

ADAPTING & EVOLVING: *Titles, Speakers, & Workshop Descriptions*

TOOLS FOR TOMORROW
March 13-15, 2025
Kalamazoo, MI

Dynamic Assessment - Part I



Dr. Cate Crowley, J.D., Ph.D., CCC-SLP, BCS-CL

ASHA-Fellow and Honors, Professor of Practice

Director of the Bilingual Extension Institute, Program in Communication Sciences and Disorders

Teachers College, Columbia University

Timed Agenda -

0-5 Pretest:

- How do you incorporate dynamic assessment into your current speech-language evaluations.

5-30

- Current approach to speech-language evaluations for preschool through 2nd grade.

30-45

- Ethical issues with current approach

45-75

- Dynamic assessment the Pre-SLAM Identifying Similarity of Function and Making Meaningful Predictions using video case studies

75-80

- How to present results of Pre-SLAM dynamic assessment in written evaluations.

80-90

- Q&A

So You Want to Work with Singers



Eleanor Steinmetz, MusB, MS, CCC-SLP

Michigan Otolaryngology Surgery Associates

Michigan is full of amazing performers, specifically singers. Singers attend many state colleges, perform at local opera and theatre companies, and gig at small jazz clubs and bars both in Detroit and up north. With the majority of Michigan's voice centers being based in the Metro-Detroit area, large swaths of the state underserved for adequate voice therapy services. This, in with the lack of information regarding voice disorders and care for the singing voice in graduate speech pathology programs, does a disservice to many patients in our state. By sharing information about common voice disorders in singers, a comprehensive list of risk and environmental factors that are commonly encountered by singers, a comprehensive case history for singers, as well as how to communicate and collaborative with music teachers, stage directors and singing voice teachers, participants will leave feeling more confident in aiding the singers in their community

Learning Outcomes:

Participants will learn about potential vocal demands and environmental risks frequently experienced by singers, voice diagnoses common in professional singers, how to take a comprehensive case history for a performer, necessary healthcare referrals for performers, as well as the scopes of practice for voice therapists and voice coaches.

Human Trafficking



Robin Bolz, ECE, CPSS, CCHW

Director of Operations, UnSilenced: Battle Creek/Kalamazoo Area Anti-Human Trafficking Coalition

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Gestalt Language Development, Evidence Based Practice, and Neurodiversity



Courtney Venker, Ph.D., CCC-SLP
Michigan State University



Jennifer Johnson, MS, CCC-SLP,
Michigan State University



Zachary Hesse, BA,
Michigan State University

In recent years, Gestalt Language Processing (GLP) and Natural Language Acquisition (NLA) have been at the center of many discussions among speech-language pathologists (SLPs). Although many SLPs have embraced these concepts in clinical practice, elements of GLP/NLA remain controversial. This interactive presentation will cover both positive and problematic aspects of GLP/NLA and will facilitate constructive conversations about SLPs' experiences in the field.

Learning Outcomes:

Participants will critically evaluate individual components of GLP/NLA in relation to evidence-based practice. Participants will consider GLP/NLA through the lens of neurodiversity.

Dynamic Assessment - Part II



Dr. Cate Crowley, J.D., Ph.D., CCC-SLP, BCS-CL

ASHA-Fellow and Honors, Professor of Practice

*Director of the Bilingual Extension Institute, Program in Communication Sciences and Disorders
Teachers College, Columbia University*

0-15

- Current approaches to speech-language disability evaluations K-12.

15-45

- Ethical reasons to move to less biased and more culturally and linguistically responsive evaluations.

45-70

- Using video case studies how to elicit and analyze language skills using a dynamic assessment, dialect-neutral approach.

70-80

- How to write dynamic assessment into speech-language evaluations K-12.

80-90

- Posttest and Q&A

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The Intersection of Autism Spectrum Disorder and Hypermobile Ehlers-Danlos Syndrome: How to Provide Accurate Support for this Population



Nina Callahan, M.S., CF-SLP, TSSLD
Lakeshore Professional Voice Center

Speech-Language Pathologists play a critical role in addressing the communication and aerodigestive physiological concerns of our patients. In doing so, we individualize our communication styles as we work with manipulations, compensatory strategies and other therapeutic techniques. In voice, upper airway, and swallowing disorders, these manipulations/compensations are directed towards cartilaginous structures and ligaments within the body. Many individuals with ASD, of all support levels, present with hEDS. Understanding this connection is crucial when instructing a student/patient, as this population may often communicate and experience pain/discomfort differently. As medSLPs and school-based SLPs, it is critical that we use this knowledge to best understand and support our patients'/students' communication across all settings. It is important that we keep in mind the pervasive nature of disorders that affect these tissues in order to provide our patients with the most efficacious care in therapy and the development of differential diagnoses and consequential referrals. Individuals with connective tissue disorders such as hEDS have different needs and sensory feedback/ pain scales than those without said disorders. This presentation will delve into the role of the SLP in adequately supporting our patients and students with hEDS as well as their comorbidities. Clinicians will learn about how to evaluate and treat patients with hEDS and when to refer patients to another specialist based on their symptoms. Pain scale variances in this population during evaluation processes will be presented. Participants will be educated about identifying symptoms in this population when providing ASD and Gender Affirming care, and how in-session feedback can be improved. Practical adjustments to exercises involving the patient's adjusted interoception during massage and stretches will be discussed. This presentation will cover the underlying role of alexithymia and interoception/proprioception differences in this population, and how clinician language and activities throughout the session can be adjusted to account for these differences.

Learning Outcomes:

- Clinicians will be able to define hEDS and its commonly associated populations
- Participants will be able to describe accommodations that they can provide during the evaluation and treatment process to hEDS patients with alexithymia/interoception/proprioceptive differences
- Clinicians will understand how to adjust their instructions and questions throughout all sessions to better support individuals with hEDS
- Practitioners will learn how to perform/instruct massage and manipulation adapting resistance, pressure and amplitude of movement in order to achieve -more sustained results for those with hEDS
- Attendees will understand how to more accurately interpret the communication styles of the patients/students in this population
- Audience members will learn about biases regarding communication styles of individuals with ASD and hEDS and how to prevent these biases from affecting patient/student support

Using a Microgame to Facilitate Belonging and Ethical, Honest Practices From Day One



Cara M. Singer, PhD, CCC-SLP
Grand Valley State University

Gabrielle Hendel, BS
Grand Valley State University

Michelle Mendez, BS
Grand Valley State University

Gamification is used across fields to promote engagement and target key concepts with students. We adapted the "Making History" microgame to promote inclusivity within graduate speech-language pathology and audiology cohorts, especially when students begin their program. The game addresses concepts essential to academic success – academic honesty and professional ethics – and encourages students to consider the credibility of sources. Students are provided clues to answer the question "Why did Jay and Alex stop coming to class?" Attendees will be invited to both play and evaluate the game. A background on gamification and ways to customize the microgame based on program needs will be discussed.

Learning Outcomes:

1. Participants will learn methods for fostering student belonging and inclusivity
2. Participants will evaluate a microgame for SLP/AUD graduate students that embeds principles of ethics and academic integrity
3. Attendees will adapt a microgame to include concepts they want to highlight with their students

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Ethics



Heather Balog, Ph.D., CCC-SLP
Owner, Balog Speech & Language Center

Pain Management



Ann Castle, Ph.D.,
Michigan State University

Amy Lowrie,

Eaton RESA Director of Early On and Related Services

Kelly Dunham,

MDE-LIO DHHS Education Consultant

Laurie Hubert,

Eaton RESA TC-V

This presentation will provide an overview of key Literacy Essentials, with a particular emphasis on the practices of reading aloud and vocabulary development. We aim to highlight the importance of collaboration between school-based Speech Language Pathologists (SLPs) and classroom teachers, both of whom play a vital role in supporting emergent literacy skills. However, there is often limited awareness of the expertise and scope of practice of each profession, which can result in missed opportunities for effective collaboration (Stephenson, Serry & Snow, 2023). Additionally, students from lowincidence populations, such as those who are Blind/Low Vision or Deaf/Hard of Hearing, may require support from specialized service providers. Teachers and related service providers must work together more intentionally to better meet the needs of these students. Practical strategies for enhancing this collaboration will be discussed.

Learning Outcomes:

1. Identify ways to enhance collaboration between classroom teachers and related service providers, particularly for students in low-incidence populations, to meet the literacy needs of all students.
2. Explore effective strategies for incorporating reading aloud and vocabulary development into instruction, with a focus on practical applications for learners, including those who are BLV and/or DHH.
3. Understand the roles and expertise of school personnel in supporting emergent literacy skills, and recognize the importance of collaboration to maximize student outcomes.

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Literacy Essentials in Action: Collaborating for Emergent Readers and Diverse Learners



Dr. Cathleen Johnson

OTD, OTRL, FMIOTA, FNAP

Professor, Southern California University & Leader of the Executive Committee, MiOTA

From Aspiration to Action: Applying the BOLUS Framework in Dysphagia Management



Dr. Phyllis M. Palmer, PhD, CCC-SLP

Do you wonder why some patients who aspirate develop pneumonia while others don't? When aspiration occurs, understanding individual (host) variables is crucial. This presentation will explore the intersection of pulmonary health and swallowing disorders. We will review the literature and address how it supports the BOLUS framework-- a tool to support clinical decision making and aid in education for individuals who aspirate. Using case studies, participants will gain experience applying the BOLUS framework.

Learning Outcomes:

1. Participants will distinguish between positive and negative variables that impact an individual who aspirates.
2. Participants will describe and evaluate the BOLUS framework.
2. Participants will learn how to apply the BOLUS framework to patients with swallowing disorders.
3. Participants will feel empowered to apply BOLUS framework in clinical decision-making using a holistic, patient-centered approach.

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Clinical Considerations in Gender-Affirming Voice Training: An Introduction for Speech-Language Pathologists



Patrick Beasley, MS, CF-SLP

Lakeshore Professional Voice Center



Nina Callahan, M.S., CF-SLP, TSSLD

Lakeshore Professional Voice Center



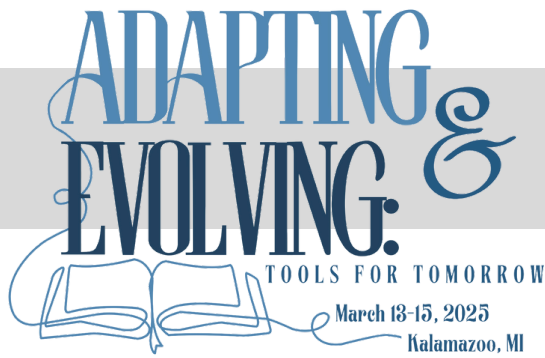
Juliana Codino, PhD, CCC-SLP

Lakeshore Professional Voice Center

Speech-language pathologists play a critical role in gender-affirming care by assisting transgender, gender-nonconforming, and gender-diverse individuals to modify their voices to align with their gender identity. This presentation provides a clinician-focused overview of the physiological factors that affect vocal outcomes in transgender patients and outlines effective therapeutic approaches. The session will emphasize the importance of individualized/client-centered care, anatomy-based voice strategies, and surgical considerations that clinicians need to address when working with this population. Clinicians will learn about the impact of gender-affirming hormone therapy, surgical interventions such as Wendler glottoplasty, and nonsurgical techniques for gender-affirming voice care. Practical strategies for aligning pitch, resonance, and articulatory weight will be demonstrated through hands-on interaction with the participants, along with key exercises such as semi-occluded vocal tract exercises and resonant voice therapy. Clinicians who demonstrate cultural humility and competence, along with gender-affirming voice training strategies will create a safe and trustworthy environment to help increase client satisfaction and alignment of vocal characteristics with gender identity. Additionally, this presentation will highlight the role of the speech-language pathologist in guiding patients through the often complex and challenging process of vocal modification, from pre-therapy evaluations to post-surgical rehabilitation. Through careful and thoughtful application of voice training, clinicians can help patients achieve a voice that feels authentic and aligned with their gender identity, contributing to their overall wellbeing and confidence.

Learning Outcomes:

- Clinicians will identify key anatomical and physiological differences between AMAB (Assigned Male at Birth) and AFAB (Assigned Female at Birth) individuals that affect voice characteristics.
- Participants will understand effective strategies for gender-affirming voice modification, including voice feminization and masculinization techniques.
- Attendees will explore the roles and responsibilities of SLPs in providing comprehensive voice care and the importance of individualized treatment plans.
- Clinicians will gain insight into therapeutic exercises, vocal hygiene, and pre/post-surgical care that contribute to successful voice outcomes in gender-affirming care.



Trauma and the Developing Brain



Terri Pardee Ph.D., LPC
Spring Arbor University

This workshop will review healthy brain development as a means of understanding atypical brain development resulting from exposure to prenatal teratogens or prenatal/early childhood chronic trauma. Specifically, behavioral, emotional, and social concerns will be explored. Common interventions will be discussed and evaluated through a neurobiological lens.

Learning Outcomes:

1. Participants will be able to discuss major processes of prenatal brain development from conception through birth.
2. Participants will be able to identify a minimum of 3 specific brain structures that are impacted by prenatal teratogen exposure.
3. Participants will be able to describe the impact of prenatal and postnatal trauma on the developing brain.
4. Participants will be able to discuss the neurobiological basis of attachment.
5. Given the scenario of a child with behavioral challenges, participants will be able to use knowledge of brain development to help inform intervention possibilities.

Harnessing AI: Revolutionizing SLP Practice for Enhanced Efficiency and Precision



Doena Gaines-Moore, M.A. CCC-SLP
Detroit Public Schools

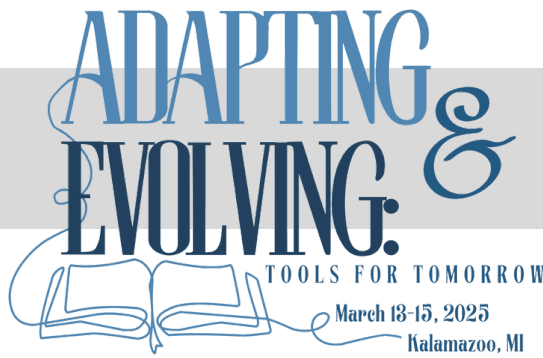
This 90-minute session will explore the transformative potential of Artificial Intelligence (AI) in speech-language pathology, focusing on its applications in data analysis, report writing, goal setting, and therapy material creation. Attendees will gain practical insights into leveraging AI tools to streamline their workflow, enhance decision-making, and improve overall service to students. Learning Objectives By the end of this session, participants will be able to: Utilize AI tools for efficient data analysis and PLAPF statement development Implement AI-assisted techniques for recommending supplementary aids and accommodations Create precise SMART goals and objectives using AI-powered platforms Generate customized therapy materials with AI support Optimize billing note writing through AI-enhanced processes.

Learning Outcomes:

This session aligns perfectly with the conference's focus on innovative practices in speech-language pathology. By exploring the integration of AI tools, we address the growing need for efficiency and precision in SLP practice. Attendees will gain valuable insights into cutting-edge technologies that can significantly enhance their daily work, from assessment to intervention and documentation.

By the end of this session, participants will be able to:

- Utilize AI tools for efficient data analysis and PLAPF statement development
- Implement AI-assisted techniques for recommending supplementary aids and accommodations
- Create precise SMART goals and objectives using AI-powered platforms
- Generate customized therapy materials with AI support
- Optimize billing note writing through AI-enhanced processes



Confessions of a Recovering Over Prompter: How to stop prompting and start fostering autonomous communication



Kristen Strong, MA CCC-SLP
Oakland Schools

Do these sound familiar? -My student can use AAC to produce a 3-5 word phrase but only when I tell them what to say. -When I ask my student "what do you want?", they give me their hand to assist them in using their AAC system to make a request. -My student uses AAC to imitate my modeling but doesn't generate their own novel messages. In this session we will explore the reasons why we rely on prompts when teaching AAC and how prompting can interfere with autonomous communication. We will also apply basic knowledge of expressive language development to determine appropriate expectations, goals, and strategies for AAC users. Finally we will discuss strategies to assist prompt dependent AAC users to move toward novelly generated language.

Learning Outcomes:

1. List 2 reasons why educators rely on prompting to teach AAC
2. Apply knowledge of expressive language development to determine an appropriate starting point for teaching AAC to a student given their current expressive language skills.
3. Given a student's expressive language skills, participants will be able to determine effective strategies to foster autonomous communication.

Aphasia and Identity: The Storytelling Journey



Allison Mezo, M.A., CCC-SLP, CBIST,
WMU & Hope Network

Storytelling is a powerful tool in aphasia therapy, providing individuals with a platform to express their identities, rebuild confidence, and connect with others. This interactive seminar will feature personal narratives shared by adults with aphasia from the Aphasia Communication Enhancement (ACE) Program at Western Michigan University. Their stories will provide insight into their experiences, challenges, and triumphs in reclaiming their voices. Attendees will gain practical tools and strategies for incorporating storytelling into therapy sessions, aligned with the Life Participation Approach to Aphasia (LPAA). This seminar emphasizes the importance of narrative-based interventions in fostering meaningful engagement and improving communication outcomes.

Learning Outcomes:

1. Understand the impact of storytelling on identity, confidence, and communication for individuals with aphasia.
2. Learn directly from adults with aphasia about their experiences, challenges, and the role of storytelling in their journeys.
3. Gain practical tools and strategies to facilitate storytelling interventions that align with the Life Participation Approach to Aphasia (LPAA).

Adapting and Evolving Your Clinical Supervision Toolkit



Dr. Rosalyn A. Davis, Ph.D., CCC-SLP
MSHA President & Senior Speech-Language Pathologist at The Children's Hospital of Michigan

Participants will be provided an overview of the results from a phenomenological study that describes how evidence-based practice is utilized in clinical practice and clinical supervision from the perspective of SLPs working in healthcare settings. Participants will be introduced to the signature pedagogies that the SLPs implemented in their clinical practice and will be provided examples of how to implement these techniques into their clinical practice when engaged in clinical supervision across practice settings.

Learning Outcomes:

Participants will be able to

1. Define signature pedagogies in speech-language pathology
2. Name three signature pedagogies that can be implemented during clinical supervision experiences.
3. Describe how to implement three signature pedagogies during clinical supervision experiences.



It's Personal: Principles of Neuroplasticity & the Role of Compensatory Strategies in Cognitive Rehabilitation



Laura Morgan, CCC-SLP, CBIS
Owner, SoundMind Insights

Laura will share her personal account of going from a Speech Pathologist in her clinical fellowship, to becoming a traumatic brain injury survivor from a near fatal accident. While dedicating herself to her own rehabilitation, Laura took notes of being on the other side of the table in cognitive rehabilitation. Returning to the field with a unique perspective, she now applies principles of neuroplasticity in her work as a Speech Pathologist and Certified Brain Injury Specialist. Laura's observations and practical tips have been shared in many presentations, essays, workshops and through social media, though what's most important to her is having a positive impact on client experience and outcomes.

Learning Outcomes:

1. Definitions and Characteristics of Acquired Brain Injuries
2. Review of neuroanatomy terms as related to acquired brain injuries
3. Applications for clinicians working with individuals with abi

Adapting and Evolving: Understanding and Appreciating Lived Experience



Dr. Derek E. Daniels, Ph.D., CCC-SLP
Associate Professor and Director of Graduate Studies, Wayne State University

This presentation will focus on understanding and appreciating lived experience. I will discuss my personal journey as a person who stutters, and how this journey has informed my clinical work, advocacy efforts, community engagement, and diversity, equity, and inclusion for people who stutter. Throughout my personal and professional journey, I have adapted and evolved. I will discuss this evolution from childhood until the present. My hope is that clinicians will appreciate how lived experience informs clinical practice, and discover ways they can adapt and evolve in their personal and professional lives

Learning Outcomes:

- 1) Participants will describe the importance of understanding lived experience.
- 2) Participants will explain how advocacy can support individuals who stutter.
- 3) Participants will discuss ways they can adapt and evolve as clinicians.

Implicit Bias



Dr. Jay Marks, Ph.D.
Founder and Principal Diversity & Equity Consultant, Jay B. Marks and Associates Educational Consulting Services

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The Art of Caring for the Professional Singer



Juliana Codino, PhD, CCC-SLP
Lakeshore Professional Voice Center



Adam D. Rubin, M.D.
Lakeshore Professional Voice Center

In speech-language pathology, training in the evaluation and treatment of patients with voice disorders exists at the university and fellowship levels, and in early career opportunities. Interest in this area continues to expand as evidenced by the growing number of voice centers with fellowship-trained laryngologists and demand for voice-specific clinical fellowship positions across the country. Preparation for caring for the professional singer goes beyond the basic understanding of voice evaluation and laryngeal imaging. It is imperative for the speech language pathologist (SLP) to have a deeper understanding of the demands, vocabulary, psyche and economics of the professional singer in order to provide optimal care. The ramification of recommendations made or procedures undertaken by the voice team can have serious consequences in a singer's career. The margin for error can be slim. Moreover, a deeper understanding of the singer will help the SLP connect and win the trust of such patients. This presentation is meant to introduce the SLP to the specifics of caring for professional singers.

Learning Outcomes:

1. To familiarize the audience with the different genres of singing, voice classification, and general singing vocabulary
2. To familiarize the audience with the demands and concerns of different types of professional singers.
3. To learn how to take a good voice history and recognize pathology by listening to the voice.

Voices of the Future: How AI is Transforming Speech-Language Pathology



Mehreen Kakwan, M.A., CCC-SLP
Global Psychological

As artificial intelligence (AI) is gaining a growing presence in our society, Speech-language pathologists (SLPs) are also increasingly using this tool to diagnose, treat, and manage their caseloads. This presentation will complete an overview of AI applications in healthcare and in the school setting, and the risks and benefits of within the field of speech language pathology. The use of AI-driven diagnostic tools, such as speech analysis software, has enabled more accurate assessments of speech and language disorders. Additionally, AI-powered therapy programs are providing clients with interactive practice and real-time feedback, enriching traditional treatment methods. The benefits of integrating AI into SLP are significant for certain diagnoses. AI can enhance accessibility, allowing individuals in remote or underserved areas to receive quality care through teletherapy and online tools. Personalized treatment plans based on AI-driven data analysis are improving patient outcomes by creating treatment plans that are tailored to individual needs while tracking progress over time. AI can also help reduce time required for planning and administrative tasks, freeing up clinicians to focus more on direct client care. However, there are notable challenges and ethical considerations surrounding AI. The accuracy and reliability of AI tools must be carefully monitored to avoid low quality treatment plans or errors in diagnoses. Maintaining client data privacy is another major concern. Although AI can act as a helpful assistant, the clinician still has a responsibility to maintain ethical standards and ensure that their professional judgment is not replaced with technology alone. We can anticipate artificial intelligence (AI) having an increasingly noticeable role in the field of speech language pathology. I'm inviting my fellow clinicians to understand how and why AI should operate more like alternative or assistive intelligence rather than an artificial intelligence imitating the role of a highly-trained, human SLP.

Learning Outcomes:

1. Participants will learn how Artificial Intelligence (AI) is currently being applied in the field of Speech-Language Pathology and the benefits.
2. Participants will learn about the risks associated with using AI tools and how to mitigate them.
3. Participants will learn about potential future applications of AI in the field of SLP.



Accelerating Progress for Children with Severe Speech Sound Disorders - Parts I & II



Teresa Farnham, M.A.
Clarity for Communication

Research over the past 30 years has demonstrated that effective treatment of phonological disorders requires re-organization of a child's phonological system through addressing complex targets first. This reorganization is facilitated by basing treatment on careful analysis of a child's phonological knowledge for the purpose of selecting effective targets. In addition, treatment should be implemented using language based therapy strategies. During this session, application of these principles via practical therapeutic strategies will be addressed, using specific case examples. Use of the complexity approach to phonological intervention in a school setting in group and individual therapy will also be discussed.

Learning Outcomes:

As a result of participating in this session, participants will:

1. identify necessary elements of phonological assessment to support selection of appropriate phonemic targets for therapeutic intervention
2. identify key components of effective phonological assessment
3. identify key strategies for effective phonological intervention

The Use of Acoustic and Imaging Tools for Voice, Resonance, and Nasal-Emission Assessments - Parts I & II



Pablo Antonio Ysunza, M.D., Ph. D. CCC - SLP,
Corewell Health William Beaumont University Hospital

Use of acoustic and imaging tools for voice, resonance, and nasal emission assessments The use of acoustic and imaging tools for voice, resonance, and nasal emission assessments will be presented and discussed.

Acoustic Assessment of Resonance: Nasometry The definitions of Nasometry and Mean Nasalance will be discussed. The methodology for performing an effective Nasometry in children and adults will be presented. The different speech samples and tasks to be used in children and adults will be presented. The limitations of Nasometry for the diagnosis of VPI will be discussed.

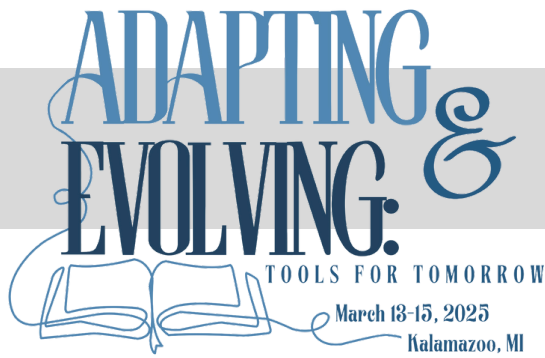
Acoustic Assessment of Voice The differences between Time-based measures of noise and perturbation, and spectral-based measurements of voice will be presented and discussed. The most useful acoustic parameters for clinical evaluations will be presented and discussed. The voice and speech samples to be used appropriately for each test will be presented and discussed. Acoustic assessment of nasal emission The use of the spectrogram for assessing nasal emission will be presented. The adequate speech sample for this test will be presented. The use of other non-acoustic procedures for assessing nasal emission and the specificity and sensitivity of these procedures will be discussed.

Flexible Nasolaryngoscopy The indispensable role of nasolaryngoscopy for an adequate assessment of voice disorders will be discussed. The differences between laryngoscopy and laryngeal stroboscopy, and the appropriate indications for these procedures will be discussed. Flexible Nasopharyngoscopy The role of nasopharyngoscopy for assessing velopharyngeal function during speech will be discussed. The limitations of this procedure will be presented and discussed, especially compliance for an adequate assessment in young children. The use of nasopharyngoscopy findings for planning surgical procedures for VPI will be discussed.

Multiplanar Videofluoroscopy The role of multiplanar videofluoroscopy for assessing velopharyngeal function during speech will be discussed. The differences between nasopharyngoscopy and videofluoroscopy will be presented and discussed. The issue of radiation during videofluoroscopy will be discussed. The data provided by videofluoroscopy which cannot be obtained by videofluoroscopy will be presented and discussed. The use of this data for planning surgical procedures for VPI will be discussed.

Learning Outcomes:

Participants will learn how to perform and interpret acoustic measurements of voice and resonance including Nasometry, time-based and spectral-based acoustic assessments of voice. The advantages and limitations of these diagnostic tools will be presented and discussed. Participants will learn how to perform imaging procedures for assessing velopharyngeal function during speech including videonasopharyngoscopy and videofluoroscopy. The advantages and limitations of these imaging procedures will be presented and discussed.



Voice AI for All: Collaborating with the Stuttering Community to Promote Accessibility



Dr. Hope Gerlach-Houck, CCC-SLP, PhD
Western Michigan University

Dr. Nihar Mahapatra
Western Michigan University

Dr. Ann Marie Ryan
Western Michigan University

Caryn Herring, CCC-SLP
Western Michigan University

Dr. J. Scott Yaruss, CCC-SLP
Western Michigan University

Dr. Chelsea A. Johnson
Western Michigan University

Jia Bin, CCCSLP
Western Michigan University

Megan Arney, CCC-SLP
Western Michigan University

Dena Mujtaba
Western Michigan University

Purpose: Voice-activated artificial intelligence for speech recognition (voice AI) is becoming more prevalent in social, work, and healthcare contexts but remains less accessible for the stuttering community, which faces disparities in quality of life and employment. This presentation will provide updates from HeardAI, a National Science Foundation-funded collaborative research program that brings together specialists in speechlanguage pathology, AI, organizational psychology, and engineering, working with individuals who stutter to address voice AI accessibility challenges. We will: (a) outline the problem of voice AI inaccessibility for the stuttering community, (b) present our stuttered speech data collection approach and modeling results, and (c) engage participants for feedback about future needs for speech-language pathologists, as we strive to make voice AI more inclusive and accessible. **Methods:** We will present results from several research studies, including survey research with the stuttering community about current voice AI use and needs, as well as experimental work demonstrating our progress in enhancing voice AI accessibility. This will include a walk-through of our speech data collection app that we are using in conjunction with other sources of stuttered speech data to develop inclusive voice AI technology. **Results:** Our survey research (N = 106) indicates that 75% of people who stutter encounter difficulties with voice AI at least sometimes, and 38% experience frequent or constant difficulties. Despite these challenges, almost 80% of participants reported they would use voice AI more if it worked better for them. Using the stuttered data we collected (N = 50) along with other existing data sources, our early modeling results demonstrate significant reductions in word and semantic error rates, highlighting the promise of inclusive voice AI in the near future. **Conclusions:** The growing reliance on voice AI, which currently fails to accommodate stuttered speech, amplifies disadvantages for the stuttering community. Our NSF-funded project marks a significant leap towards dismantling these barriers, aiming to foster a voice AI ecosystem that is equitable and accessible to all, particularly those with diverse speech patterns. Our ongoing efforts to identify access barriers, prioritize improvements, and develop universally adaptable technology are poised to transform voice AI into a tool that truly serves the entire spectrum of human communication.

Learning Outcomes:

After completing this activity, participants will be able to:

- 1) Identify barriers and facilitators to increasing voice technology accessibility
- 2) Describe strategies for promoting fair access to Voice AI for people who stutter
- 3) Discuss HeardAI's approach and results related to improving voice AI accessibility

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It's a bird...It's a plane...It's Dysarthria? How To Take the Guessing Game out of Differentially Diagnosing Motor Speech Disorders in Adults - Parts I & II



Alice K. Silbergleit, Ph.D., CCCSLP
Henry Ford Health



Meira Abidov, M.S., CCC-SLP
Henry Ford Health

One of the biggest challenges that speech-language pathologists encounter in practice is the differential diagnosis of motor speech disorders (MSD) such as dysarthria and apraxia. Understanding patterns of speech production provides insight into lesion localization, assists in patient education and treatment planning and promotes team collaboration with healthcare professionals involved in patient care. This session will focus on empowering speech-language pathologists to identify key components of apraxia and to differentially diagnose dysarthria by providing easy to understand salient features of the various types of dysarthria and the five subsystems of speech production that make up the motor speech diagnosis. Pertinent neuroanatomy and neuropathways will be reviewed as well as the connection between cranial nerve musculature as related to the production of speech sounds. A listening lab featuring numerous audio/video samples of adults with motor speech disorders will take place, allowing the audience to practice assessing the salient features of patients' speech production in real-time and in an interactive manner.

Learning Outcomes:

1. Key strategies to differentially diagnose motor speech disorders in adults.
2. To differentiate between motor speech disorders and apraxia of speech.
3. To identify salient physical and speech characteristics of each dysarthria type.

Separating Difference from Disability in CLD Students



Diane Katakowski, MA, CCC-SLP, Speech & Language Consultant,
Oakland Schools



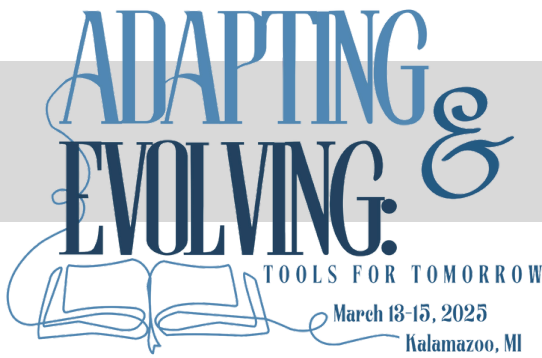
Susan Koceski, Ph.D., School Psychology Consultant,
Oakland Schools

Suzanne Toohey, MA,
English Language Development Consultant and Supervisor,
Oakland Schools

Did you know that students who speak multiple languages have better attention spans, are less distracted, and can multitask better than monolingual peers? English learners (ELs) are one of the fastest growing student groups in Michigan; they comprise a highly diverse group of students who bring with them valuable cultural, cognitive and linguistic assets, including their home languages. Unfortunately, culturally and linguistically diverse students are both over- and under- identified as students with disabilities even though the research shows that learning multiple languages does not predispose children to disabilities. It is likely that you have been, or will be, called upon to problem solve about or evaluate an EL with suspected difficulties. This session will overview the Oakland Schools Guidance: Separating Difference from Disability in English Learners Who Struggle big ideas, data collection tools and template protocol for supporting ELs. These resources have been designed to support local education agencies in developing their own written protocol and procedures for determining whether the learning difficulties of an English learner are the result of the influence of multi-language learning or a true, pervasive, disability present in all languages of the child.

Learning Outcomes:

- 1- learn about an articulated protocol for supporting English Learners with suspected disabilities
- 2- try out new tools for collecting data on English Learners in an effort to rule in or out limited English proficiency as the primary cause of a student's learning struggles
- 3- use tools from the Oakland Schools Guidance: Separating Difference from Disability in English Learners Who Struggle to apply nondiscriminatory referral and evaluation practices



Effective Communication Partnerships: Strategies and Tips to Support AAC Success in Your Classroom and School



Barry Aherne, MA CCC-SLP,
Wayne RESA

Effective communication is the cornerstone of inclusive education for students who use Augmentative and Alternative Communication (AAC). This interactive session is designed to equip educators, support staff, and administrators with practical strategies to become confident and effective communication partners. Participants will explore evidence-based approaches to fostering meaningful interactions with AAC users, promoting independence, and integrating AAC into daily classroom routines. Whether you're a seasoned professional or new to AAC, you'll leave with actionable tools to support communication and collaboration across your school community.

Learning Outcomes:

1. **Understanding AAC Systems**: Participants will identify the basic features of various AAC systems and their roles in supporting classroom communication, enabling them to better understand how AAC tools align with individual student needs.
2. **Effective Partner Strategies**: Participants will demonstrate at least three evidence-based strategies for fostering meaningful interactions with AAC users, such as modeling, offering appropriate wait time, and encouraging independent communication.
3. **Creating Inclusive Environments**: Participants will analyze classroom routines and activities to identify opportunities for integrating AAC use seamlessly, promoting equal participation and reducing communication barriers for AAC users.

Principles of Neuroplasticity & the Role of Compensatory Strategies in Cognitive Rehabilitation - A Continuation

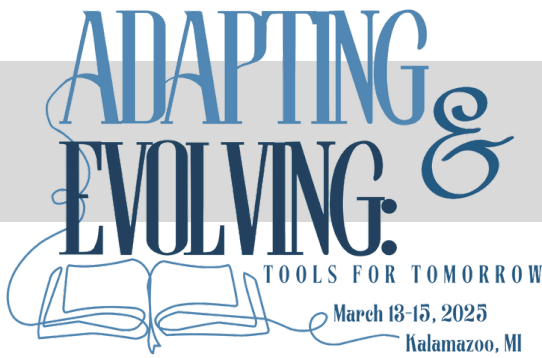


Laura Morgan, CCC-SLP, CBIS
Owner, SoundMind Insights

Laura will briefly review her personal account as a speech pathologist and traumatic brain injury survivor. This session will include a discussion of approaches to cognitive rehabilitation both therapeutic and/or compensatory. This discussion will include a review of specific metacognitive strategies that are applicable to students and adults experiencing executive functioning challenges throughout their life at home, school, and/or work. Applications will review methods of evaluating cognition, including both formal and informal measures.

Workshop outcomes:

Metacognitive strategies applicable to a wide variety of individuals including students and adults experiencing challenges with executive functions including memory, attention, organizing, and planning.



The Speech Pathology Role in Deep Brain Stimulation for Parkinson Disease at Michigan Medicine-University of Michigan



Karen Kluin, MS, CCC, BC-ANCDS

Speech-Language Pathologist at Michigan Medicine - University of Michigan

Dysarthria is often seen in patients with Parkinson disease (PD). Subthalamic nucleus (STN) deep brain stimulation (DBS) surgery improves the cardinal motor symptoms of PD; however, most studies have reported either no improvement or a decline in motor speech production. At Michigan Medicine-University of Michigan all patients treated with STN DBS are consistently evaluated by speech pathology. The presentation will review and discuss speech pathology evaluation preoperatively during the selection process, intraoperatively during the lead placement, and postoperatively after programming have been adjusted to optimal settings. The presentation will review and discuss: 1. Types and prevalence of motor speech changes observed with STN DBS and related to the preoperative condition. 2. Ability of intraoperative testing to predict postoperative changes in motor speech. 3. Spatial relationship between stimulation sites producing maximal motor improvement and maximal motor speech deterioration.

Learning Outcomes:

1. Participants will learn the basics & goal of Deep Brain Stimulation (DBS)
2. Participants will describe the motor speech characteristics of Parkinson Disease (PD)
3. Participants will learn anatomical regions involved in DBS
4. Participants will describe effects of DBS on motor speech in PD

I Think It's Childhood Apraxia of Speech--Now What? Increasing Confidence in Diagnosis and Treatment - Parts I & II



Christy Schweitzer, MA, CCC-SLP

Henry Ford Health



Kendra Peffers, MA, CCC-SLP

Henry Ford Health

Childhood apraxia of speech (CAS) can be an intimidating disorder for clinicians, both in terms of diagnosis and treatment. In this presentation, we aim to help you unravel some of the mysteries surrounding this complex, and sometimes still controversial, pediatric speech disorder. Using a variety of real life examples, we will describe the characteristics of CAS, provide practical strategies for assessment, and present examples of treatment techniques that can be incorporated into a variety of clinical practice settings. Video analysis, case studies, and usable suggestions will be incorporated throughout the presentation. Particular attention will be paid to differentiating between CAS and other speech sound disorders affecting "intelligibility" as well as a discussion of CAS in young children.

Learning Outcomes:

Participants will...

1. Describe 3 characteristics of childhood apraxia of speech
2. Explain the difference between CAS, articulation/phonological disorder, and dysarthria
3. Develop a basic treatment hierarchy for a child with CAS

ADAPTING & EVOLVING:

TOOLS FOR TOMORROW

March 13-15, 2025
Kalamazoo, MI

Managing Dysphagia in Adult Patients with Tracheotomies: Evaluation and Treatment Considerations



Betsy Koster, MS, CCC-SLP
Trinity Health

This workshop is designed for speech-language pathologists and addresses the needs of patients with tracheostomies who have dysphagia. This presentation emphasizes evidenced-based dysphagia interventions as well as practical approaches for the best management of dysphagia in adult patients with tracheostomy tubes. Etiology of dysphagia, impact of a tracheostomy tube, importance of early intervention, assessment considerations, and treatment strategies will be discussed. Special considerations for patients requiring mechanical ventilation will also be highlighted.

Learning Outcomes:

Participants will be able to

1. State how a tracheostomy tube and mechanical ventilation may impact swallowing function
2. Describe the rationale for early swallowing intervention
3. State 3 advantages of FEES for this patient population
4. Describe how a closed aerodigestive system may enhance rehabilitative therapy

Troubleshooting and Communicating with Individuals with a Hearing Loss



Katherine DeButch, MA CF-SLP
Comprehensive Speech and Therapy Center

Hearing loss of any type can directly impact any patient a speechlanguage pathologist works with across the spectrum of pediatrics, adults or geriatrics. This presentation will discuss hearing loss and how to utilize our knowledge of speech acoustics to treat patients with hearing loss. Audience members will gain knowledge on speech acoustics and communication strategies for the deaf and hard of hearing communities. The presentation will conclude with an in-depth explanation of troubleshooting common hearing assistive devices.

Learning Outcomes:

- Participants will learn how to read an audiogram and apply it to speech acoustics.
- Participants will increase their repertoire of communication strategies with the DHH communities.
- Participants will learn basic troubleshooting for hearing aids and cochlear implants.

Evidenced Based Cognitive Treatments: A Speed Dating Workshop



Sarah Baar, MA, CCC-SLP
Honeycomb Speech Therapy



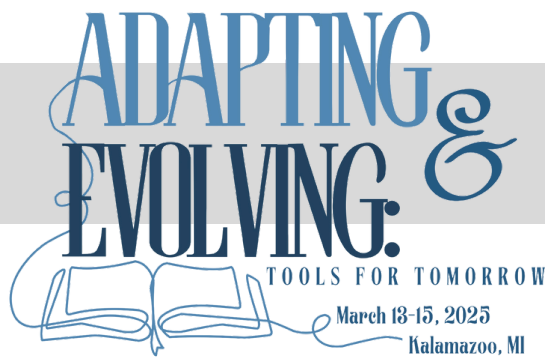
Sarah Baar, MA, CCC-SLP
Honeycomb Speech Therapy

Advances in best practices for cognitive rehab give medical speech language pathologists a new way to think about cognitive therapy that is personalized and participation-focused! This workshop-style presentation covers the who, what, why, and how, as we “speed date” 8 evidence based cognitive treatments. Many clinical examples will be shared, and together we will workshop case studies to apply the cognitive treatments.

Learning Outcomes:

Participants will:

1. List 6 evidence-based cognitive treatments that can be used within personalized client needs.
2. Select an evidence-based cognitive treatment for a specific case study.
3. Integrate a client’s needs and context within use of an evidence-based cognitive treatment.



IEP Considerations



Elaine Meyer, M.ED.

Special Education Early Childhood Consultant, Oakland County Schools

Overview: MSHA Guidelines for Speech & Language Evaluation, Eligibility, and Service Delivery in Schools



Diane Katakowski, MA, CCC-SLP

Oakland Schools

MSHA Public Schools Committee

Michigan Speech Language Hearing Association Guidelines for Speech & Language Evaluation, Eligibility and Service Delivery in Schools (2025) Calling all school SLPs: Come learn about the recently completed the 2025 Speech & Language Guidelines revision! The MSHA SpeechLanguage Guidelines were originally developed by the Public Schools Committee in 1992 to serve as a resource that ensures clarity and consistency in the provision of school SLP roles and responsibilities. Since the last revision in 2006, Michigan's special education rules have been updated, the research has evolved, AHSA's Code of Ethics has been revised, and our state instituted a Speech-Language Pathology Professional License for all practicing SLPs. These changes provide the most current information and insight to guide efficacious, ethical, compliant decision-making and service delivery in schools, and they are the basis for updates to this document. Intermediate School Districts and Local Education Agencies (e.g., Districts, Public School Academies) may adopt all or parts of the guidelines for use in their own schools in an effort to systematize procedures and tools across SLPs, buildings, levels and populations served. Collective use of the guidelines will help to ensure consistency in implementation of school SLP roles and responsibilities (i.e., prevention, assessment, intervention, program design, data collection & analysis and compliance activities) and consistency across the state of Michigan. This session will provide an overview of the 2025 Guidelines and share access with school SLPs who wish to explore and implement.

Learning Outcomes:

- 1- how to access and interact with the 2025 updated Michigan Speech Language Hearing Association Guidelines for Speech & Language Evaluation, Eligibility and Service Delivery in Schools
- 2- an overview of the big ideas for SLI entrance, exit and specially designed instruction decision-making
- 3- about future professional learning opportunities available to MSHA members to build capacity for implementation of the Guidelines

ADAPTING & EVOLVING:

TOOLS FOR TOMORROW

March 13-15, 2025
Kalamazoo, MI

Advancing the Understanding of Cleft Palate Speech Disorders: a Practical Guide for SLP's



Ana Claudia Harten, Ph.D., CCC-SLP
Eastern Michigan University



Marissa Habeshy, MS, CCC-SLP
University of Michigan C.S. Mott Children's Hospital Craniofacial Anomalies Program

Children born with a cleft palate are at high risk for delays in developing speech sounds and may experience speech sound disorders (SSD). Early intervention is crucial to mitigate the negative impacts of SSD on their social, emotional, and educational outcomes. Providing therapy for these children can be challenging for speech-language pathologists (SLPs) who are not specialized in cleft palate and do not frequently work with this population. This interactive presentation, a follow-up to the 2024 session, will allow participants to further practice identifying various cleft speech characteristics, such as active (compensatory) and passive (obligatory) misarticulations, along with resonance issues associated with velopharyngeal dysfunction (VPD). The presenters will detail the timeline for the care pathway of children born with a cleft palate, utilizing a collection of audio and video recordings of real cases to demonstrate therapy techniques that support their speech development.

Learning Outcomes:

Participants will be able to:

1. Identify different types of resonance issues associated with cleft palate and velopharyngeal dysfunction
2. Identify main differences between compensatory and obligatory misarticulations associated with cleft palate and velopharyngeal dysfunction
3. Describe 3 therapy techniques to address Cleft-Related Speech Sound Disorders

Understanding and Managing Anosognosia: Strategies for Speech-Language Pathologists



Allison Mezo, M.A., CCC-SLP, CBIST
WMU & Hope Network

Anosognosia, or unawareness of deficits, presents unique challenges for speech-language pathologists working with clients following stroke, TBI, or neurodegenerative diseases. This seminar will equip attendees with practical tools for assessing and managing anosognosia in therapy, focusing on functional, client-centered strategies. The presentation will cover methods to differentiate anosognosia from denial, implement awareness-building techniques, and develop compensatory strategies for unawareness in communication, cognitive, and physical domains. Using real-life case examples and hands-on activities, participants will explore how to create therapy plans that balance sensitivity with effectiveness, incorporate caregivers into the process, and support client safety. Attendees will leave with actionable strategies to enhance therapy outcomes for clients experiencing anosognosia.

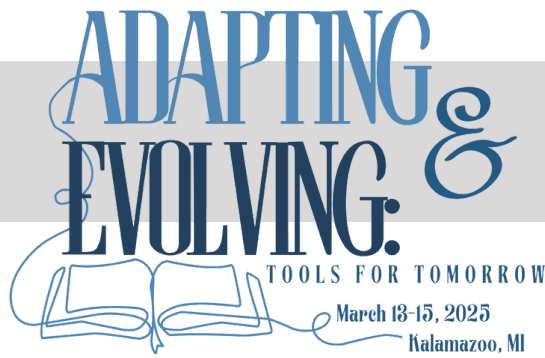
Learning Outcomes:

1. Define anosognosia and distinguish it from denial and related phenomena.
2. Implement practical tools for assessing anosognosia in clients with neurological conditions.
3. Develop therapy strategies to build awareness and compensate for unawareness while maintaining client motivation and safety

Stuttering Panel



Dr. Derek E. Daniels, Ph.D., CCC-SLP
Associate Professor and Director of Graduate Studies, Wayne State University



Graduate Students Perspectives on DEIJ Program Initiatives within CSD Programs



Nicholas A. Barone, PhD, CCC-SLP
Central Michigan University

Claire Tembreull, MS, CF-SLP
Central Michigan University

Audiology and speech-language pathology (SLP) are fields committed to advocating for, diagnosing, and treating individuals with diverse needs. As such, audiologists and SLPs must be equipped to provide culturally and linguistically responsive services. Despite longstanding efforts, diversity remains limited within these professions, as well as in SLP and audiology education programs, among both students and faculty. Existing research on DEIJ (Diversity, Equity, Inclusion, and Justice) initiatives has largely focused on faculty perspectives, overlooking the crucial insights of students. This study surveyed 153 graduate students in communication sciences and disorders (CSD) programs across the U.S. to explore their perceptions of DEIJ initiatives and their impact on clinical preparedness. Results revealed that 98.7% of respondents consider DEIJ important for their education, with 63% satisfied with their program's DEIJ commitment, and 87% feeling prepared to address DEIJ issues in clinical settings. Findings indicate that students value DEIJ training as essential for developing competencies that support effective, inclusive clinical practice. This study highlights the need for continued research and expanded DEIJ offerings in CSD programs to better prepare students and advance diversity, equity, inclusion and justice within the field.

Learning Outcomes:

1. Participants will learn how research into students perspectives on DEI has been reported and are lacking
2. Participants will understand the methods of the current study and survey
3. Participants will appreciate how CSD graduate students around the country view DEIJ initiatives.
4. Participants will be able to create and implement future changes within the DEIJ offerings based on input and feedback from their students

The Learning Bridge: An Integrated Methodology for Developing Early Executive Functions and Strategic Thinking in Children Ages 3-10



Janet Ringle-Bartels, MSPA, CCC-SLP
Children's Therapy Corner, Inc.

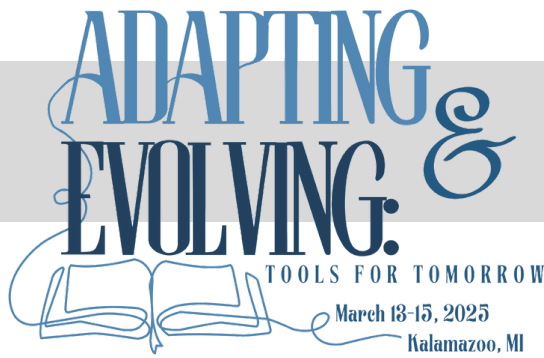


Matthew Bartels, MA, CCC-SLP
Executive Director, Co-owner Children's Therapy Corner, Inc.

The Learning Bridge methodology emphasizes 'how' children learn over 'what' (facts/skills) they learn and empowers children to become strategic thinkers in all learning situations. The presentation will focus on the importance of integrating executive functioning skills with young children emphasizing how early support of executive functioning skills can establish a foundation for learning that can prevent later challenges. Key Areas are presented: understanding developmental nature of Executive Functioning, analyzing Task Demands, and awareness of the impact of the clinician's interaction style with the child. The Action Plan integrates Key Areas, enhancing intervention when challenges arise. (The Learning Bridge was developed in collaboration with Dr. Elisabeth Wiig)

After completing this seminar, participants will be able to:

1. Explain how to empower children to become strategic thinkers in all learning situations using the key areas of the Learning Bridge.
2. Describe the key areas of the Learning Bridge:
 - a. Overview and development of Executive Functioning in children ages 3-10
 - b. Analyzing Task demands
3. Use the Action Plan to maneuver through the Key Areas and enhance intervention when challenges arise.
4. Discuss how observation is a critical component of the Learning Bridge



Interstate Compacts: Elevating Licensure



Susan Adams, Esq., CAE., *Director for State Legislative and Regulatory Affairs, AHSA*

This session will outline the ongoing advancements and status updates regarding the Audiology & Speech-Language Pathology Interstate Compact (ASLP-IC). This compact signifies an agreement among states, providing a streamlined licensure process for audiologists and speech-language pathologists seeking to work across multiple states. It will delve into the implications for professionals such as tele-practitioners, traveling therapists, and military spouses who frequently relocate or work in different states

Occupational licensing serves as a crucial safeguard for consumer health and safety, mandating that licensees undergo a minimum level of training and education in their respective fields. Nevertheless, disparities in state laws can pose hurdles for those wishing to practice across state lines. Specific groups, such as military spouses and families, often bear the brunt of these varying requirements in occupational licensing. In response to these challenges, states and professions have embraced occupational licensure interstate compacts. These compacts establish mutual recognition of professional licenses across state borders, ensuring service quality and safety while upholding state sovereignty. This presentation aims to educate participants about the Audiology & SpeechLanguage Pathology Interstate Compact (ASLP-IC). Agenda • Overview of Interstate Compacts and the ASLP-IC • Status of the ASLP-IC • Legislative Updates • Next Steps • Q&A

Mindful Communication: Enhancing Aphasia Rehabilitation through Mindfulness Techniques

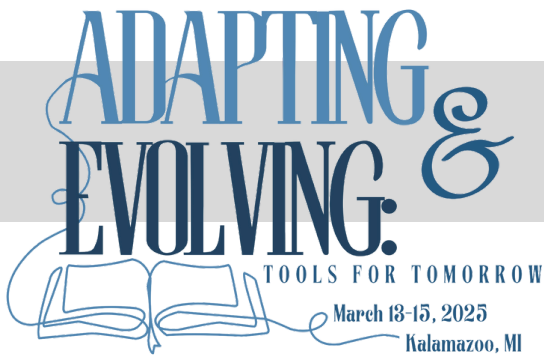


Lori Gray, Ph.D. *Western Michigan University*

Aphasia, a language disorder resulting from brain injury, poses significant challenges to communication and social engagement. Traditional rehabilitation methods often focus on cognitive and linguistic strategies, potentially overlooking the emotional and psychological aspects of recovery. This workshop proposes a novel approach by integrating mindfulness skills into aphasia rehabilitation, promoting language recovery and emotional well-being. This workshop aims to foster a holistic approach to aphasia rehabilitation, empowering professionals to support not only the recovery of language skills but also the overall well-being of individuals affected by this condition. The workshop will be interactive, comprising brief presentations, group discussions, and hands-on mindfulness exercises. Participants will engage in practical activities that can be immediately implemented in clinical settings.

Learning Outcomes:

1. Understand the principles of mindfulness and its application in aphasia rehabilitation.
2. Acquire specific mindfulness techniques to enhance therapeutic interventions.
3. Recognize the importance of addressing emotional health in the rehabilitation process.



Gestalt Language Processing - From Theory to Practical Implementation



Brooke Ringler, MA, CCC-SLP
Henry Ford Health



Marissa Gonzales, MS, CF-SLP
Henry Ford Health

So, you have identified that your caseload includes gestalt language processors (GLP). You have educated yourself on Natural Language Acquisition (NLA) and are familiar with the different stages... But now what? In this course, we will be discussing the practical implementation of Natural Language Acquisition and how to incorporate NLA in your therapy sessions. This is an interactive session where patient video samples will be presented as we review therapy options, possible language targets, example treatment goals, and more. The case studies will be used to determine staging of GLP and brainstorm therapy goals appropriate to the child's language style. At the end of this course, the clinician will have ideas to implement individuality and creativity into treatment plans and boost confidence when working with Gestalt Language Processors.

Learning Outcomes:

Participants will be able to-

1. Analyze language samples and determine which stage of Gestalt Language Processing (GLP) is present.
2. Describe two language activities for a child at each GLP stage.
3. Explain the role stage three plays in producing self-generated grammar.