

TSHA 69th Annual Convention Recordings

Version: January 6, 2025

The TSHA Annual Convention aims to provide a wide variety of presentations related to speech-language pathology and audiology including ethics, current research and practices, and professional concerns. Presented below are a selection of course recordings drawn from the 69th Annual TSHA Convention.

These courses are available for individual purchase in our online store, or as part of a larger educational package available here. Be aware: attendees at the convention receive a special rate to access the recordings.

The TSHA 69th Annual Convention Recordings will be approved from the period of 9/22/2025-9/22/2030, pending the potential for further renewal of course materials that remain current at the time of the course's approved expiration date.

Satisfactory Completion

To receive TSHA CE hours for the course, you must first purchase rights to access the course. This can take the form of an individual purchase or as part of a larger package. You must then watch the video recording of the conference session. Following this, you must complete the evaluation for the session, at which point you will be able to retrieve a TSHA Certificate from the 'Certificates' section of the Learning Center.

To be reported for ASHA CEUs for any session, you must additionally indicate your intent to earn ASHA CE credit at the conclusion of the evaluation. If you do so, you will be prompted to complete a self-assessment form to establish how the course will affect your (1) performance outside of the course, (2) patient or client outcomes, and (3) service delivery. Additionally, you will need to report your registered email, mailing address and ASHA ID (if you have an ASHA Account). If you don't have an ASHA Account, a new account may be created for you.

TSHA CE Credit

All recordings of the TSHA Convention are offered for TSHA continuing education credit. TSHA continuing education (CE) hours can be used toward renewal of your Texas license and as professional development hours for the maintenance of your ASHA Certificate of Clinical Competence (CCC).

This activity has been planned and implemented in accordance with the standards and policies of the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA). TSHA is accredited an ASHA CE approved provider.

[For instructions on reporting, please visit our CE Registry instruction page here.](#)

ASHA CE Credit

Attendees who wish to have their attendance reported to ASHA must indicate this in their evaluation forms. If you wish to have your attendance reported to ASHA, **please indicate this in your 'Verification' field of the survey and report your mailing address, registered email address, and ASHA ID (if you have an ASHA Account). If you don't have an ASHA Account, a new account may be created for you.**

If you do not have an existing ASHA ID, indicate 'n/a' or 'none.' Your information will be reported to ASHA, who will assign you your ID at the time the certificate is issued.

ASHA CE credit will be reported by session: completion of each recording will be submitted separately. The CE totals for all sessions are listed in the chart below.

For details on who can apply for ASHA credit, please visit ASHA's page on the subject.

CE Credit Totals

The maximum attainable credit hours for a single attendee is **24.5 continuing education (CE) credit hours, 2.45 TSHA CEs, or 2.35 ASHA CEUs**. Please pay careful attention to the runtimes and awarded CEUs in the table below for each session.

The Texas Department of Licensing and Regulation (TDLR) requires a minimum of two continuing education (CE) clock hours on the topic of ethics per renewal period for your license.

For Session totals available, please see the below table:

Sessions

Session	Speakers	Time	ASHA CEUs	TSHA CEs	Session Code	Instruction Level
<i>Interactive eLearning for SLPs Promoting Person-Centered Care & Life Participation for People with Aphasia</i>	Melinda Corwin, PhD CCC-SLP	1:01:23	0.1	1	Acquired and Degenerative Language Disorders (Excluding Traumatic Brain Injury) – 3030	Beginner
Frustration-Free FIEs for the School-Based SLP: Narrative Language Sampling	Jacquilyn Arias, M.A., CCC-SLP Stephanie Soares, M.A. CCC-SLP	0:54:51	0.05	0.75	Public Policy Issues Associated With Speech, Language, Hearing, and Related Disorders – 7025	Intermediate
Cultivating Confidence with AAC Evaluation, Goals, and Therapy	Randi Brown, M.S., CCC-SLP	0:56:55	0.05	0.75	Augmentative and Alternative Communication (AAC) – 3040	Intermediate
MTSS in Action: Enhancing Articulation While Creating Career Pathways for High School Students	Lydia Richardson, SLPD	1:00:41	0.1	1	Phonology/Articulatory Disorders – 3050	Intermediate
Public School Forum	Dalan Gore, M.B.A., M.S., CCC-SLP	2:00:32	0.2	2	Public Policy Issues Associated With Speech, Language, Hearing, and Related Disorders – 7025	Intermediate
Will My Child with Autism Ever Talk Helping My Child Climb the Language Mountain	Sheryl Rosin, PhD CCC SLP Richard Solomon, MD	1:00:03	0.1	1	Autism Spectrum Disorders (ASD) – 1050	Intermediate
Gestalt Groundwork An introduction to Gestalt Language Processing	Tiffany S. Leach, M.S., CCC-SLP	1:00:32	0.1	1	Public Policy Issues Associated With Speech, Language, Hearing, and Related Disorders – 7025	Beginner
Supporting Multilingual Families	Chelsea M. Cornejo, M.S. CCC-SLP	2:00:13	0.2	2	Diversity, Equity, and Inclusion in Education, Training, Service Delivery, Public Policy – 7030	Beginner
The Journey to Finding My Voice	Tricia KRAUSS-LEHRMAN, MMS. CCC-SLP, BCS-SCF Kristin Fox Teran, Bachelors of Interdisciplinary Studies EC-6th/ES	1:00:03	0.1	1	Social-Emotional-Behavioral Issues Impacting Speech, Language, Hearing and Related Disorders – 7040	Intermediate
Typical Preterm Oral Feeding Progression What does the Evidence Say	Jenny E. Reynolds, MS CCC-SLP, CNT, CLC, BCS-s	1:00:06	0.1	1	Swallowing and Swallowing Disorders (Dysphagia) – 1040	Intermediate

Session	Speakers	Time	ASHA CEUs	TSHA CEUs	Session Code	Instruction Level
Understanding Licensure Requirements and Ethical Obligations	Sherry L. Sancibrian, M.S., CCC-SLP, BCS-CL Katie Brice	1:54:06	0.15	1.75	Ethics and Ethical Decision Making – 7070	Intermediate
Aphasia Assessment and Treatment in Acute Care Settings Using the FOURC Model	Melinda Corwin, PhD CCC-SLP	1:00:37	0.1	1	Acquired and Degenerative Language Disorders (Excluding Traumatic Brain Injury) – 3030	Intermediate
Strengthening the Therapeutic Relationship between SLP's and Clients Using Empowering and Trauma-Informed Strategies	Kathryn F. Mercer, MCD, CCC-SLP	1:00:47	0.1	1	Social-Emotional-Behavioral Issues Impacting Speech, Language, Hearing and Related Disorders – 7040	Beginner
Therapeutic and Educational Uses of Virtual Reality	John A. Tetnowski, PhD, CCC-SLP, BCS-F, ASHA-F Jennifer T. Tetnowski, PhD, CCC-SLP	1:01:50	0.1	1	Public Policy Issues Associated With Speech, Language, Hearing, and Related Disorders – 7025	Intermediate
Using Video Assisted Reflection to Support Speech Sound Disorder Treatment	Kori Clements, SLPD, CCC-SLP	0:40:28	0.05	0.5	Public Policy Issues Associated With Speech, Language, Hearing, and Related Disorders – 7025	Beginner
A Practical Guide To Best Practices in the Clinical Evaluation of the Swallowing Mechanism - Part 1	Emily Plowman	1:42:58	0.15	1.5	Swallowing and Swallowing Disorders (Dysphagia) – 1040	Advanced
A Practical Guide To Best Practices in the Clinical Evaluation of the Swallowing Mechanism - Part 2	Emily Plowman	1:30:58	0.15	1.5	Swallowing and Swallowing Disorders (Dysphagia) – 1040	Advanced
SLP & IBCLC: The Earliest Intervention - Case Studies	Melanie A. Van Noy, MS, CCC-SLP, IBCLC, CNT, NTMTC:	1:04:03	0.1	1	Swallowing and Swallowing Disorders (Dysphagia) – 1040	Intermediate
Functional Evaluation and Goal Setting for Acquired Brain Injury Across the Severity Continuum and Populations - Part 1	Erin O. Mattingly, M.A., CCC/SLP, CBIS	1:45:55	0.15	1.75	Traumatic Brain Injury (TBI) – 1060	Advanced
Functional Evaluation and Goal Setting for Acquired Brain Injury Across the Severity Continuum and Populations - Part 2	Erin O. Mattingly, M.A., CCC/SLP, CBIS	2:00:02	0.2	2	Traumatic Brain Injury (TBI) – 1060	Advanced

ASHA Information

Session	ASHA CEUs	Instruction Level
<i>Interactive eLearning for SLPs Promoting Person-Centered Care & Life Participation for People with Aphasia</i>	0.1	Beginner
Frustration-Free FIEs for the School-Based SLP: Narrative Language Sampling	0.05	Intermediate
Cultivating Confidence with AAC Evaluation, Goals, and Therapy	0.05	Intermediate
MTSS in Action: Enhancing Articulation While Creating Career Pathways for High School Students	0.1	Intermediate
Public School Forum	0.2	Intermediate
Will My Child with Autism Ever Talk Helping My Child Climb the Language Mountain	0.1	Intermediate
Gestalt Groundwork An introduction to Gestalt Language Processing	0.1	Beginner
Supporting Multilingual Families	0.2	Beginner
The Journey to Finding My Voice	0.1	Intermediate
Typical Preterm Oral Feeding Progression What does the Evidence Say	0.1	Intermediate
Understanding Licensure Requirements and Ethical Obligations	0.15	Intermediate
Aphasia Assessment and Treatment in Acute Care Settings Using the FOURC Model	0.1	Intermediate
Strengthening the Therapeutic Relationship between SLP's and Clients Using Empowering and Trauma-Informed Strategies	0.1	Beginner
Therapeutic and Educational Uses of Virtual Reality	0.1	Intermediate
Using Video Assisted Reflection to Support Speech Sound Disorder Treatment	0.05	Beginner
A Practical Guide To Best Practices in the Clinical Evaluation of the Swallowing Mechanism - Part 1	0.15	Advanced
A Practical Guide To Best Practices in the Clinical Evaluation of the Swallowing Mechanism - Part 2	0.15	Advanced
SLP & IBCLC: The Earliest Intervention - Case Studies	0.1	Intermediate
Functional Evaluation and Goal Setting for Acquired Brain Injury Across the Severity Continuum and Populations - Part 1	0.15	Advanced
Functional Evaluation and Goal Setting for Acquired Brain Injury Across the Severity Continuum and Populations - Part 2	0.2	Advanced



ASHA CE APPROVED PROVIDER

**Texas
Speech-Language-Hearing
Association**

Details on ASHA's license requirements

Full Disclosure Policy

The Texas Speech-Language-Hearing Association is in compliance with the Continuing Education Board of the American Speech-Language-Hearing Association's requirement for Transparency in Course Planning, Delivery, and Marketing and has adopted the following Full Disclosure Policy:

Details of this policy can be found [here](#).

The planners and speakers for this activity have disclosed if they have any financial or non-financial support that could be affected by or could have an effect on the content of the presentations in this activity.

Complete list of financial and non-financial disclosures for the 2025 Annual Convention speakers

Designation Statement

Speech-language pathologists and audiologists should only claim credits commensurate with the extent of their participation in the activity.

Disclosures and Session Information

All Financial and Non-financial disclosures can be found [here](#).

A complete accounting of all sessions and relevant learning objectives is available [here on the schedule](#).

Instructional Level

Instructional level and content of course information are indicated in parentheses following the course title in Sessions by Strand.

- **Introductory:** Assumes the participant has little or no knowledge within the area covered. The focus of the activity is on general orientation and increased awareness of the participant.
- **Intermediate:** Assumes that the participant has a general familiarity with the literature and professional practice within the area covered. The focus of the activity is on increased understanding and application by the participant.
- **Advanced:** Assumes thorough familiarity with current literature and professional practice within the area covered. The focus is upon recent advances, future directions, and research.
- **Various:** Instructional material contains multiple sessions of various instructional levels, potentially including any/all of the above items. This level will only be available for ASHA CE credit.