeoma Ajunwa, Guy Berger, Craig Boutilier, Morgan Currie, Finale Doshi-Velez, Gillian Hadfield, Michael C. Horowitz, Charles Isbell, Hiroaki Kitano, Karen Levy, Terah Lyons, Melanie Mitchell, Julie Shah, Steven Sloman, Shannon Vallor, and Toby Walsh. "Gathering Strength, Gathering Storms: The One Hundred Year Study on Artificial Intelligence (AI100) 2021 Study Panel Report." Stanford University, Stanford, CA, September 2021. Doc: <http://ai100.stanford.edu/2021-report>. Accessed: September 16, 2021.

Supporting Research: Reference 4: Eric Horvitz, Vincent Conitzer, Sheila McIlraith, and Peter Stone. Now, Later, and Lasting: 10 Priorities for AI Research, Policy, and Practice. May 2024. Communications of the ACM (CACM).

Supporting Research: Reference 5: Peter Stone, Rodney Brooks, Erik Brynjolfsson, Ryan Calo, Oren Etzioni, Greg Hager, Julia Hirschberg, Shivaram Kalyan Krishnan, Ece Kamar, Sarit Kraus, Kevin Leyton-Brown, David Parkes, William Press, AnnaLee Saxenian, Julie Shah, Milind Tambe, and Astro Teller. "Artificial Intelligence and Life in 2030." One Hundred Year Study on Artificial Intelligence: Report of the 2015-2016 Study Panel, Stanford University, Stanford, CA, September 2016.

Learning Objectives:

- As a result of this presentation, the participants will be able to list 3 types of AI
- As a result of this presentation, the participants will be able to identify 3 examples of AI supporting people who use AAC
- As a result of this presentation, the participants will be able to critique 2 possible outcomes of future AI applications/realities



Abstract Submission #3

Authors: Kathleen M. Kerr, MS CCC-SLP and Lori Arguello, M.S., CCC-SLP

Abstract: Clinical staff often move into supervisory roles without formal management training. This transition demands new skills, a shift in mindset, and a fresh approach to team dynamics. This presentation explores strategies, challenges, and best practices for a successful shift from staff to supervisor. Emphasis will be placed on adopting a “TEAM” and “WE” mentality over “I” and “MY.” Leadership theories will help participants identify their leadership style. Practical techniques for coaching, mentoring, and building a positive team culture will be shared, along with strategies to foster a culture of safety. The session will also introduce non-violent communication as a tool to enhance psychological safety and improve workplace communication in healthcare and clinical environments.

Description: Strong leaders and managers come from intentional training, development and an understanding of their leadership style. Not everyone is a good manager. A recent article by the Harvard Gazette found that people with the greatest preference for being in charge are often worse than a manager who may be assigned at random or “voluntold” to take the position. Research shows that the qualities that make a good manager seem to be the ability to create psychological safety, possession of strong analytic skills, and the ability to have a strategic vision.

This course will offer a discussion of the differences between managing and leading people, along with strategies to develop effective leadership skills to guide and inspire a team. Theories of leadership will be briefly discussed including the behavioral theory of leadership, contingency theory, and transformational and transactional leadership theories, along with the benefits and limitations of each type. Strategies to ensure healthy work environments will be presented, including how to use non-violent communication in day-to-day conversations. Learning how to remove the four D’s that lead teams to disconnect will be highlighted and how to leaders can create meaningful dialogues. Balance is an important consideration. We will discuss how SLP managers can do all of this within the confines of our workday. SLP managers often ask how to create balance while ensuring staff autonomy, achieving productivity requirements and remaining accountable to their organization. The SLP manager must cultivate specific skills in how to lead within their team while holding the team to high standards. Each of these points will be discussed, and practical take-aways will be given to enhance an SLP manager’s leadership performance.



Supporting Research: Reference 1: 1. Adriani, P.A., Hino, P., Taminato, M. et al. Non-violent communication as a technology in interpersonal relationships in health work: a scoping review. BMC Health Serv Res 24, 289 (2024). <https://doi.org/10.1186/s12913-024-10753-2> Benmira S, Agboola M. Evolution of leadership theory, BMJ Leader 2021;5:3-5.

Supporting Research: Reference 2: 2. Committee on the Science of Team Science; Board on Behavioral, Cognitive, and Sensory Sciences; Division of Behavioral and Social Sciences and Education; National Research Council; Cooke NJ, Hilton ML, editors. Enhancing the Effectiveness of Team Science. Washington (DC): National Academies Press (US); 2015 Jul 15. 3, Overview of the Research on Team Effectiveness. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK310384/>

Supporting Research: Reference 3: 3. Grossman R, Miller JP. Optimizing Team Effectiveness: Key Takeaways From the Science With a Focus on the Virtual Context. American Journal of Health Promotion. 2021;35(5):732-737. doi:10.1177/08901171211007955b

Supporting Research: Reference 4: 4. Mineo, Liz. You want to be a boss. You probably won't be good at it. Harvard Gazette, August 27, 2024

Supporting Research: Reference 5: 5. 6. Shanafelt, Tait D. et al. Impact of Organizational Leadership on Physician Burnout and Satisfaction Mayo Clinic Proceedings, Volume 90, Issue 4, 432 – 440

Learning Objectives:

- Discuss the theories of leadership and differentiate between leadership and management, including their key roles and impact on team success
- Identify how to develop essential leadership skills to effectively guide and inspire a team of peers in a psychologically safe space
- Apply strategies to cultivate a positive, collaborative, and high-performing team culture
- identify two tools or activities they can put in use to promote the team mentality.
- describe their own strengths, weaknesses and opportunities in the managerial career.



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