



PHILIPPINE ASSOCIATION
OF SPEECH PATHOLOGISTS

30th
Anniversary

2021 PASP VIRTUAL CONVENTION

EMERGING TOGETHER

JULY 24-25, 2021



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Inspirational Message



“As social beings, we exist to be with others, to work, to think, to communicate, to dream, to strive with others. Somehow the pandemic challenged that. Our lives have been placed on hold for the moment.”

BREAKING THROUGH THE BUBBLE

One of the new words that appeared and reappeared during the pandemic is the word BUBBLE! For most of us the word connotes something funny, something connected to his childhood, something memorable. Unfortunately, the word has taken on a whole new meaning, quite disturbing, over the past two years. Isolation, separation, loneliness... certain concepts that permeated this COVID-19 crisis and that's what the bubble has somehow caused. Let alone the resurgence of mental health problems as a result of that. As social beings, we exist to be with others, to work, to think, to communicate, to dream, to strive with others. Somehow the pandemic challenged that. Our lives have been placed on hold for the moment. We were caught unaware, ill-prepared and emotionally and psychologically anesthetized by the situation.

However, we persevered and won. We have responded to it as best we can. Soon, we began to interact, connect and hope anew. Technology has played a central role in our revival. What was once a complex and highly sophisticated element in our society has become household names such as Zoom calls, video-conferencing, virtual classrooms, etc. The way we run our affairs and our lives have taken an unexplored turn. Speech-language pathology has taken on a new dimension. We have developed new skills in procuring, using, and managing virtual apps for our therapy sessions. We served customers who lived halfway across the country in real time. We would have group therapy sessions here, alone, but together. That was "business as usual in an unusual way."

Now the question we're asking is, how long? No one is certain. But one thing we are sure of is this, the Philippine Association of Speech Pathologists and its members will continue to persevere, to break through the bubble and emerge as one! So to my colleagues and friends in the profession, congratulations and happy 30th anniversary PASP! Onwards to meet the challenges of the 22nd century.

Fernando Alejandro C. Ligot, MHPEd, CSP-PASP
Chairman, PASP Board of Trustees 2020-2024

Message from the President



“A pearl is formed and nurtured by something alive so that being may continue to cope and live, a being that is not only given an irritant internally, but is constantly at the mercy of the unpredictable and unforgiving oceans.”

I warmly welcome everyone to the 3rd Biennial Convention of the Philippine Association of Speech Pathologists!

It is more than fitting, with the year and a half that we have had, that this year’s convention coincides with PASP’s 30th, or Pearl, anniversary.

The journey of the speech pathology profession in the Philippines is similar to the development of the pearl. Our past mimics the slow and purposeful formation of the pearl, where they are formed when an irritant is introduced. The oyster must work persistently, layer by layer, for a lengthy period of time, to cover it and smoothen it out. We started with our nation’s huge need for help for healing, and while PASP’s growth may have been gradual, we have been persistent and guided by our higher purpose. At present, we are similar to the varieties of colors, shapes and sizes of pearls. Our therapists, their specialties, and our clientele are so diverse and fascinating. Pearls are different from all precious gems and metals, because it is the only one that is organic in its origin. Our growth and future in the profession is very much thriving and full of life and possibilities, and I am hopeful that this convention will be able to present that. Speakers and participants from all over the country and the globe will converge through the live digital format to share our experiences, latest innovations, and even the adaptations and modernization we learned because of the pandemic.

A pearl is formed and nurtured by something alive so that being may continue to cope and live, a being that is not only given an irritant internally, but is constantly at the mercy of the unpredictable and unforgiving oceans. Even though the pandemic has tossed and upheaved us, I am confident that we will continue to thrive like pearls.

May we, through our vocation of service, our passion for learning, and our continuing celebration of human connection, emerge through this together!

A handwritten signature in black ink, appearing to read 'Suselyn E. Pascual'.

Suselyn E. Pascual, MRS-SP, CSP-PASP
PASP President 2020-2021

Welcome Message



“It is through your support and action that we are able to... bring people together and relook at ways to engage our stakeholders, uplift communities, and serve the people with communication and swallowing difficulties.”

Greetings from the Philippines!

We welcome everyone to this year’s national convention entitled, Emerging Together 2021. On behalf of the organizing committees, we wish you an enjoyable conference and hope you get many opportunities to network with other professionals and establish new linkages.

We have packed the scientific program based on this year’s theme of Emerging Together, a reflection of how the profession adapted to new and innovative ways of practice and rising above adversity. We have internationally renowned speakers from diverse areas of practice, in a variety of interactive sessions and formats.

This year’s convention also shares the session, Pearls of Wisdom, this is the first of its kind, TED-talk format, that aims to engage and inspire healthcare practitioners, educators, researchers, students, academics, administrators, policy makers, and service users from health and social care settings from around the globe. The session also explores lessons from important events in the association’s history and how it affects the profession at present, sustainability, and how we are able to future-proof the practice.

The association also welcomes distinguished guests and partners who help build the association since its founding in 1991. As we celebrate our 30th founding year, we extend our sincerest gratitude to individuals, groups, and organizations, new and old. It is through your support and action, that we are able to build a community that champions a shared cause. And ultimately, bring people together and relook at ways to engage our stakeholders, uplift communities and serve the people with communication and swallowing difficulties.

A handwritten signature in black ink, appearing to read 'Kenneth R. Dizon'.

Mr. Kenneth R. Dizon, CSP-PASP

Convention Chair, Emerging Together 2021

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Program Information

Whether you are a practitioner, service user, student, teacher, manager, policy maker or researcher, this conference is your opportunity to compare perspectives, exchange experience and share expertise.

The theme of **Emerging Together** goes alongside evidence-based practice as a process that is based on sound scientific evidence and learnable practice skills, that aids and supports balanced decision-making in practice. This is particularly important when considering complex and conflicting values, such as needs, wishes and preferences. As well as adapting to the ever changing landscape of health professions.

Convention Theme

The convention theme was conceptualized through a deep understanding of the changes brought about by the pandemic to the profession. Our experiences from last year redefined how we deliver our services to our clients, managed institutions and informed communities. The 2021 PASP Convention theme, "Emerging Together" mirrors the adaptations the profession made to remain relevant, and how we continue to overcome challenges through solidarity. The word "Emerging" means to come into existence, which reflects innovations and discoveries brought about by our own resourcefulness and ingenuity. The word "together", depicts the support given by our colleagues and the association, and how we would use these connections for future collaborations and synergies.

The 2021 PASP Convention aims to open the discussion on relevant issues as well as an introduction of innovative practice patterns in the field. The convention also aims to advocate for interprofessional collaboration practice. It will offer a wide range of topic areas and a robust experience using various presentation formats including plenary and parallel sessions as well as oral and poster research presentations. The topics that were selected were carefully chosen by a group of experts, focusing on new technology and discoveries, utilization of research and opportunities for collaboration amongst speech-language pathologists and other allied health professionals. The convention also included relevant topics that affected our practice such as telepractice, disability rights and public health.

Convention Subthemes

- **Innovation** - innovations in speech-language pathology contributing to new knowledge
- **Quality Assurance** - initiatives using or relating to formal quality improvement methodology and implementation science
- **Intersections** - collaborative research and practice with professionals

Objectives

1. To provide continuing education opportunities that focus on the advancements in technology, science and in practice.
2. To provide continuing education to practitioners from varying levels of experience among practitioners, scaffolding learning, widening horizons, increasing awareness
3. To foster appreciation, utilization, and generation of research relevant to speech-language pathology
4. To appraise current practice patterns in the field of intervention and service delivery
5. To provide opportunities for synergy and collaboration amongst professionals

Topics

Language in Infants through Preschool

Language and Learning in School Age

Language/ Information Processing

Social Thinking

Acquired Cognitive and Communication Disorders

Management of Aphasia

Speech Sound Disorders in Children

Adult Dysphagia

Role of SLPs in Instrumental Assessments

Dysphagia Management

Telepractice

Linguistics

First Language Acquisition, Bilingualism

Multilingualism in the Philippines

Global/ Local Issues and Practices

Universal Health Care

Leadership and Professional Issues

Quality Assurance Methodology

Implementation Science

Interprofessional Education and Collaboration

Research

Role of Clinicians in Research Productivity

Types of Presentations

Plenary

Most plenary sessions will last approximately 50-60 minutes and will be delivered in lecture style in the main room. Speakers will present all information of interest during the presentation to the audience with time allocated at the end or during the presentation for questions.

Pre-Convention Workshops

These will occur on the day before the convention weekend. Each workshop will be 2-3 hours. These workshops provide an in-depth discussion of a specific topic, with opportunities for demonstration and feedback from the workshop facilitator/s.

Oral Presentations

A selection of abstracts demonstrated a unique contribution to Speech-Language Pathology. The oral research presentations give the opportunity to present the researchers' work to healthcare practitioners, educators, researchers, students, academics, administrators, policy makers, and service users from health and social care settings from around the globe. Oral Presentations should last for a total of 15 minutes (12-15 minutes presentation) with a 10 minute consolidated dialogue with the audience per oral presentation block.

Pearls of Wisdom

The Pearls of Wisdom session is the first of its kind, TED-talk format, that aims to engage and inspire attending delegates to be delivered by key members of the association. Each speaker will be given 10-minutes to share their ideas to the participants.

Convention Committees

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The Past of PASP: Recognizing 30 Years of Growth

By: UP CAMP Advocacy Interns Batch 2020-2021

THE FOUNDING

During the late 80s to the early 90s, the need to create an association for Speech Pathologists in the Philippines was seen as a necessary step towards the growth of the profession. A collective desire to create an association amongst Filipino speech pathologists was realized by Cynthia Rodriguez-Quiazon, then a faculty member of the nation's first BS Speech Pathology program at the University of the Philippines-Manila, College of Allied Medical Professions (UP-CAMP). She initiated a meeting with around 30 speech pathology graduates together with Cynthia Villaraza and Aurora Quijit, who were also teaching at CAMP. It was at CAMP's site in the old NEDA building in Padre Faura, Manila that they discussed the fundamentals of establishing an association. Who would have thought that what seemed like a gathering of a few speech pathologists back then would become a turning point in the history of speech pathology in the Philippines?

What we know as PASP wasn't always PASP. The association went through the tedious process of selecting a name that would perfectly represent its nature and ideals. Proposals included the *Association of Speech Pathologists in the Philippines (ASPP)* and the *Society of Speech Pathologists in the Philippines (SSPP)*; they ultimately arrived at the *Philippine Association of Speech Pathologists (PASP)*. The creation of a logo was essential to seal the deal, but the limitations of digital software at the end of the 20th century made this a challenge. The logo was designed by hand. On April 4, 1991, the association was formally recognized by the Securities and Exchange Commission. This event was one of the earliest milestones - and only the start of the journey. What was once just a dream to unite SLPs and provide accessible therapy services in the country was now slowly turning into a reality.

FIRST STEPS

Kicking off from its founding, let us dive back into the early years that shaped PASP. In the 1990s, only a handful of SLPs were practicing in the country; everyone knew everyone. Presidents of the association and their respective officers spent time brainstorming on their various unique ways of attracting SLP graduates to join the association. General assemblies were held in cramped function rooms of restaurants in the metro. Despite the myriad challenges, it was the kind hearts of the members and the small membership fee that allowed the association to blossom. During the early years, there were no social media platforms and websites to connect SLPs. This sparked the creation of the first PASP newsletter in 1995 which was printed and distributed as a medium for an exchange of knowledge within the community. By 2004, membership in PASP had grown to around 100 members. Fast forward to 2021, the association continues to grow, with now over 670 members from the four accredited universities offering speech-language pathology programs. With the active participation of more members, PASP can continue to expand its services and work on essential projects.

In 2005, PASP developed international linkages, becoming a member of the International Association of Logopedics and Phoniatrics (IALP). As PASP and the Filipino SLP community started gaining support, a need to regulate the profession was imperative. Difficulties were encountered in achieving professional regulation under the Professional Regulation Commission (PRC), due to the limited number of SLPs practicing in the country during the early years, prompting PASP to protect all stakeholders and uphold the integrity of the profession through self-regulation.

BIG STRIDES

Steps were likewise undertaken to protect the profession by going through the education route. In 2008, Joyce Marzan, together with the help of Barbara Munar and Carla Cuadro, conducted a study, *The Core Competencies Expected of Speech Pathologists Practicing in the Philippines: A Validation Study*, which was submitted to the Commission on Higher Education. Under the guidance and stewardship of Marzan, Munar and Cuadro also worked with other experienced SLPS in the formulation of course subjects included in the proposed curriculum. In the formulation of this PSG, the SLP contributors referenced existing curricula from other countries and other allied medical professions. Marzan also tapped Filipino SLPs working abroad in order to have a broader scope of the curriculum. Marzan, with the continuous help of Cuadro and Munar, also formulated salient parts of the eventual memorandum order such as clinical internship, faculty requirements, core competencies.

The need to promote quality education and address the proliferation of pseudo SLPs led to the creation of the Technical Committee for Speech Language Pathology Education in 2009. This committee included Mae Sadicon as chair, Fernando Ligot as member, and Perfecto Paolo Sison as representative of PASP. A year later, Sadicon and Ligot were joined by Georgina Mojica and Atty. Dion Rex Africa. The members continued the work of Marzan's group and made further additions to the eventual CHED Memorandum Order (CMO) number 29 series of 2011, otherwise known as the Policies, Standards and Guidelines for Speech Language Pathology Education. These additions were aligned with the suggestions of CHED as well as based on other existing PSGs from the allied fields of occupational therapy (OT) and physical therapy (PT). The aforementioned CMO is competency-based, indicating a 5-year degree program with 206 units. Its main framework espouses the "end view of meeting the national health service delivery needs and keeping pace with the demands of global competitiveness".

In 2015, CHED initiated a shift to an outcomes-based model for the creation and upgrading of PSGs. Thus, a second PSG, CMO number 59, was created in 2017. In this CMO, the number of units was reduced to 160 and the number of years needed to complete the degree program to four. The second PSG explicitly states program outcomes that are specific to the profession, as well as career options in allied-related fields. The technical committee likewise strengthened the guidelines in order to address the persistent problems of certain higher education institutions offering SLP programs without going through the proper channels. Guidelines on sanctions regarding non-compliance were then added to this current PSG. Thereby, ensuring that the profession and more importantly, our clients are further protected. During this period, there was also a push for continuing education for speech pathology graduates in the country. Special Interest Groups (SIG) were created to expand and specialize the profession. Focused group discussions on itinerant practice - in which a practitioner conducts on a regular basis at a location other than at his or her resident practice address - were also conducted with the goal of enhancing services for Filipinos outside of Metro Manila in need of our speech therapy. Online forums through Yahoo Groups which were eventually integrated into the website, along with the very first online PASP newsletter entitled "Talastasan", were created. Creative means apart from the membership fee were developed to generate funds, such as official PASP merchandise exclusively for the members.

The PASP continued the effort to obtain national legislation mandating the regulation of speech pathology in the country. The story of transitioning from self-regulation towards the push for the SLP law is one truly worth telling. The effort towards professional regulation started as an undergraduate thesis by Grace Gozum-Angeles and Rowena Arao-Ynion in 1993. The two pioneers drew inspiration from the OT and PT laws, as well as policies authored by the *American Speech-Language-Hearing Association (ASHA)*. A proposal was filed the same year under the presidency of Jesusa Wolgamotti and submitted to Senator Orlando Mercado.

Arao-Ynion would continue to represent the association in the final stages of the passage of the SLP bill into law. In 2006, PASP started a system of certifying SLP graduates of recognized HEIs. The SLP bill was introduced one decade later. However, the journey was not without its challenges. A lot of these challenges were brought about by matters that were beyond their control, such as the postponement of senate hearings and bill signings, since there were other agendas prioritized by the Senate. These were overcome through exercising punctuality, making appropriate modifications to the proposal, and advocating for the progression of the bill to the different governing bodies. Years of collective work and effort invested by the whole Filipino SLP community for the growth of the profession culminated in the successful passing of Republic Act No. 11249 AN ACT REGULATING THE PRACTICE OF SPEECH-LANGUAGE PATHOLOGY IN THE PHILIPPINES.

MOVING FORWARD

The successful transitioning from the traditional era towards the online/virtual era may be considered a game-changer for the association. From the year 2014 onwards, the association made sure to take advantage of online platforms to make itself known in the community. The launching of an official PASP website paved the way in order to connect with and reach out to more members of the association. Automation facilitated the processing of membership applications and responding to the needs of PASP members. The presence of PASP in different social media platforms such as Facebook, Twitter, and Instagram served as a mode of connecting with SLP practitioners and drawing their support for the association.

The association then marked big milestones that will forever be etched in the history of PASP and the profession. In its 25th year, PASP held its first national convention “Beyond Borders” from July 23 to 24, 2016. This was an important moment for PASP as it symbolized how much the association had grown and what is in store for the years to follow. The following year, PASP was invited to send representatives to ASHA’s international convention in Los Angeles, California. The networking at ASHA fostered a relationship that led to partnering with ASHA for the second convention “Transcend: Moving Towards Excellence in Practice” in 2018. For 2021, PASP will hold its first virtual convention entitled “Emerging Together”. Distinguished SLPs from different areas of expertise, including members of IALP are among the speakers.



PASP continues to adapt to the changing times, especially in this time of the pandemic, where a sudden shift to telepractice was needed to ensure the safety of speech-language pathologists, clients, and the client’s family. Though the existence of pseudo SLPs and non-

accredited SLP programs remain to be a concern, developments to address these continue to unfold such as the recent appointment of Mae Catherine Sadicon as the Chair of the Professional Regulatory Board for Speech Pathology. After 30 challenging yet fulfilling years, the association continues to uphold its mission and vision in enhancing and promoting the practice of speech-language pathology and in providing quality speech-language pathology services to Filipinos.

Convention Program

Pre-Convention Workshops

At a Glance

July 23, 2021

Time	Topic	Format	Room
9:00-12:00 NN	Parent-Implemented Language Interventions for Individuals with Intellectual and Developmental Disabilities Prof. Leonard Abbeduto, PhD Ms. Lauren Bullard, PhD Ms. Sarah Nelson Potter, MS, CCC-SLP	Workshop	Main
1:00-4:00 PM	You Can't Have One Without The Other – Integrating Clinical And Instrumental Assessment For Dysphagia Diagnosis Prof. Maggie-Lee Huckabee, PhD	Workshop	Main
4:00-7:00 PM	Sentence Processing and Production in Filipino Children Ms. Rowena Garcia, PhD	Workshop	Main

Workshop Speakers

Workshop 1

Parent-Implemented Language Interventions for Individuals with Intellectual and Developmental Disabilities

Facilitators

[Leonard Abbeduto, PhD.](#)

Lauren Bullard, PhD

Sarah Nelson Potter, MS, CCC-SLP

Presentation Objectives

1. To describe the rationale for the interventions, the strategies parents are asked to learn, and the measures used to assess child outcomes;
2. To present the empirical evidence for efficacy; and
3. To identify factors that can affect parent learning and strategy implementation.
4. To describe the technology and telehealth practices involved. Our interventions focus on fragile X syndrome, the leading inherited cause of intellectual disability and leading single-gene cause of autism; however, the interventions can be adapted for other populations.

In typical development, parents are a rich source of information about language for children. In fact, the ways in which parents talk and interact with their children have important effects on the children's linguistic achievements. Parental verbal responsiveness, which is characterized by a child-focused approach that scaffolds learning and supports participation in talk, is associated with better language outcomes not only for typically developing children but also for children with intellectual and developmental disabilities (IDD). Unfortunately, this style of interaction can be difficult for parents to implement because of certain characteristics and behaviors of the child with IDD.

We have developed parent-implemented language interventions designed to help parents use a more verbally responsive style of interaction, thereby turning parents into "therapists." The attractiveness of such interventions resides in the high "dose" of treatment parents can potentially provide, the ability to build on and enhance the parent-child relationship, and the potential for the parent to continue supporting development even after the clinician is no longer providing training and support to the parent. We will present interventions we have developed for young children and for adolescents with IDD.

About the Speakers



Leonard Abbeduto, PhD, is the Director of the MIND Institute, the Tsakopoulos-Vismara Endowed Chair, and Professor of Psychiatry and Behavioral Sciences at the University of California, Davis. Dr. Abbeduto's research is focused broadly on the development of language across the lifespan in individuals with intellectual and developmental disabilities, and on the family context for language development. Dr. Abbeduto has published more than 200 articles, chapters, reviews, and books on fragile X syndrome, autism, Down syndrome, and child development. His program of research has been funded nearly continuously by the National Institutes of Health since 1985. His current research is focused on understanding variation in language outcomes in various conditions associated with intellectual disability, the measurement of treatment effects in clinical trials, and the use of distance technology to deliver behavioral treatments. He serves as Principal Investigator and Director of the NICHD-funded MIND Institute Intellectual and Developmental Disabilities Research Center (IDDRC), which provides core support to more than 80 projects and 40 scientists at the UC Davis MIND Institute. Dr. Abbeduto has received numerous awards, including the Emil H. Steiger Award for Distinguished Teaching from the University of Wisconsin-Madison, the Faculty Stewardship Award from the University of California, Davis, the Enid and William Rosen Research Award from the National Fragile X Foundation, and the Edgard Doll Award for Distinguished Research Contribution from Division 33 of the American Psychological Association. He earned his PhD in Psychology from the University of Illinois at Chicago in 1982. Dr. Abbeduto's professional life has been focused on improving quality for individuals with intellectual and developmental disabilities through research, teaching, and service. He is an avid runner and has completed several marathons. He also enjoys mystery novels.



Dr. Lauren Bullard received her doctoral degree in Human Development from the University of California, Davis and is currently a postdoctoral scholar for the Laboratory on Language Development at the MIND Institute. Her primary research focuses on how telehealth procedures can be utilized to address known disparities in participating in research and accessing clinical services for youth with neurodevelopmental disabilities and their families. Dr. Bullard's research also focuses on how parent-child interactions support child language development, understanding and supporting family well-being, and the remote delivery of parent-implemented interventions to support both youth and family outcomes.



Sarah Nelson Potter is a graduate student researcher at the UC Davis MIND Institute and a doctoral candidate in the Human Development Graduate Group at UC Davis. Her background is in speech-language pathology, with a focus on language development in children and adolescents with neurodevelopmental disabilities. She completed her B.A. and M.S. degrees at the University of Wisconsin-Madison. During her master's training at UW-Madison, she participated in the Leadership Education in Neurodevelopmental and Related Disabilities (LEND) program, which furthered her interest in working with and advocating for individuals with language challenges associated with various developmental disabilities. In Dr. Abbeduto's Laboratory on Language Development in Neurodevelopmental Disabilities, Sarah has gained extensive experience working with individuals with autism spectrum disorder, Down syndrome, and fragile X syndrome (FXS). For several years, her research focused on the development and delivery of a parent-implemented language intervention (PILI) for families of children with FXS. Her dissertation project, which she plans to finish and defend this summer, examines how aspects of the family environment shape the language learning environment in families who have a young boy with FXS. Ultimately, she hopes her research will help to identify challenges faced by families of individuals with disabilities that could be potential targets for future interventions. In her free time, Sarah enjoys biking, rock climbing, gardening, and cooking.

Workshop 2

You Can't Have One Without The Other – Integrating Clinical And Instrumental Assessment For Dysphagia Diagnosis

Facilitators

[Maggie-Lee Huckabee, PhD](#)

Presentation Objectives

1. Refine skills in hypothesising the biomechanics of swallowing based on clinical swallowing assessment.
2. Understand the limitations of relying only on CN findings, observation of clinical swallowing behaviour or interpretation of instrumental examination in isolation.
3. Refine skills for integrating all sources of information to define pharyngeal pathophysiology.
4. Recognise gaps in our current knowledge and how they may influence diagnostic accuracy.

Session Abstract

The clinical swallowing assessment is our first step for identifying patients presenting with significant dysphagia risk and prompts referral for further instrumental assessment. Although a very valuable tool if done well, it has significant limitations in sensitivity and specificity for identifying pharyngeal physiology, leaving the clinician to only hypothesise on the presence or nature of dysphagia. The instrumental swallowing assessment provides much better insight into bolus flow and pharyngeal biomechanics – as these processes are “in sight”. But there are limitations with instrumental assessment as well. As we gain greater insights into the nature of dysphagia and our options for rehabilitation increase, we recognise that rehabilitation planning requires an understanding of pathophysiology not impaired biomechanics. This is particularly relevant as we increase our recognition and understanding of the role of motor planning in swallowing, vs peripheral weakness.

This workshop will focus on increasing the accuracy of diagnostic dysphagia examination through careful integration of clinical assessment and instrumental techniques. An initial review of the cranial nerve exam will be followed by an exercise in integrating CN findings with observations of swallowing behaviour to develop hypotheses regarding presence/absence and nature of dysphagia. This will be followed by presentation of case studies that highlight limitations in basing dysphagia assessment only on observed biomechanics on videofluoroscopic swallowing study. Finally, by integrating the clinical and instrumental assessment, we will explore how we can approach a more accurate characterisation of dysphagia for the purpose of rehabilitation planning.

About the Speaker



Prof. Maggie-Lee Huckabee practiced as a clinical speech language pathologist for 15 years before the frustration of never knowing ‘the answers’ led her to an academic career. She is now Founder and Director of the University of Canterbury Rose Centre for Stroke Recovery and Research and Professor in the Department of Psychology, Speech and Hearing in Christchurch, New Zealand. She still hasn’t found ‘The Answers’ but is trying, with research interests focusing on the complexities of behaviorally-driven neural adaptation and biomechanical change leading to swallowing recovery following neurological injury. In her 20-year academic career, Prof Huckabee has co-authored three books, one in its 3rd edition, 15 book chapters and has published 87 peer reviewed scientific papers.

A recent research programme has resulted in a regional reduction in pneumonia rates from 27 to 10%, with a subsequent savings in health care costs for the health system of over \$1.4 million in one year. For this research, she was awarded one of the top research medals from the University of Canterbury – The Innovation Medal, was a finalist for the NZ Women of Influence Award in Science and Innovation and nominated for New Zealander of the Year in the Innovation category. She is well known as a clinical teacher and is an invited speaker by health systems worldwide to provide clinical training, particularly in rehabilitation practices. Prof Huckabee is committed to translational science to move research discoveries into routine clinical practice.

Workshop 3

Sentence Processing and Production in Filipino Children

Facilitators

[Rowena Garcia, PhD](#)

Presentation Objectives

1. To describe how typically-developing children use linguistic cues (e.g., word order, verbal and nominal inflection) for sentence comprehension (i.e., identifying the doer and receiver of the action) and production
2. To demonstrate how the findings from typically-developing children can be incorporated in the evaluation and treatment of Tagalog-speaking children with language delay/ impairment
3. To design experimental studies on sentence comprehension and production skills of atypically-developing Tagalog-speaking children

Session Abstract

In this workshop, experimental studies on typically-developing children’s acquisition and use of linguistic cues (e.g., word order, verbal and nominal inflection) for Tagalog sentence comprehension (i.e., identifying the doer and receiver of the action) and production will be discussed. These include our experiments using eye-tracking, picture selection tasks, sentence completion, and structural priming. The speaker will also discuss why it is important to investigate these phenomena in those with language delay or impairment, and demonstrate how these findings can be incorporated in evaluation and intervention in clinical practice. Lastly, the speaker will present the factors to consider in designing experimental studies on sentence comprehension and production skills of atypically-developing Tagalog-speaking children.

About the Speaker



Rowena Garcia is currently a postdoctoral researcher at the Max Planck Institute for Psycholinguistics' (The Netherlands) Language Development department and Learning through Processing group. Her main interest is on the first language acquisition of Tagalog.

Her projects investigate how children acquire their ambient language and how they process sentences in real time. More specifically, she focuses on thematic role assignment (i.e., identification of the doer and receiver of the action in a sentence), word order acquisition, and children's use of verbal and nominal markers in Tagalog. Her projects involve corpus data analysis and a variety of psycholinguistic methods such as eye-tracking, structural priming, self-paced listening, and picture selection.

She had previously worked in Manila, Philippines as a speech-language pathologist for children with special needs, before taking graduate studies in Clinical Linguistics at the Universities of Potsdam (Germany), Groningen (The Netherlands), and Eastern Finland. She received her PhD in Cognitive Science under the joint programme, International Doctorate for Experimental Approaches to Language and Brain (IDEALAB), from the Universities of Potsdam, Groningen, Trento (Italy), Newcastle (UK), and Macquarie University (Australia).

During her free time, she enjoys having video calls with her family, re-watching Wes Anderson films, following professional tennis, and (pre-pandemic) traveling, going to concerts, and trying out restaurants with friends.

Day 1 | At a Glance

July 24, 2021

Time	Topic	Format	Room
8:00-8:15	Registration		
8:15-8:30	Opening Remarks Ms. Suselyn Pascual, MRS-SP, CSP-PASP President, Philippine Association of Speech Pathologists	Plenary	Main
8:30-9:20	<u>Building a Culture of Innovation in Practice</u> Dr. Michael Lim Tan, DVM, PhD University of the Philippines, Philippines	Keynote, Plenary	Main
9:20-10:15	<u>Integrating Telepractice Into Mainstream SLP Practice</u> Emeritus Professor Deborah Theodoros, Ph.D. University of Queensland, Australia	Plenary	Main
10:15-10:30	Question and Answer		
10:30-11:00	Break		
11:00-12:00	<u>Role of Clinicians in Research Productivity</u> Ms. Jennifer U. Soriano, M.S., CCC-SLP, MHPEd, CSP-PASP University of Wisconsin-Madison, USA	Plenary	Main
12:00-1:00	Lunch Break		
1:00-2:00	<u>Functional Language Interventions in Children</u> Prof. Robert E. Owens, Jr., Ph.D. College of St. Rose, USA	Breakout A	Main
	<u>Innovative and Evidence-based Approaches to Aphasia Management</u> Prof. Miranda Rose, PhD La Trobe University, Australia	Breakout B	Breakout Room
2:00-2:40	Oral Presentations Block A: Innovations in Service Delivery <u>Augmentative and Alternative Communication (AAC) Telepractice Research: A Scoping Review</u> Presenter: Chua, E. <u>Exploring Experiences of Caregivers in Implementing SLP Home Programs: Preliminary Results</u> Presenter: Lopez, A.	Oral Presentations	Main

Time	Topic	Format	Room
2:00-2:40	<p>Oral Presentations Block B: Dysphagia Practice in the Philippines</p> <p>Experiences of Filipino Speech-Language Pathologists in Adult Dysphagia: A Qualitative Study (Preliminary Results) Presenter: Lazaro, C.</p> <p>Interprofessional Collaboration in the Management of Two Multifactorial Dysphagia Cases Presenter: Cuadro, C. & Borres, M.</p>	Oral Presentations	Breakout Room
2:40-3:10	Break		
3:10-4:10	<p>Narrative Speaking: Assessment and Intervention for Adolescents with Developmental Language Disorders Prof. Marilyn A. Nippold, PhD, CCC-SLP University of Oregon, USA</p>	Breakout C	Main
3:10-4:10	<p>EBP Approaches to Assessment and Intervention of Children's Speech Prof. Sharynne McLeod, Ph.D. Charles Sturt University, Australia</p>	Breakout D	Breakout Room
4:10-5:00	<p>Oral Presentations Block C: Language Development and the Filipino Child</p> <p>Measurements of Grammatical Morphemes of Typically Developing Filipino-Dominant 4:0-4:11 Children in Metro Manila: A Protocol Development Presenter: Bundoc, M.</p> <p>A Systematic Review of the Semantic Approximation Behaviors of Bilingual Children Presenter: Garcia, V.</p>	Breakout A	Main
4:10-5:00	<p>Oral Presentations Block D: Service Programs in the Country</p> <p>Prevalence and trends of SP patients served in CTS-P since 1992: Preliminary Results Presenter: Chua, P.</p> <p>Listening, Speech and Language Outcomes of A Community-Based Hearing Healthcare Program Presenter: Jacinto, P.</p>	Breakout B	Breakout Room

Day 1 Speakers

Keynote

Building a Culture of Innovation in Practice

Speaker

[Dr. Michael Lim Tan, DVM, PhD](#)
University of the Philippines

Session Objectives

1. Identify aspects of our settings that support innovation.
2. Identify factors to consider when planning for or implementing innovative practices
3. Understand how a culture of innovation interact with knowledge accumulation capability of practitioners

Session Abstract

Innovation in (SLP) practice drives growth and development in the profession. This ultimately impacts on the quality of service provided by practitioners. This address can provide us a lens to view what innovation means in our setting and how we can build a culture of innovation that is grounded on an in-depth understanding of factors that are unique to the Philippine setting. Growth is better sustained when laid on this foundation of knowledge.

About the Speaker



Dr. Michael L. Tan is a medical anthropologist. His first degree was a DVM (Doctor of Veterinary Medicine, 1977) from the University of the Philippines. Right after graduation he began to work with community-based health programs of the Roman Catholic church, first with the Mindanao-Sulu Secretariat of Social Action based in Davao City, then with the National Secretariat of Social Action in Manila. From 1979 to 1985, he worked with the Alay Kapwa Kilusang Pangkalusugan (AKAP), which used a primary health care approach for tuberculosis prevention and control.

His work in health resulted in an interest in anthropology and he did an MA in Anthropology with the Texas A&M University (1982) and a PhD with the Medical Anthropology Unit of the University of Amsterdam (1996).

In 1985, he established Health Action Information Network (HAIN), an NGO involved in health research, public education and advocacy, which he headed until 2000.

Dr. Tan began teaching at the University of the Philippines in 1984 and is currently Professor 12 in UP Diliman, with the department of anthropology as his home department. In addition, he is a Clinical Professor with the College of Medicine in the University of the Philippines Manila where he directs a graduate degree program in medical anthropology and lectures with graduate programs in genetic counselling, and in bioethics. He is

also an affiliate faculty with the College of Science and with the Tri-College Philippine Studies program, both in UP Diliman.

His areas of concentration are in the cultures of health and wellness, gender and sexuality, anthrozoology, culture and ethics, Southeast and East Asian studies, linguistic anthropology and One Health (integration of human health, animal health and environmental studies).

He served as the chair of the anthropology department from 2001 to 2010 before becoming Dean of the College of Social Sciences and Philosophy. In 2014, he was appointed Chancellor of the University of the Philippines Diliman.

Dr. Tan's work at the University of the Philippines has included numerous research projects, including an ongoing collaborative project with the University of the Philippines looking at young adults' "bodywork" or how they reshape their bodies through various chemicals such as supplements, skin whiteners, hormones, illicit drugs.

Dr. Tan has served in local and international health committees in the Department of Health and the World Health Organization and has been a consultant with various organizations including UNICEF, DANIDA, European Union, the Ford Foundation, the Rockefeller Foundation.

He has been a speaker at local and international conferences where he talks of the many applications of the social sciences, from HIV/AIDS prevention, to an improvement of education. His talks also bring in the personal dimension where academic theories are explained as tools for facing the challenges of daily living across human life cycles, from raising children to caring for the elderly.

Dr. Tan has published extensively, including several books and articles in scholarly journals. An important component of Dr. Tan's professional life is writing a bi-weekly column, "Pinoy Kasi", in the Philippine Daily Inquirer, using the social sciences to analyze current events and issues, and for advocacy around peace and justice issues.

In 2012, Dr. Tan was appointed a National Academician and a member of the National Academy of Science and Technology, which is the highest advisory body to the government on science and technology. His appointment as National Academician includes a citation that summarizes his commitments: "His scholarly work provides the foundation for his social development advocacy and policy development work, which he sustains by ensuring that scientific knowledge is effectively communicated to various stakeholders including policy makers, community development workers, health professionals, and the general public."

Plenary 1

Integrating Telepractice Into Mainstream SLP Practice

Speaker

[Emeritus Professor Deborah Theodoros, Ph.D.](#)
University of Queensland, Australia

Session Objectives

1. To summarize the research evidence supporting telepractice in speech pathology across the range of practice
2. To describe the ethical and practical considerations in using telepractice
3. To demonstrate the selection of appropriate technology
4. To outline clinician training for telepractice

Session Abstract

Telepractice has reached a new level of prominence as a mode of service delivery in speech pathology due to the global COVID-19 pandemic. As a result, speech language pathologists worldwide have had to rapidly alter their service delivery to accommodate this change. Fortunately, the use of telepractice in speech pathology is supported by a rapidly developing evidence base in the field, and the ever-increasing availability of new technologies. Practically, however, clinicians have had to initiate telepractice with little guidance, training, or resources resulting in increased workloads.

This presentation will provide a summary of the research evidence underpinning telepractice in speech pathology across the range of practice involving adult and paediatric clients. It will provide the clinician with guidelines regarding the ethical and practical considerations involved in using telepractice for assessment and intervention. Selection of technology that is fit-for-purpose is essential for a valid and reliable telepractice interaction with a client. A process for selecting technology with optimal functionality will be discussed and demonstrated. The training of clinicians and students is critical to efficacious and efficient telepractice. This presentation will outline a simple training model to prepare clinicians and students to engage in telepractice.

About the Speaker



Professor Deborah Theodoros is a retired Emeritus Professor at The University of Queensland, Brisbane, Australia with over 45 years of clinical and research experience. She was Head of Speech Pathology at the University of Queensland for 11 years, and President of Speech Pathology Australia for 2 years.

She is a world leading researcher in telepractice with a focus on the development, validation, and implementation of speech pathology services via telepractice, and the education of the profession in this mode of service delivery. She has over 190 journal publications, and three

co-edited books. Prof Theodoros has received over \$12 million in competitive grant funding including the first National Health Medical Research Project Grant in telepractice in Australia.

Professor Theodoros has dedicated her career to improving the lives of people with neurogenic communication disorders through innovation, technology, and the education of the next generation of speech pathologists.

Plenary 2

Role of Clinicians in Research Productivity

Speaker

[Ms. Jennifer U. Soriano, M.S., CCC-SLP, MHPEd, CSP-PASP](#)
University of Wisconsin-Madison, USA

Session Objectives

1. Appreciate the role of research in clinical practice
2. Identify the similarities between research and clinical practice
3. Understand the relevance of creating local research
4. Describe ways of contributing to research productivity in the Philippines

About the Speaker



Jenn is a first year Ph.D. student in the Department of Communication Sciences & Disorders at the University of Wisconsin-Madison. She completed her master's degree in Communication Sciences and Disorders, University of Wisconsin-Madison. She is currently a research assistant at the Wisconsin Intelligibility, Speech, and Communication Laboratory, Waisman Center. She participates in various research projects focusing on communication, speech, and language skills of children with cerebral palsy. Her responsibilities as a research assistant include 1) data collection of speech and language skills of children with and without speech motor disorders, 2) data processing of the collected speech samples for intelligibility and perceptual learning experiments, and 3) data analysis using statistical software, R. Her long-term research aspiration is to characterize the speech development of bilingual children with and without speech motor disorders to aid with assessment and intervention of speech production. She hopes to focus on functional measures of speech production, such as intelligibility and speech rate.

Before pursuing her education in the US, she earned her undergraduate degree in Speech Pathology and her master's degree in Health Professions Education from the University of the Philippines Manila. She worked as a speech-language therapist at various clinics for 14 years. She served various academic roles in the University of the Philippines Manila, including being a chairperson for 4 years and as a clinical supervisor and class instructor for 10 years. Thereafter, she taught at Cebu Doctor's University for 2 years.

She recently discovered her green thumb and has adopted several plants.

Breakout A

Functional Language Interventions in Children

Speaker

[Prof. Robert E. Owens, Jr., Ph.D.](#)
College of St. Rose, USA

Session Objectives

1. Provide a brief rationale for incorporation of a functional approach into their language intervention.
2. Describe a functional language approach.
3. Identify ways to manipulate both the nonverbal and verbal context of intervention.

Session Abstract

Traditional language assessment and intervention treats language as if it occurs in a vacuum, with little consideration of use in the natural environment of a child. In contrast, functional language intervention considers a child's natural communication partners, contexts, and topics and the ways in which language is used by the child to accomplish his or her needs, both personal and educational.

Most language occurs in conversation. A functional approach attempts to adapt to that milieu in part or whole, necessitating a different way of interacting with a child. Drill and bottom-up intervention is replaced by a conversational top-down approach. Generalization is facilitated by placing intervention in the context in which it will be used.

About the Speaker



Robert E. Owens, Jr. Ph.D. ("Dr. Bob") is a Professor at the College of St. Rose in Albany, NY and a New York State Distinguished Teaching Professor. He holds the American Speech-Language-Hearing Association Honors of the Association. His teaching includes language development, language disorders, and counseling courses and is the author of:

- Language Development, An Introduction (10 editions)
- Language Disorders, A Functional Approach (6 editions)
- Early Communication Intervention
- Program for the Acquisition of Language with the Severely Impaired (PALS)
- Help Your Baby Talk, Introducing the New Shared Communication Method
- Queer Kids, The Challenge & Promise for Lesbian, Gay & Bisexual Youth

His Language Development text is the most widely used in the world and has been translated into Spanish, Korean, Mandarin, and Arabic. He has also co-authored Introduction to Communication Disorders, A Life Span Perspective (6 editions) and written a score of book chapters and professional articles. His latest project is SUGAR (Sampling Utterance and Grammatical Analysis Revised), a free, valid, easy, quick language

sample analysis method that he has co-authored with Stacey Pavelko, Ph.D. Dr. Bob has presented over 230 professional papers and workshops around the globe. His professional interests are language disorders in infants, toddlers, and preschoolers who are also some of his best friends. And he's a gran'pa!

Breakout B

Innovative and Evidence-based Approaches to Aphasia Management

Speaker

[Prof. Miranda Rose, PhD](#)

La Trobe University, Australia

Session Objectives

1. evidence concerning demographic and neurobiological factors that influence aphasia recovery
2. evidence for the impacts of aphasia therapy dose and intensity on recovery
3. comparative evidence and clinical practice for different aphasia therapies in the sub-acute and chronic phases of recovery
 - cognitive-linguistic therapy
 - constraint induced aphasia therapy
 - multimodality aphasia therapy
 - intensive comprehensive aphasia programs

Session Abstract

The most recent Cochrane Collaboration systematic review and meta-analysis (Brady et al. 2016) of the effects of speech and language therapy (SLT) for aphasia after stroke demonstrated that on average SLT improves functional communication, reading, writing and expressive language immediately following therapy, but these results were not maintained at follow up. Therapy delivered at higher dose, higher intensity and for longer duration led to significantly better functional communication. However, benefits of intensive therapy were confounded by high dropout rates and there was little evidence comparing one type of therapy to another. In this presentation, we will review more recent comparative evidence concerning a range of intensive aphasia therapies and consider patient and neurobiological factors that interact with treatment type to influence outcomes. Implications and resources for clinical practice will be highlighted.

About the Speaker



Professor Miranda Rose is Director, NHMRC Centre of Research Excellence in Aphasia Recovery and Rehabilitation at La Trobe University. She leads the Effectiveness of Aphasia Interventions Collaboration of Aphasia Trialists Working Group. Miranda graduated with a Bachelor of Applied Science (Speech Pathology) from Lincoln Institute in 1981 and then worked in Victorian acute and sub-acute hospitals including founding the speech pathology department at Bundoora Extended Care Rehabilitation Centre. She obtained

a Graduate Diploma in Communication Disorders of Neurological Origin, a Graduate Diploma in Health Research Methodology and a PhD from La Trobe University, using a cognitive neuropsychological approach to investigating the effects of gesture treatments for aphasia. She commenced her academic career in 1987 and until 2010 taught in the areas of neurological communication disability and clinical education. Since 2011 she has been in research focused positions, including as Associate Pro Vice Chancellor-Research in the College of Science, Health and Engineering at La Trobe University. Miranda has obtained more than \$8M of nationally competitive grant income as Chief Investigator. She led and recently completed the COMPARE randomised controlled trial, one of the largest aphasia rehabilitation trials in the world. Her research focuses on finding effective treatments and management approaches for aphasia across the continuum of care and developing evidence translation tools. She has over 135 publications, has supervised 8 PhD students to completion and currently supervises ten. Miranda is passionate about improving the quality of life for people living with aphasia. She invests heavily in the development of early and middle career researchers to enable them to explore innovative approaches to aphasia rehabilitation and care.

Breakout C

Narrative Speaking: Assessment and Intervention for Adolescents with Developmental Language Disorders

Speaker

[Prof. Marilyn A. Nippold, PhD, CCC-SLP](#)
University of Oregon, USA

Session Abstract

The presenter will explain why narrative speaking is important for adolescents, both from a social and an academic perspective, and why it is so challenging for many students who have developmental language disorders. She will also explain how to assess narrative speaking in adolescents, and how to provide appropriate intervention. In addition, she will describe how intervention for narrative speaking provides an opportunity for the SLP to address adolescents' language deficits in many areas, including complex syntax, vocabulary, pragmatics, and critical thinking. Specific strategies that SLPs can use to facilitate narrative speaking in adolescents – and language development more broadly – will also be described.

About the Speaker



Marilyn A. Nippold, PhD., CCC-SLP, is a professor of communication disorders and sciences at the University of Oregon where she teaches and conducts research in language and literacy development and disorders in school-age children, adolescents, and young adults. She is a Fellow of the American Speech-Language-Hearing Association (ASHA) and was awarded ASHA Honors in 2015. She has published numerous articles in research journals and several books, including the 3rd edition of *Language Sampling with Children and Adolescents: Implications for Intervention* (2021). Professor Nippold received her bachelor's degree in philosophy (University of California Los Angeles), her master's degree in communicative disorders (California State University Long Beach), and her doctoral degree in speech-language-hearing sciences (Purdue University). Her recent research projects have addressed discourse development, critical

thinking, and grammatical competence in school-age children, adolescents, and young adults. In her spare time, she is a long distance runner and competes in road runs in Oregon.

Breakout D

EBP Approaches to Assessment and Intervention of Children's Speech

Speaker

[Prof. Sharynne McLeod, Ph.D.](#)
Charles Sturt University, Australia

Session Objectives

1. Identify models/ approaches of assessment and intervention of children with Speech Sound Disorders.
2. Discuss new evidence/ discoveries in Childhood Speech.
3. Explore potential local applications of assessment and treatment approaches.

Session Abstract

Speech pathologists frequently provide assessment and intervention for children with speech sound disorders (SSD) and need to draw on four types of evidence when working with these children and their families: (1) Research evidence (2) Clinical expertise of the speech pathologist (3) Client preferences, values, and circumstances (4) Practice context relating to the setting and client (Hoffman et al., 2013). This presentation will provide recent evidence about children's speech acquisition, assessment, and intervention regarding children who speak English, as well as many other languages.

About the Speaker



Sharynne McLeod is a speech-language pathologist and professor of speech and language acquisition at Charles Sturt University, Australia. She is an elected Fellow of the American Speech-Language-Hearing Association, Life Member of Speech Pathology Australia and deputy chair of the Child Speech committee of the International Association of Communication Sciences and Disorders (IALP). She was named Australia's Research Field Leader in Audiology, Speech and Language Pathology (2018, 2019, 2020) and Best in the World based on the "quality, volume and impact" of research in the field (2019)

by The Australian Newspaper. She has won Editors' Awards from Journal of Speech, Language, and Hearing: Speech (2018) and American Journal of Speech-Language Pathology (2019). Her research foregrounds the right of everyone (particularly children) to participate fully in society. In 2019, she presented a speech about communication rights at the United Nations in New York. She was an Australian Research Council Future Fellow, previous editor-in-chief of the International Journal of Speech-Language Pathology and has co-authored 11 books and over 200 peer reviewed journal articles and chapters focusing on children's speech acquisition, speech sound disorders, and multilingualism. Her [Multilingual Children's Speech website](#) has resources in over 60 languages.

Day 2 | At a Glance

July 25, 2021

Time	Topic	Format	Room
8:00-8:15	Recap Danielle Joanne C. Raymundo, CSP-PASP Chair, PASP Continuing Education and Research Committee	Plenary	Main
8:15-8:30	<u>Outcome Measurement in Speech-Language Pathology: Improving the Quality of Our Services</u> Emeritus Prof Pam Enderby OBE., PhD., DSc., FRCSLT The University of Sheffield, United Kingdom	Plenary	Main
8:30-9:20	<u>Best Practices in Neurodevelopmental Pediatrics</u> Dr. Ermenilda L. Avendaño, M.D. FPPS, FPNA, FCNSP, FPSDBP President, Philippine Society for Developmental and Behavioral Pediatrics	Plenary	Main
9:50-10:00	Question and Answer	Plenary	
10:00-10:15	Break		
10:15-11:10	<u>Creating a Path Towards Inclusive Multilingual Filipino SLP Practices</u> Dr. Ivan Bondoc, Ph.D. University of Toronto, Canada	Breakout E	Main
11:10-12:00	<u>Bilingualism/Multilingualism in the Philippines: Clinical Implications (Cebuano)</u> Ms. Viannery D. Mabag, CSP-PASP Cebu Doctors' University, Philippines	Breakout F	Breakout Room
11:10-12:00	Oral Presentations Block E: Improving Practice and Service <u>Validation of Morphological Analysis Software in Filipino Language</u> Presenter: Katalbas, J. <u>Development and Pilot Testing of the Communication Disorders Expenditure Survey</u> Presenter: Austria, B.	Oral Presentations E	Main
11:10-12:00	Oral Presentations Block F: Developments in SLP Education <u>Mindfulness, Mindset, and Motivation: An Intervention Program for Speech Pathology Students</u> Presenter: Bentulan, R. <u>Readiness of Filipino Speech-Language Pathologists Clinical Instructors in institutions affiliated with the University of Santo Tomas in Interprofessional Education and Collaboration: A Descriptive Study</u> Presenter: Dizon, K.	Oral Presentations F	Breakout Room

Time	Topic	Format	Room
12:00-1:00	Lunch Break		
1:00-1:45	<u>The Importance of Interprofessional Practice for Speech-Language Pathologists</u> Dr. Danika Pfeiffer, Ph. D. Johns Hopkins University and Kennedy Krieger Institute, USA	Plenary	Main
1:45-2:30	<u>Rights-Based Disability Emergence: Together On the Right Track</u> Dr. Josephine Bundoc, M.D.	Plenary	Main
2:30-3-15	<u>The Role of Allied Health Professionals in Universal Health Care (UHC)</u> Dr. Albert Francis E Domingo, MD, MSc Health Systems Specialist, Philippines	Plenary	Main
3:15-3:30	Question and Answer	Plenary	
3:30-3:45	Break		
3:45-4:40	<u>Pearls of Wisdom: Iridescent Growth Through Adversity</u> Ms. Cynthia Quiason, CSP-PASP Ms. Rowena Arao-Ynion, MAEd, CSP-PASP Ms. Mae Catherine Sadicon, CSP-PASP Mr. Fernando Alejandro Ligot, MHPEd, CSP-PASP	Plenary	Main
4:50-5:00	Closing Remarks		Main
5:00-5:30	Awarding		Main

Day 2 Speakers

Plenary 3

Outcome Measurement in Speech-Language Pathology: Improving the Quality of Our Services

Speaker

[Emeritus Prof. Pam Enderby OBE., PhD., DSc., FRCSLT](#)
The University of Sheffield, United Kingdom

Session Objectives

1. To discuss therapy outcome measures for rehabilitation professionals
2. To identify quality assurance measures and monitoring tools for speech pathology
3. To identify potential applications of quality assurance research to assessment and intervention
4. To explore best practices in interdisciplinary/ collaborative practices

Session Abstract

Research underpinning evidence-based practice for Speech and Language Therapists is improving the impact of therapy. However, trials tend to include small numbers of subjects with specific criteria which makes it difficult to generalize results to the heterogeneous patient groups seeking these services. The ultimate objective of the work presented here is to capture basic information relating to the impact of Speech and Language Therapy on all clients receiving this intervention in the UK and thus to learn more about variation in outcomes associated with different models of care and thus improve the quality of our services.

About the Speaker



Pam Enderby is Emeritus Professor of Community Rehabilitation at the University of Sheffield. She qualified as a Speech and Language Therapist in 1970 and combined research with clinical practice. She worked in the NHS in London and Bristol where she set up the 1st Alternative and Augmentative Communication (AAC) Centre and the Speech and Language Therapy Research Unit. She was the lead claimant in a landmark legal case for equal pay in the NHS which led the government to institute a review of pay and grading scales for SLTs and consequently throughout the health service.

In 1995 she moved to Sheffield to a combined NHS and University research post. She has held the positions of Head of Dept and Dean of the Faculty of Medicine. She has been the Clinical Director of the South Yorkshire Comprehensive Local Research Network (09-12) and in 2012-14 was Chair of the Sheffield HealthWatch. She has served on and Chaired the Board of the Royal College of Speech and Language Therapists and acted as President of the Society for Research in Rehabilitation. She is currently President of the International Association Of Communication Sciences and Disorders (IALP).

She is author of 14 books and published 230 peer-reviewed journal articles. Her areas of research interest include: outcome measurement, assessment, technology in rehabilitation, evaluation of rehabilitation and speech and language therapy.

She was awarded a Fellowship of the College of Speech Therapists, was honoured with an MBE and more recently an OBE for services to Speech and Language Therapy. A DSc was awarded by the University of the West of England in 2000. In 2012 she was recipient of the Robin Tavistock award for her contribution to Aphasia research and recently (2016) presented the Bipin Bhakta distinguished scholar lecture to the Society for Research in Rehabilitation and the Princess Margaret lecture to the UK Stroke Forum.

Plenary 4

Best Practices in Neurodevelopmental Pediatrics

Speaker

[Dr. Ermenilda L. Avendaño, M.D. FPPS, FPNA, FCNSP, FPSDBP](#)

President, Philippine Society for Developmental and Behavioral Pediatrics

Session Objectives

1. To identify best practices in neurodevelopmental conditions
2. To identify factors that contribute to quality improvement in the delivery of service for clients with neurodevelopmental conditions
3. To examine the current international and local intervention approaches related to neurodevelopmental conditions

Session Abstract

Best practices are considered to be a set of guidelines, ethics or ideas that represent the most efficient or prudent course of action . Using this definition in the context of our practice, we must always strive to use evidence based best practice in the diagnosis and management of neurodevelopmental disabilities.

In the care of children, understanding how the brain works and the impact of early life experiences on one's physical wellbeing, development and mental health is of paramount importance. A deep appreciation of the basic principles can help one gain a better perspective on the child's development. For our purpose today, let us look how it impacts on language development and how language concerns may affect the other developmental domains. Our practice is not just geared towards something that is pathologic or whenever only when there is a problem. We aim to monitor a child's skills acquisition at developmentally appropriate ages. We advocate for the early identification of risk factors and timely interventions. Thus developmental surveillance and screening is important.

In a child with language delay, best practice entails getting a complete clinical data, performing a thorough physical and neurological examination and having a developmental assessment. Formulation of a diagnosis includes looking into possible etiologies and confounding factors. Use of standard classifications in the diagnosis of various speech and language problems is required.

Once identified, best practices in the management of children with language disorders should be instituted. Evidence based interventions make for best practice. As a child with language problems is managed, understanding the value of the interdisciplinary team and the need for a family centered approach in the care of all children with neurodevelopmental disabilities is essential.

About the Speaker



Dr. Ermenilda Avendano is a graduate of the UST Faculty of Medicine and Surgery then took her residency training in Pediatrics at the Philippine Children's Medical Center Philippines. Her encounters with children with neurological disorders paved the way to pursue her special interest in Child Neurology. She had her fellowship in Child Neurology at the Philippine Children's Medical Center in the Child Neuroscience Division. Being a pediatric referral center, she encountered a variety of nervous system disorders in the brain, spine, nerves and muscles. Some are common but most are chronic neurological conditions and rare disorders. Realizing the sequelae of these neurological conditions and the strong correlation of neurological integrity to the developmental status of an individual, her keen interest in neurodevelopmental pediatrics came to be. As fate would have it, a few months before her graduation from Child Neurology, PCMC opened its doors to a new neuroscience subspecialty - Neurodevelopmental Pediatrics. She applied and completed her 2nd subspecialty in 2 years. She considers her training at the PCMC Child Neuroscience a great blessing.

Today, Dr. Avendaño feels blessed to practice both subspecialties - for neurological patients she looks further into their development, provides anticipatory guidance, recommends measures to curb the sequelae or provide early interventions. For those who come in with neurodevelopmental concerns, she finds it fulfilling to dig further into the neurological substrates. She advocates for family centered care and team collaboration. She is grateful to be working with dedicated doctors, therapists, educators, psychologists. Each one is an important part of the team.

She strongly advocates for high risk infant monitoring, the care of the children with chronic illness and the interdisciplinary care of children with neurodevelopmental disabilities. Other interests are on the impact of nutrition and the environment on the developing brain and neurodevelopmental outcomes of children with chronic illness.

Dr. Avendaño is currently the Chief of the Child Neuroscience Division of the Philippine Children's Medical Center and the Head of the Section of Neurodevelopmental Pediatrics. She is also part of the Neurodevelopmental Center of the St. Luke's Medical Center in Quezon City.

Dr. Avendaño is a fellow of the Philippine Pediatric Society, Philippine Neurological Association, Child Neurology Society Philippines and Philippine Society for Developmental and Behavioral Pediatrics. She is currently the President of the Philippine Society for Developmental and Behavioral Pediatrics.

Breakout E

Creating a Path Towards Inclusive Multilingual Filipino SLP Practices

Speaker

[Dr. Ivan Bondoc, Ph.D.](#)
University of Toronto, Canada

Session Objectives

1. Describe the features that characterize bi-/multilingual profiles of the Filipino population
2. Describe how monolinguals differ from bilinguals when it comes to acquisition and processing
3. State some of the recommended assessment and intervention practices for bilingual children
4. Enumerate some of the significant issues in providing SLP services to the broader multilingual population across the country

Session Abstract

Addressing the communication needs of bilingual and multilingual populations is a global challenge in the discipline of speech-language pathology. In the Philippines, bi-/multilingualism is the norm and not the exception. The diverse ethnolinguistic profile, the colonial history of the country, and the present educational policies have been shaping our bi-/multilingual identity over the years. As we envision meeting the communication needs of our clients and increasing access to SLP services for all Filipinos, equipping competence among Filipino SLPs in providing services to multilingual Filipinos become more pressing than ever.

This session provides an overview of the multilingual Philippine situation, the nature of bilingual language acquisition and processing, and their implications to clinical practice and the broader provision of SLP services for the multilingual population. We will discuss how the linguistic systems of bilinguals differ from monolinguals and what it entails for language acquisition and processing. We will be particularly citing examples from the acquisition of linguistic patterns by Tagalog/Filipino-English bilingual children based upon current research. This session will also cover some of the recommended assessment and intervention practices for bilingual children, following the currently available research evidence. Finally, we will discuss many of the challenges involved in bi-/multilingual SLP services in the Philippine context.

About the Speaker



Ivan Bondoc received his PhD in Linguistics from the University of Hawai'i at Mānoa. The primary core of his research investigates the nature of grammatical properties and phenomena (with a special interest on morphologically-rich languages such as Tagalog and other Philippine-type languages), and the real-time mechanisms involved in the comprehension and production of sentences, using a variety of experimental methods in psycholinguistics. He maintains an active interest on the impact of the nature of morphosyntactic properties and processing in first language acquisition and in aphasia

and other acquired language disorders. His vast pedagogical experience has served diverse populations of students through teaching speech-language pathology courses at the University of the Philippines and undergraduate linguistics courses at the University of Hawai'i at Mānoa.

Breakout F

Bilingualism/Multilingualism in the Philippines: Clinical Implications (Cebuano)

Speaker

[Ms. Viannery D. Mabag, CSP-PASP](#)
Cebu Doctors' University, Philippines

Session Objectives

1. Provide opportunities for continuing education that focus on the advancements in the technology, science, and practice of speech-language pathology.
2. Foster generation, appreciation, and utilization of research relevant to speech-language pathology.
3. Appraise current practice patterns in the field of intervention and service delivery.
4. Provide opportunities for new connections and continuing collaborations among professionals

About the Speaker



Via is the current chair of the Speech-Language Pathology (SLP) Department of Cebu Doctors' University (CDU) and the head of the SLP Department at Buildabilities, Inc. She completed her SLP undergraduate degree at the University of the Philippines-Manila (Batch 2013) and is currently finishing her MA Teaching Medical Related Subjects degree at Cebu Doctors' University. Her current professional practice focuses on undergraduate education, clinical supervision, organizational administration, augmentative-alternative communication, and teletherapy for both speech and language disorders.

As an academician, Via is passionate about honing the knowledge, skills, and attitudes of aspiring speech-language pathologists. Besides student capacity building, Via likewise values contributing to the knowledge base of the SLP profession, especially that CDU is the only SLP undergraduate university catering to the Visayas and Mindanao regions. This drive dates back in 2016 when she co-authored a study entitled "Speech-language pathology research in the Philippines in retrospect: Perspectives from a developing country" and published it at the International Journal of Speech-Language Pathology. Results from this study revealed the areas of concern related to the amount, types, and foci of SLP studies that have been generated in the Philippines since 1987. From here onwards, Via has been motivated to take on a research mentorship role in the academe in order to inspire undergraduate students to generate more studies to support the profession's knowledge base. Since 2017 until present, she has worked as a research mentor and co-author of undergraduate studies of SLP students at Cebu Doctors' University and has guided a total of 9 studies to date.

Plenary 5

The Importance of Interprofessional Practice for Speech-Language Pathologists

Speaker

[Dr. Danika Pfeiffer, PhD.](#)

Johns Hopkins University and Kennedy Krieger Institute, USA

Session Objectives

1. Define interprofessional practice.
2. Explain the four Interprofessional Education Collaborative's core competencies.
3. Describe how SLPs can work on interprofessional teams during assessment and treatment.

Session Abstract

Speech-language pathologists (SLPs) are required to work on collaborative teams to deliver high-quality, patient-centered care. The American Speech-Language Hearing Association (ASHA) defines IPP as: "A time when multiple service providers from different professional backgrounds provide comprehensive healthcare or educational services by working with individuals and their families, caregivers, and communities-to deliver the highest quality of care across settings" (ASHA, n.d.). IPP has been recognized as an essential part of clinical practice by several organizations across the globe including the Canadian Interprofessional Health Collaborative (Canada), the Centre for the Advancement of Interprofessional Education (United Kingdom), and the National Center for Interprofessional Practice and Education (United States). It is important that SLPs collaborate on interprofessional teams in all work settings to improve care coordination and comprehensiveness, as well as patient outcomes. Collaboration on IPP teams has several benefits not only for those receiving care, but also for the professionals providing it. These benefits include improved relationships with other professionals, a better understanding of others' expertise, and reduced stress.

This session will provide an overview of IPP and specific examples of how practicing clinicians can collaborate on interprofessional teams. The presenter will review international IPP frameworks and explain the Interprofessional Education Collaborative's four core competency domains for IPP which guide professional practice across professions: (a) roles and responsibilities, (b) values and ethics, (c) interprofessional communication, and (d) teams and teamwork. She will also discuss the results of the research literature related to IPP, describing what is currently known about it and future directions of IPP work. She will explain common barriers to IPP, provide tips for SLPs to establish and maintain effective interprofessional teams, and discuss specific examples of how SLPs can engage in IPP during assessment and treatment.

About the Speaker



Danika Pfeiffer, Ph.D., CCC-SLP is a postdoctoral fellow at the Johns Hopkins University School of Medicine and Kennedy Krieger Institute in the Center for Autism and Related Disorders. Her research investigates effective interprofessional language and literacy interventions for children with developmental language disorders and seeks to understand barriers and facilitators to the implementation of research evidence into clinical practice. She currently coordinates a community-based implementation science project funded by the Institute of Education Sciences. Dr. Pfeiffer is passionate about improving SLPs' engagement in interprofessional practice to improve treatment for children with language disorders. She enjoys hiking and traveling in her free time.

Plenary 6

Rights-Based Disability Emergence: Together On the Right Track

Speaker

[Dr. Josephine Bundoc, M.D.](#)

Ramon Magsaysay Memorial Medical Center, University of the East, Philippines

Session Objectives

1. To discuss the nature of disability using conventional to modern perspectives
2. To examine social and economic factors that affect PWDs and their families
3. To explain key local and international legislation related to PWDs
4. To identify local and international initiatives that support and uphold the rights of PWDs

Session Abstract

The Philippines is the 3rd ASEAN country to ratify the 2006 UN Treaty on the Rights of Persons With Disabilities and has been actively promulgating policies and programs for equal opportunities and empowerment in health, education, employment, justice and social protection. Cognizant of the disabled's "Nothing About Us Without Us" tenet, the Rights-Based Disability Approach, where the persons with disabilities are the rights-holders, has emerged as the ideal model in provision of promotive, preventive, curative, rehabilitative and assistive devices. The 2018 Philippine Report to the UN CRPD though stated that the country is still inclined towards the Charity and the Medical-based Disability Approach. A challenge is therefore posed upon us, medical and allied health providers, on how we can emerge together with persons with disabilities so the Rights-Based Disability Approach will be appropriately implemented.

Plenary 7

The Role of Allied Health Professionals in Universal Health Care (UHC)

Speaker

[Dr. Albert Francis E Domingo, MD, MSc](#)
Health Systems Specialist, Philippines

Session Objectives

1. To discuss the UHC and its potential implications to the Philippine Healthcare System
2. To identify the roles of allied health professionals in the implementation of UHC
3. To explore the potential implications of the UHC to the Filipino Family with disability

About the Speaker



Dr. Albert Domingo obtained his Bachelor of Science in Molecular Biology and Biotechnology and Doctor of Medicine degrees from the University of the Philippines. He is a health systems specialist, with a Master of Science degree in Health Systems and Public Policy from the University of Edinburgh in Scotland obtained as a Chevening Scholar of the United Kingdom. He is also familiar with the general principles of health law.

He has over a decade of experience in global public health at country and international levels, having worked with USAID, the World Health Organization, and health officers at all levels. Dr Domingo uses a health systems strengthening lens in advising ministries of health, social health insurance agencies, national and local government authorities, development partners, health care providers, and patient groups. He has worked on health system functions in the context of maternal and child care, sexual and reproductive health, HIV/AIDS, tuberculosis, malaria, and pandemic response, particularly COVID-19.

Plenary 8

Pearls of Wisdom: Iridescent Growth Through Adversity

Speakers

Ms. Cynthia Quiason, CSP-PASP
 Ms. Rowena Arao-Ynion, MAEd, CSP-PASP
 Ms. Mae Catherine Sadicon, CSP-PASP
 Mr. Fernando Alejandro Ligot, MHPEd, CSP-PASP

Session Objectives

1. To revisit the beginnings of the association during its inception.
2. For the young-at-heart, an opportunity to reminisce about the early years of both the association and the profession.
3. To acknowledge how the association has grown over the years.
4. To acknowledge the current state of the association, and the profession.
5. To evaluate how the association is doing in accordance with its mission and vision.
6. To provide insight on how the association will move forward for the next years to come.

Session Abstract

This segment will have 3 parts as presented in the objectives.

1. Past - The Purposeful and Slow Formation of a Pearl: PASP and the local profession's growth
2. Present- The Variety of Pearls: Us and our clients
3. Future- The only gemstone formed by a living creature: The growth of the society and the people comprising it

The actual evolution of a pearl started with a piece of sand. There was an irritation. This is likened to the needs in the society that were not being met. The presence of disabilities in the Philippines which were an actual source of not only irritation, but failures, disenfranchisement, and even death.

Pearls are the only highly expensive and precious gemstones that are formed by another being. That is similar to our practice that can only be done with human connection. Also, unlike a carbon-based gem's formation, which needs excessive force and pressure, a pearl is formed through a very slow, gentle, and deliberate work. That is what characterizes the growth of our profession here. Some would say things could have been done sooner, such as more colleges offering it, radicalizing the practice. However, we have grown in a direction that may be described as slow, but our intents and pursuits have been well-thought of and deliberate.

The most precious pearls, those that were formed untouched and undisturbed by commercial means, come in different shades and forms. Our deliberate, persistent, and well-thought of work with our clients results in gems of varying forms, abilities and accomplishments.

About the Speakers



Cynthia Quiason or Ma'am Ting is the pioneer that started it all for the Philippine Association of Speech Pathologists. As founding President of PASP, she opened a venue where Filipino speech pathologists could learn and grow together, collaborate with each other to ensure that they continue to improve in the profession, and that every Filipino who needs their help may be assisted by providing quality service. Her career speaks of years of dedicated service, not only to clients who need speech and language intervention, but also to her fellow speech pathologists, paving way to uplift and constantly improve the profession. A graduate of BS Speech Pathology from UP-College of Allied Medical Professions (UP-CAMP) in 1985, Ma'am Ting's 36 years as a speech pathologist encompasses advocating for the profession in various events and seminars, providing services to both adult and pediatric clients which she continues to do so as Senior Consultant in COLLAB, Greenhills and in The Child's World (SPED school). She has also advocated for the PWDs in her parish by organizing free assessments in the Diocese of Novaliches. She is also a volunteer of the Homepowerment Program of ASP. Finally, she has helped mentor and hone future speech pathologists by teaching in the UP-College of Allied Medical Professions and at the UST College of Rehabilitation Sciences. Ma'am Ting continues to be dedicated to the association's cause, being active in the various activities of PASP. She was the Chair of the PASP Board of Trustees from 2014-2019.



Ma. Rowena Arao-Ynion has been practicing for 28 years. She obtained her degree in Bachelor of Science in Speech Pathology at the University of the Philippines, Manila (1993) and finished her Master's degree in Reading Education at the University of the Philippines, Diliman (2007). She presented her research paper on "Language and Reading Skills of Filipino Children with Dyslexia" during the Pan Asian Learning Disability Conference in 2007.

Prior to being the Program Director of Trails Center for Children, she has worked at varied settings e.g. schools, hospitals and private clinics. She has been a lecturer at the Department of Speech Communication and Theater Arts, UP Diliman and provided special lectures at the College of Allied Medical Professions, UP Manila, University of Santo Tomas and De La Salle Medical and Health Sciences Institute.

She handles children with communication problems secondary to varied developmental disabilities. She also provides reading intervention sessions on individualized and small-group settings. She is trained in Prompts for Restructuring Oral Musculature Phonetic Targets (PROMPT), Level 2. She also supervises student interns and advocates the profession through lectures and seminars.

Teacher Weng was the president of the Philippine Association of Speech Pathologists from 2014 to 2017. She shares her passion in improving awareness regarding the Speech-Language Pathology profession and ensuring the provision of quality service to clients. She is also an active member of varied advocacy groups like the Autism Society Philippines, AD/HD Society of the Philippines and an International Affiliate of the American Speech-Language-Hearing Association.



Mae Catherine Solas Sadicon earned her B.S. Speech Pathology degree at the University of the Philippines College of Allied Medical Professions (UP – CAMP) in Manila. Currently, she is taking her masters degree in Educational Psychology at the University of the Philippines in Diliman.

For most of her professional life, Mae has committed to serving young children, adolescents and young adults with various developmental disabilities. She conducts assessments and intervention and formulates language and communication programs that aim to fortify life skills and promote better quality of life for these individuals with needs. She has likewise given numerous talks, lectures, and seminars in various schools, universities, and organizations in the country.

Mae has been the chair of the Technical Committee for Speech – Language Education and a member of the Technical Panel for Health Professions of the Commission on Higher Education (CHED) since 2009. Together with the other committee members, Mae continues to find effective measures and guidelines to safeguard the integrity of speech pathology education.

At present, she heads the Speech Pathology Section of the Neurodevelopmental Center at Saint Luke’s Medical Center in Quezon City. She is also a co – owner of a clinic in Quezon City that offers quality therapy services to children with needs.

Mae has recently been appointed as the Chair of the Professional Regulatory Board for Speech Pathology.



Prof. Fernando Alejandro C. Ligot, “Sir Bal” to most, obtained his Bachelor of Science in Speech Pathology degree in 1988 from the UP College of Allied Medical Professions and his Master in Health Professions Education degree from the UP National Teachers’ Training Center for the Health Professions in 1997. He is currently pursuing a Ph.D. in Educational Administration at the College of Education in UP Diliman.

An academician for most of his career, Sir Bal is an associate professor at the UP-CAMP and also a former Chairperson of its Department of Speech Pathology. He is currently a speech pathology consultant at the Operation Smile Philippines -Manila Cleft Care Center in Sta. Ana Hospital and at the Cleft Rehabilitation Program of H.O.P.E. Volunteers Foundation, Inc. in Bacolod City.

Sir Bal is a founding member of the Philippine Association of Speech Pathologists and is a member of the Board of Trustees of PASP since 2014. An active volunteer of Operation Smile Philippines, Sir Bal is a member of both the organization’s Medical Advisory Council and Speech Council.

Working actively to improve speech language pathology education in the country, Sir Bal is also a member of the Technical Committee on Speech Language Pathology Education of the Commission on Higher Education. He is a recipient of several prestigious recognitions, including “Outstanding SP Faculty” in 2003 from UP-CAMP, “Outstanding Faculty for Extension Service” in 2006 from UP Manila, “Outstanding Volunteer for 2013” from Operation Smile Philippines, and as one of the 50 Outstanding Alumni of the College of Allied Medical Professions in 2012.

Accepted Abstracts

Oral Presentations Block A

Augmentative and Alternative Communication (AAC) Telepractice Research: A Scoping Review

[Chua, E. C.](#)¹, Manansala, J. R.¹, Tee, D. A.¹, Garcia, F. D.¹, Masa, M. K.¹, Lirio, M. J.¹, Yu, S. A.¹

¹ Department of Speech Pathology, College of Allied Medical Professions, University of the Philippines Manila, Ermita, Manila

BACKGROUND Telepractice in AAC (tele-AAC) poses unique technological and collaborative demands, so specialized research is warranted. As tele-AAC is still emerging, it is useful to characterize knowledge gaps and identify future research directions. This study aimed to describe the quantity, nature, breadth, and focus of tele-AAC's research base. **Methods:** A scoping review was conducted using Google Sheets. Multiple information sources were searched: nine electronic databases, one non-indexed journal, two repositories, and six AAC-related conference websites. The search was limited to published and unpublished studies written in the last 20 years. After the search, the screening reference/tool was piloted and refined. Upon reaching a team-level screening reliability of 75%, title/abstract screening commenced, followed by full-text screening. Data were gathered from eligible full texts using an extraction form. For both screening and extraction, two researchers independently studied each document, and the team discussed discrepancies until a consensus was reached. The data were analyzed using an evidence map/chart and descriptive statistics. Data that did not automatically lend themselves to counting were first grouped into descriptive categories (content analysis).

RESULTS Ancestral and forward citation searching have yet to be conducted, so these are partial results. Of the 2494 unique documents found, 28 full texts were reviewed. The majority of the studies were conducted in developed countries (96%), investigated treatment efficacy (71%), used experimental designs (68%), and focused on services delivered completely synchronously (68%), without an in-person component (71%), at home (71%), and by SLPs (57%) or AAC researchers (32%). These services mostly featured coaching (50%), social competence goals (32%) and high-tech AAC strategies (68%), and benefited individuals with developmental disabilities (68%), particularly 2- to 10-years-olds.

CONCLUSIONS More research is needed in the following areas: tele-AAC in developing countries; clients' perceptions, experiences, and satisfaction; asynchronous services; hybrid services; hospital- and school-based services; interprofessional work; other indirect services (e.g., consultation, support groups); low-tech and unaided AAC; and services for adults with acquired conditions.

IMPLICATIONS FOR CLINICAL PRACTICE The resulting evidence map can help clinicians, especially those working with children, to navigate the tele-AAC literature for evidence-based practice. Clinicians can take advantage of the considerable number of studies on tele-coaching.

Exploring Experiences of Caregivers in Implementing SLP Home Programs: Preliminary Results

[Lopez, A.](#)¹

¹ College of Allied Medical Professions, University of the Philippines Manila, Ermita, Manila

BACKGROUND AND OBJECTIVES The field of Speech-Language Pathology (SLP) recognizes the importance of

primary caregivers in a child's development, and has integrated the use of home programs in its service delivery for this very reason. Home programs are usually given to supplement already existing therapy sessions or to replace them. In the Philippines, they have an added significance of being an indirect and short-term solution to the country's limited access to SLP services. Despite the significant role home programs play, there is little research on this both in international and local contexts. This research aimed to describe the experiences of caregivers, as primary stakeholders in their child's therapy, in implementing SLP home programs. It also intended to identify the different facilitators and barriers the caregivers face.

METHODS A qualitative, multiple case study design was employed. Purposive sampling was done to identify eligible participants among caregivers that received speech therapy services from the Clinic for Therapy Services (CTS) Pediatric Section. The caregivers were asked to participate in an online Focus Group Discussion (FGD). A moderator's tool adapted from the Consolidated Framework for Implementation for Research (CFIR) was used as a guide in order to obtain a comprehensive description of their experiences. A hybrid approach to thematic analysis was used to analyze the data gathered.

RESULTS Two FGDs have been conducted. Responses to the five pre-identified main domains: Intervention, Inner Setting, Outer Setting, Individual, and Process were coded and analyzed. Results show that most caregivers do not feel that they have expertise in implementing home programs, and believe that a child's development is better left at the hands of a Speech Pathologist. Despite these notions, all participants perceived their received home programs as a "big help" to their child. Facilitators commonly mentioned are 1) the home programs were catered specifically to suit the child's needs, 2) the language of the home program was in the language used at home, and 3) the caregivers were involved in the planning process. Meanwhile, barriers frequently experienced were 1) difficulties in managing child's behavior and 2) difficulties in following a regular schedule in implementing the program.

Oral Presentations Block B

Experiences of Filipino Speech-Language Pathologists in Adult Dysphagia: A Qualitative Study (Preliminary Results)

[Lazaro C. C.](#)^{1,2}

¹ College of Allied Medical Professions, University of the Philippines Manila, Ermita, Manila

² St. Luke's Medical Center, Taguig, Metro Manila

BACKGROUND Variability in assessment and management is a non-random occurrence due to the varying requirements for different medical conditions and settings. To date, no studies have been conducted that described the current practices of Filipino Speech-Language Pathologists (SLPs) in the field of adult dysphagia and the factors that influence their practice. The study aims to discuss the practices and settings of adult dysphagia practitioners in the Philippines; as well as to identify the factors influencing their clinical decisions and the challenges they encounter in their practice.

METHODS Using a multiple-case study approach, 17 participants fulfilling the eligibility criteria were chosen through purposive sampling. Sequential, one-on-one, semi-structured interviews were conducted online through videoconferencing applications. The recorded interviews were then transcribed, reviewed, and analyzed through thematic analysis, then cross-checked.

RESULTS The findings comprise of 6 topics. Within processes in the hospital, homecare, clinic/center, and teletherapy settings are themes of: admissions/booking, assessment procedures, management techniques, discharge, processes spanning throughout therapy, and pandemic related protocols. The main themes for factors are: availability of resources for dysphagia management, attitudes and ideals regarding dysphagia and dysphagia practice, current state of systematic awareness and protocol for dysphagia in the Philippines, pandemic, and clinician's individualized experiences and competencies. Lastly, the themes for the effects are: opportunities, changes in practice, dysphagia practitioners experience growth, and struggles affected by factors.

CONCLUSION The study provides the local SLP profession with preliminary information that will allow for the eventual creation of a unified dysphagia practice protocol in the Philippines. It includes data from participants from varying locations and settings, and pandemic related factors.

Interprofessional Collaboration in the Management of Two Multifactorial Dysphagia Case

Cuadro, K. C.¹, Borras, M. A.¹

¹ St. Luke's Medical Center, Quezon City, Metro Manila

BACKGROUND The multidisciplinary approach is typically used in dysphagia management particularly in the Filipino homecare setting. Consequently, specific challenges arise when addressing neuromuscular issues complicating swallowing. While the COVID-19 pandemic had restricted healthcare access, it opened opportunities for interprofessional collaboration (IPC) for two homecare cases. This case report will describe IPC by way of co-treatment of a speech-language pathologist and a physiotherapist for an acute case of severe dysphagia and a chronic case of muscle tension dysphagia.

METHODS Case 1 is a 75/male with locked-in syndrome (early 2020), near-complete paralysis of all voluntary muscles, poor respiratory support, NPO, (+)PEG, (+)tracheostomy, started IPC homecare June 2020. Case 2 is a 78/female post CVA (mid-2012), initially diagnosed with nonverbal aphasia, verbal and oral apraxia, and dysarthria, started seeing the current SLP late 2018, and started IPC homecare mid-2019. Both patients were communicative and cognitively intact. Management intersections via IPC will be presented in a series of case vignettes covering issues in the respiratory, laryngeal, pharyngeal, labial and lingual areas. Active coordination, the utilization of patient-directed approaches and proactive follow-through resulted in therapeutic gains. Both clinicians applied neurocognitive approaches to enhance involvement in therapy, and used neuromuscular principles to facilitate a reset and return to neuromuscular patterns to restore secretion management and improve swallowing efficiency.

RESULTS Both patients benefited from IPC as the clinicians shared similar rehabilitation paradigms, aiding progress in therapy. The patient-directed approach enhanced personal involvement in therapy, capitalized on therapeutic gains, and highlighted the patients' stake in regaining swallow functions in spite of their complex medical conditions.

IMPLICATIONS FOR CLINICAL PRACTICE IPC as a treatment approach presents as a viable tool in the management of complex dysphagia cases.

Oral Presentations Block C

Measurements of Grammatical Morphemes of Typically Developing Filipino-Dominant 4:0-4:11 Children in Metro Manila: A Protocol Development

[Bondoc-Bundoc, M. J.](#)^{1,2}, Gerona, J.¹

¹ University of Santo Tomas, España, Manila

² Academia De Santiago Inc., Binauganan Tarlac City

OBJECTIVES To determine the frequency of occurrence and prevalence of affixes, particles and corresponding functions of typically-developing Filipino-dominant children aged 4:0-4:11 in Metro Manila.

METHODS The study used a descriptive and cross-sectional secondary data analysis of audio-recorded language samples from 107 participants aged 4:0-4:11 obtained from previous unpublished studies from the UST-CRS SLP Department in 2019. The samples were transcribed and analyzed following the protocol established by Bundoc et al. (2019). Data analysis was accomplished using a concordance tool and manual counting to obtain the frequency of occurrence and prevalence of each grammatical morpheme/function.

RESULTS A total of 3750 affixes and 2470 particles were produced with 41 and 43 functions respectively. Most frequent grammatical morphemes present in 75% of the population were 1) 'reduplication' indicating continuous action, 2) 'na-' indicating a past event, 3) 'ma-' indicating an attribute, 4) particle 'na' indicating already, and 5) elaborative marker 'eh'. Prefixes, inflectional, intransitive and verb-forming affixes, together with clitic and class1 particles were more frequent among other classes. Use of morphophonemic changes (use of '-han' & '-hin'), patterns of overgeneralization (use of 'ni-'), and undeveloped grammatical morpheme functions were noted, indicating ongoing morphological development.

CONCLUSION The study concluded that despite exhibiting adult-like morphological patterns, 4-year old typically-developing Filipino-dominant children are still undergoing morphological development. Findings of this study may be utilized by Filipino SLPs to provide a culturally-sensitive approach to assessment and intervention.

A Systematic Review of the Semantic Approximation Behaviors of Bilingual Children

[Garcia, V. M.](#)^{1,2}

¹ Trails Center for Children, Inc., Sampaloc, Manila

² EXCEL - En Fuego Christian Academy, Parañaque, Manila

BACKGROUND The process of learning first words and subsequently building more vocabulary begins early on in children. This ability represents quite the accomplishment since learning a word is not as straightforward as one might think. Children can then be forgiven when the word they choose to talk about an object or event is not what an adult speaker of their language would use. These semantic approximations may provide clues about how children learn new words. However, observing this phenomenon in children who only speak one language can be limiting, as far as investigating the process of vocabulary acquisition in multilingual contexts is concerned. Semantic approximations of children who must master the subtleties of two languages' word systems might reveal

deeper realities about lexical development. This study synthesized the available research on bilingual children's semantic approximations and attempted to determine what, if any, could be concluded about this phenomenon as it relates to word learning.

METHODS A total of 10 databases were used to identify potentially relevant studies. A set of criteria and search strategy were decided prior to the initiation of the search to reduce the risk of introducing bias. The identified studies were summarized and critically appraised using the guidelines provided by the Evidence for Policy and Practice Information and Co-ordinating Centre.

RESULTS A total of 5 studies that met the inclusion criteria were located. Four of these studies used a cross-sectional design with an experimental paradigm and included monolingual children to serve as comparisons. One study made use of a naturalistic observation paradigm.

CONCLUSIONS The studies that included monolinguals found that bilinguals differed in the frequency of approximations used, suggesting that lingualism was indeed associated with a difference in children's semantic approximation behaviors. The studies however, made use of different theoretical frameworks to interpret the approximations and therefore conclusions about approximation-type frequency and underlying processes could not be drawn. Critical appraisal of the studies revealed several areas in which future research can improve upon.

IMPLICATIONS FOR CLINICAL PRACTICE Insight into the type and frequency of children's semantic approximations may provide us with benchmarks for language assessment. Goal setting may also be made more appropriate when based on such information.

Oral Presentations Block D

Prevalence and trends of SP patients served in CTS-P since 1992: Preliminary Results

[Chua, P.](#)¹

¹ University of the Philippines Manila, Ermita, Manila

OBJECTIVES The Clinic for Therapy Services – Pediatrics of the University of the Philippines Manila - College of Allied Medical Professions has been training student clinicians to provide rehabilitation services to Filipino children since 1992. Currently, there is a lack of studies that provide extensive data on the profile of the clinic's speech pathology (SP) clients to facilitate decision-making on clinical training and service delivery. This study aimed to determine the prevalence of patient demographic and diagnostic variables throughout the years, to examine associations between these, and to describe the use of diagnostic tools.

METHODS A retrospective cross-sectional descriptive study was conducted on the clinic's 0 to 12;11 year-old patients who underwent initial evaluation from January 1992 to December 2017. A total of 173 digitized evaluation reports were encoded using a data abstraction form. Interrater reliability was calculated through percentage of agreement and Cohen's kappa. Frequency distributions, Chi-square test and Fisher's exact test were performed using Stata 15.1 to analyze the data.

RESULTS Preliminary data analysis showed that SP patients were predominantly male, ages three to five years old, exhibited neurodevelopmental disorders and language concerns, and were exposed to Filipino. Informal assessments were mostly used to diagnose SP concerns. The following associations ($p < 0.05$) were found between variables: (1) Developmental anomalies with language concerns, (2) Neurodevelopmental Disorders with language concerns, (3) Disorders of the Nervous System with oral peripheral mechanism concerns, and (4) Disorders with Hearing Impairment with hearing concerns. There was high inter-rater reliability for the coding of variables (90% agreement; $\kappa > 0.75$, $p = 0.000$).

CONCLUSION The study's findings show the client-specific needs that clinical resources and training outcomes should be geared towards. Continuation of the study is recommended to complete the population profile.

IMPLICATIONS FOR CLINICAL PRACTICE The study provides a framework for a comprehensive client profile over time. Collecting epidemiological data on speech pathology clients can inform service delivery and training.

Listening, Speech and Language Outcomes of A Community-Based Hearing Healthcare Program

[Jacinto, P.](#)¹

¹ University of Santo Tomas, España, Manila

ABSTRACT Children with hearing loss need intervention to develop listening, speech, and language skills. However, these services are not accessible to everyone, especially in developing countries, including the Philippines. In response to this, Starkey Hearing Foundation had set up a community-based hearing healthcare program. It is a four-phase program which includes patient identification, provision of hearing aids, aftercare and teacher and parent training on the use of listening and spoken language strategies. One of the aims of the program is to help children with hearing loss develop listening, speech, and language skills. This research described the outcomes of this program through a retrospective chart review. Assessment records of 254 children before and after a year in the program were encoded and analyzed. It revealed that after a year, the children have started to develop higher listening skills. The children have also increased their ability to imitate speech sounds and identify words through listening alone. Moreover, the results indicate that the children have started to use spoken language to communicate. These results provide preliminary evidence on the potential of this community-based program as a service delivery for hearing habilitation.

Oral Presentations Block E

Validation of Morphological Analysis Software in Filipino Language

[Katalbas, J.](#)¹, [Castellon, B.E.](#)¹, [Cunanan, C.J.](#)¹, [Idio, B.S.](#)¹, [Lao, K. E.](#)¹, [Sta. Maria, R.J.](#)¹, [Tan, M.J.](#)¹

¹ University of Santo Tomas, España, Manila

BACKGROUND As Filipino is a more complex language than English, manual language analysis can be time-consuming. This study aims to develop and validate a software program that can perform grammatical morpheme analysis for the Filipino language.

METHODS Psychometric design was used as it tested the validity of a morphological analysis software, entitled Morphological Analysis and Parsing Software or MAPS, that involved the classification and analysis of transcribed speech. This study included typically-developing Filipino children with the age of 4 years to 4 years and 11 months within Metro Manila monitored by the Early Childhood Care Development (ECCD) Council as secondary participants and ten (10) Speech-Language Pathologists (SLPs) as primary participants.

RESULTS Top Morphemes, Most Frequent Morphemes, Frequency of Morpheme Function, Frequency of Function Combination, and Range of Function Combinations showed minimal differences between manual and software analysis. The strength of association between manual and software-based analysis of the parameters stated above provides statistically moderate, positive correlation. While Least Frequent Morphemes and Range of Morpheme Function showed statistically very weak, positive correlation value.

CONCLUSIONS The study has proven that software-based analysis can analyze morphemes in language samples as precisely as manual analysis. Through comparing the results between manual and computerized morphological analysis, a valid and substantial software program is ensued.

IMPLICATIONS FOR CLINICAL PRACTICE The study hopes that the use of the software may help SLP clinicians do grammatical morpheme analysis with less time and with more accuracy than doing manual analysis.

Development and Pilot Testing of the Communication Disorders Expenditure Survey

[Austria, B.A. D.](#)¹, Benedicto, N. A.¹, Aleta, I. N.¹, Aguilar, T.¹, Co, T.¹, Tan, T. E.¹, Teves, L. A.¹, Ong, A.¹

¹University of the Philippines Manila, Ermita, Manila

ABSTRACT In the Philippines, 0.63% of households have individuals with communication disorders (Garcia, 2014). Children with communication disorders have specialized needs that result in increased healthcare costs, out-of-pocket payments, and productivity losses for their families (Sciberras et al., 2015; Stabile & Allin, 2012). To identify, measure, and compare the impact of these costs, economic evaluations studies are conducted. However, no survey exists to economically evaluate out-of-pocket expenditures of communication disorders in the Philippines. This study aims to create and pilot test a valid survey tool to estimate costs to treat communication disorders. The study adopted a quantitative cross-sectional research design that involved two phases. In phase 1, a 52-item survey tool with 9 sections was developed and was subject to expert panel review which consisted of 3 parents of children with communication disorders and 3 speech pathologists who were selected through purposive sampling. Validity was measured using Item and Scale content validity indices (CVI). In phase 2, a pilot test and debriefing interviews were conducted to 21 parents who were conveniently sampled from Clinic for Therapy Services- Pediatrics (CTS-P). Results show that the content validity of the instrument is as follows: 46 items have I-CVI of 1.0 and the remaining 6 have I-CVI of 0.83. The S-CVI is 0.908. The I-CVI's and S-CVI of the survey are valid. Expenses related to speech therapy is 10.79% of the average monthly income. 15% of the participants had to decrease their work hours to accommodate the increased time for caring for their child with communication disorder. Overall, CoDES is a valid tool and easily accessible tool for gathering data on out-of-pocket expenditures related to children with communication disorders in the Philippines.

Oral Presentations Block F

Mindfulness, Mindset, and Motivation: An Intervention Program for Speech Pathology Students.

[Bentulan, R.](#)^{1,2}

¹ University of the Philippines Manila, College of Allied Medical Professions, Ermita, Manila

² University of the Philippines Diliman, College of Education, UP Diliman, Quezon City

BACKGROUND Attrition and delay rates in Speech Pathology (SP) education are concerning yet no local studies exploring non-cognitive factors associated with academic success have been found. Moreover, no evidence-based, culturally-appropriate intervention program aimed at improving SP student wellness and performance exists.

METHODS This is a two-phase mixed method study. Phase 1 explored the relationships among mindfulness, growth mindset, academic intrinsic motivation, and academic performance among 89 Speech Pathology undergraduate students in a university in Manila. In Phase 2, the researcher investigated the impact of Mind-Prime, a researcher-made combined mindfulness-mindset intervention program, on ten SP clinical interns.

RESULTS PHASE 1: Regression analysis revealed that mindfulness, mindset, and motivation levels do not significantly predict grades. However, correlation analysis revealed a significant association among mindfulness, growth mindset, and academic intrinsic motivation levels. Higher mindfulness level was significantly related to better academic performance. No significant relationship was found between grades and growth mindset or motivation levels. PHASE 2: A comparison of pre- and post-intervention scale scores showed significant increase in mindfulness, growth mindset, and academic intrinsic motivation levels after undergoing Mind-Prime. Thematic analysis of post-intervention FGD transcripts revealed six themes. Specifically, the participants reported improvements in the areas of (1) academic engagement, (2) emotional self-regulation and wellbeing, (3) perspective transformation, (4) life engagement, (5) self-regard, and (6) social cognition. These themes appear to be interrelated and interdependent. Lastly, intervention impact seems to have been strengthened by the interaction between mindfulness and growth mindset.

CONCLUSIONS This study shows evidence on the association between mindfulness, growth mindset and intrinsic motivation among Filipino speech pathology students. Furthermore, it relates mindfulness with better academic performance. Combined mindfulness-mindset programs like Mind-Prime can (1)strongly increase mindfulness and growth mindset levels; (2)lead to enhanced academic intrinsic motivation levels; and (3)bring about numerous gains in areas directly relating to the academic and psychological components of student performance. The dynamic interaction between mindfulness and growth mindset appears to lead to valuable benefits that may not be achievable when developing mindfulness or mindset alone.

IMPLICATIONS FOR CLINICAL PRACTICE This study provides support for the viability of combining mindfulness and mindset training when designing support programs for students in speech pathology and other health professions.

Readiness of Filipino Speech-Language Pathologists Clinical Instructors in institutions affiliated with the University of Santo Tomas in Interprofessional Education and Collaboration: A Descriptive Study

Dizon, K.¹, Escuadra, C. J.¹, Villafania, J. A. P.¹, Esteban, L.A.¹, Llamas, L. A.¹, Ongtangco, J. M.¹, Quicho, M. M.¹, Salonga, J. D.¹, Sepulchre, G.A.¹

¹University of Santo Tomas, España, Manila

BACKGROUND Interprofessional Education and Collaboration (IPEC) was defined as the assembly of people from two or more professions who learn and work with each other to give service to patients. It is supported by the American Speech Language Hearing Association and the local Philippine Association of Speech-Language Pathology, whose Code of Ethics contained a principle on interprofessional relationships with other healthcare professionals.

METHODS (1) Identify the perception of Filipino SLP Clinical Supervisors of institutions affiliated with the University of Santo Tomas about their level of readiness in terms of IPEC and (2) determine their attitudes, views and beliefs pertaining to IPEC.

RESULTS Responses revealed that though majority of the instructors agree in the importance of teamwork and collaboration (TWC mean= 1.24 +0.35) and patient centeredness of assessment and management (PC mean= 1.18 +0.31), they still do not have an open view on their role and the role of other health care professionals might affect clinical problem solving (PI mean=3.38 + 0.96). Moreover, though majority have agreeable attitudes towards IPE (interprofessional education mean= 3.71 + 1.06; interprofessional learning mean= 1.85 + 1.32), there still some who have expressed their concerns on successfully integrating collaborative learning due to possible challenge on learning space, time and readiness and attitudes of students (Q16-19).

CONCLUSIONS Clinical SLP Instructors affiliated with the university, though have positive attitude and perception about IPE and its importance for practice, still have some considerations and concerns about its integration and possible implementation.

IMPLICATIONS FOR CLINICAL PRACTICE The findings of this study will have positive contributions in the advancement and development of an IPE course for health-related programs in higher educational institutions. This may aid the instructional designers in determining specific aspects necessary for the provision of curriculum that focuses on guaranteeing that the students would be geared for IPC in work settings.

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PASP 2020-2021 Activities

PASP Through the Pandemic

For the year 2020, the new set of PASP Officers faced an unprecedented phenomenon just two months into their new roles. But this did not deter them in executing their functions. Along with the collective efforts of several highly dedicated and generous speech-language pathologists, PASP formulated the following guidelines, to help its members:

- Philosophy of Practice Statement during the COVID-19 Pandemic
- Guidelines for speech-language pathology practice in the Philippines during the COVID-19 pandemic
- Telepractice Clinical Guidelines

PASP through its Continuing Education and Research Committee focused on providing lectures and webinars to its members, and incoming clinicians. With the COVID-19 pandemic and the sudden shift to online platform and alternative service delivery options in lieu of in-person (or face-to-face) speech therapy sessions, the committee and the entire association focused on providing its members with immediate assistance in transitioning to online sessions or teletherapy. Lectures and webinars were provided regarding these topics, including resources (i.e., websites, reading materials, interactive digital materials, etc.) that can contribute to developing their skills and techniques given the circumstances.

There were a total of 14 continuing education activities (1 in-person seminar and 13 webinars) for the year 2020. Additional 3 webinars were provided during the first half of 2021. From the webinars listed below, 3 were organized by the Augmentative and Alternative Communication special interest group (AAC-SIG).

1. Aural Rehabilitation in Adolescents and Adults (A Collaborative Approach) (in-person)
2. Benchmarking Best Practices for Telepractice
3. SLPs in Quarantine: Embracing our Role as E-Learning Service Providers
4. Evidence-based AAC Interface Design
5. Creating Interactive Digital Materials for Teletherapy
6. Behind the Scenes: In Green
7. House It Going?: Strengthening the Home Front through Family Coaching
8. Bag of Tricks: From Green Screen to Interactive Digital Materials
9. Remote PrAACtice: How to Do AAC in Teletherapy
10. Tinimbang Ngunit 'K(u)lang: A Panel Kwentuhan on the Ethics of Care in Telepractice
11. Tulay: A Brown Bag Discussion on Adult Telepractice and Bringing Care Back into the Home
12. Remote Rehabilitation for Children with Hearing Loss
13. Can I do much if I can't Touch?: Implementing PROMPT via Teletherapy
14. Decoding Marketing: How to Brand your SLP Practice and Create a Marketing Strategy to Operate in the New Normal
15. From Asynchronous to Synchronous to Hybrid: A Resource Guide for Remote and In-Person Learning
16. Communicative Partner Training and Conversational Coaching for Aphasia
17. Tele-Assessment and Caregiver Training, AAC Tele-Intervention

WEBINAR Philippine Association of Speech Pathologists

AURAL REHABILITATION IN ADOLESCENTS AND ADULTS
A Collaborative Approach

Presenting on: 2020
100+ 5:00 PM
College of Allied Medical Professions (CAMP)
University of the Philippines Manila

Speakers:
MARCO ANTONIO
ROSALINDA ESPINOZA
MARIA TERESA B. SPINOSA

This is a FREE seminar for PASP Members. Register at www.pasp.org.ph/events

WEBINAR Philippine Association of Speech Pathologists

Benchmarking Best Practices for TELEPRACTICE

Ms. Maria Freya T. Carungcong, CSP-PASP

23 March 2020, Monday
7:30 - 8:30 PM

This is a FREE webinar for PASP Members. Register at www.pasp.org/events

WEBINAR Philippine Association of Speech Pathologists

SLPs in Quarantine: Embracing our Role as e-Learning Service Providers

Ms. Elaine Dimaculangan-Johnson, MS, CCC-SLP

27 March 2020, Friday
10:00 AM

This is a FREE webinar for PASP Members. Register at www.pasp.org/events

WEBINAR Philippine Association of Speech Pathologists

EVIDENCE-BASED AAC INTERFACE DESIGN FOR MAXIMUM COMMUNICATION PERFORMANCE AND PARTICIPATION

13 APRIL 2020
6:00 PM

Discounted rates apply to PASP Members and PESP AAC SIG Members. Register at www.pasp.org/events

WEBINAR Philippine Association of Speech Pathologists

Creating Interactive Digital Materials for Teletherapy

Lourdes Bernadette G. Lopez, CSP-PASP

JUN 06 SATURDAY
6:00 PM

This is a FREE webinar for PASP members. Register at www.pasp.org/events

WEBINAR Philippine Association of Speech Pathologists

BEHIND THE SCENES: IN GREEN

A LECTURE ON GREEN SCREEN TELETHERAPY

Speakers:
MA. CARMELA CASTILLO-GO, CSP, PASP
FAITH LUAN M. TAYTAY, CSP-PASP, MM-SM

JUNE 13, 2020 (SATURDAY)
6:00 PM

This is a FREE webinar for PASP Members. Register at www.pasp.org/events

WEBINAR Philippine Association of Speech Pathologists

HOUSE IT GOING?

Strengthening the Home Front through Family Coaching

June 27, 2020 (Saturday), 6:00 PM

Speakers:
MAE CASARENO SOLAS BARRION, CSP-PASP

This is a FREE webinar for PASP Members. Register at www.pasp.org/events

WEBINAR Philippine Association of Speech Pathologists

BAG OF TRICKS

FROM GREEN SCREEN TO INTERACTIVE DIGITAL MATERIALS

July 4, 2020 (Saturday), 6:00 PM

Speakers:
Ma. Carmela Castillo-Go, CSP-PASP
Faith Luan M. Taytay, CSP-PASP, MM-SM
Lourdes Bernadette G. Lopez, CSP-PASP

This is a FREE PASP webinar for SLP students.

WEBINAR Philippine Association of Speech Pathologists

Remote PrAACtice

HOW TO DO AAC IN TELETHERAPY

July 18, 2020 (SATURDAY)
7:00PM (PST)

Special: Terence Ponce Manzanera MA, CCC-SLP

This is a FREE webinar for PASP Members. Register at www.pasp.org/events

WEBINAR Philippine Association of Speech Pathologists

Timbang Ngunit 'Kulang?

A Panel Kwentuhan on the Ethics of Care in Telepractice

Aug. 8, 2020 (Saturday)
6:00 PM

Speakers:
Carla Guada, MRS-SP, CSP-PASP
Terence Ponce Manzanera, MA, CCC-SLP
Lourdes Bernadette G. Lopez, CSP-PASP
Natalia Toste, Speech and Language Therapist, Certified SLP, MEd

DATE AND TIME: September 4, 2021 @ 6PM

This is a FREE webinar for PASP Members. Register at www.pasp.org/events

WEBINAR Philippine Association of Speech Pathologists

Tulay: A Brown Bag Discussion on Adult Telepractice and Bringing Care Back into the Home

Speaker: Carla Guada, MRS-SP, CSP-PASP

August 22, 2020 (Monday), 4:00 PM

This is a FREE webinar for PASP Members. Register at www.pasp.org/events

WEBINAR Philippine Association of Speech Pathologists

Remote Rehabilitation for Children with Hearing Loss

Speaker: Carla Guada, MRS-SP, CSP-PASP

DATE AND TIME: September 4, 2021 @ 6PM

This is a FREE webinar for PASP Members. Register at www.pasp.org/events

WEBINAR Philippine Association of Speech Pathologists

Can I do much if I can't touch?

Implementing PROMPT via teletherapy

Speaker: Jerilee Casas, CSP-PASP
PROMPT certified instructor

SEPTEMBER 15, 2020 (TUESDAY) | 6:00 PM

This webinar is restricted for PROMPT licensed PASP members only.

WEBINAR Philippine Association of Speech Pathologists

DECODING MARKETING

HOW TO BRAND YOUR PRACTICE AND CRAFT A MARKETING STRATEGY TO THRIVE IN THE NEW NORMAL

Speaker: Kathleen Platosco, Marketing Strategist

DECEMBER 4, 2020 (FRIDAY) | 6 PM

This is a FREE webinar for PASP Members. Register at www.pasp.org/events

EMERGING TOGETHER

FROM ASYNCHRONOUS TO SYNCHRONOUS TO HYBRID:
A RESOURCES GUIDE FOR REMOTE AND IN-PERSON LEARNING

Speaker: Elaine Dimaculangan-Johnson, MS, CCC-SLP

March 27, 2021 (Saturday)
8:30 pm

This is a FREE webinar for PASP Members. Register at www.pasp.org/events

WEBINAR Philippine Association of Speech Pathologists

COMMUNICATIVE PARTNER TRAINING & CONVERSATIONAL COACHING FOR APHASIA

Speaker: Stephanie Ohsann, M.A., CCC-SLP

June 5, 2021
Saturday | 7:00 PM

This is a FREE webinar for PASP Members. Register at www.pasp.org/events

WEBINAR Philippine Association of Speech Pathologists

TELE-ASSESSMENT & CAREGIVER TRAINING AAC TELE-INTERVENTION

SPEAKER: Ma. Cristina Peralta, MS, CCC-SLP

20 June 2021

This is a FREE webinar for PASP Members. Register at www.pasp.org/events

STAYING APART & KEEPING CONNECTED:

ADAPTING TO A NEW NORMAL

1st Virtual PASP General Assembly
May 30, 2020 | 15:00-7:00 PM
Register at: <https://forms.gle/ALJjYkBXiaLEG6C09>

Philippine Association of Speech Pathologists

Two months into lockdown, PASP conducted its first Virtual General Assembly on May 30, 2020. Some 400+ SLPs attended this event, spearheaded by the Convention Committee. A first of its kind, the association rolled out the guidelines mentioned above.

The AAC-SIG group, aside from organizing webinars, initiated the formulation of a communication board used by COVID-19 patients in hospitals at the height of the pandemic. The communication boards were translated in different Filipino languages and dialects, and were distributed throughout the country. These boards were also translated in different foreign languages (i.e. Chinese, Vietnamese, to name a few), and even reached as far as Kosovo.

The AAC-SIG group, aside from organizing webinars, initiated the formulation of a communication board used by COVID-19 patients in hospitals at the height of the pandemic. The communication boards were translated in different Filipino languages and dialects, and were distributed throughout the country. These boards were also translated in different foreign languages (i.e. Chinese, Vietnamese, to name a few), and even reached as far as Kosovo.





In line with the shift to provision of therapy services online, the Continuing Education and Research Committee, together with the Finance and Special Projects Committee, and the External Affairs Committee, collected several websites and online resources to

assist PASP members. As part of this initiative, a “Sama-sama sa Likhang Pinoy” series, a compilation of downloadable resources and ideas created by Filipino SLPs, was made available for families, educators, and therapists during the pandemic.

Partnerships with other institutions were continued. PASP promoted continuing education activities of different organizations and institutions that corresponded with them in 2020. PASP also partnered with student organizations in their efforts to raise awareness regarding the practice of speech-language pathology.



True to its commitment to maintain linkages with other organizations, PASP also participated in ASP’s annual “Angels Walk for Autism” event in January 2020. Future collaborations are in the offing.



PASP also initiated fundraising drives to help those affected by the Taal Eruption and other calamities that affected the country in 2020. Some SLPs even provided psychosocial activities to affected students during the Taal Eruption.

And this year, PASP sets another first as it conducts its first virtual convention entitled “Emerging Together.” This event coincides with the celebration of PASP’s 30th anniversary.



Resources

Philippine Association of Speech Pathologists



COVID-19
CommBoard Kit



Guidelines for
SLP Practice

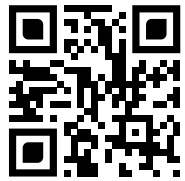


Sama-Sama sa
Likhang Pinoy



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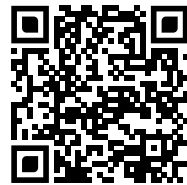


SUGAR Language

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Multilingual Children's
Speech



Tutorial: Speech Assessment
for Multilingual Children
Who Do Not Speak the
Same Language(s) as
the Speech-Language
Pathologist



Children's Consonant
Acquisition in 27
Languages:
A Cross-Linguistic Review



Children's English
Consonant Acquisition in
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Supporting Children With
Speech Sound Disorders
During COVID-19
Restrictions: Technological
Solutions

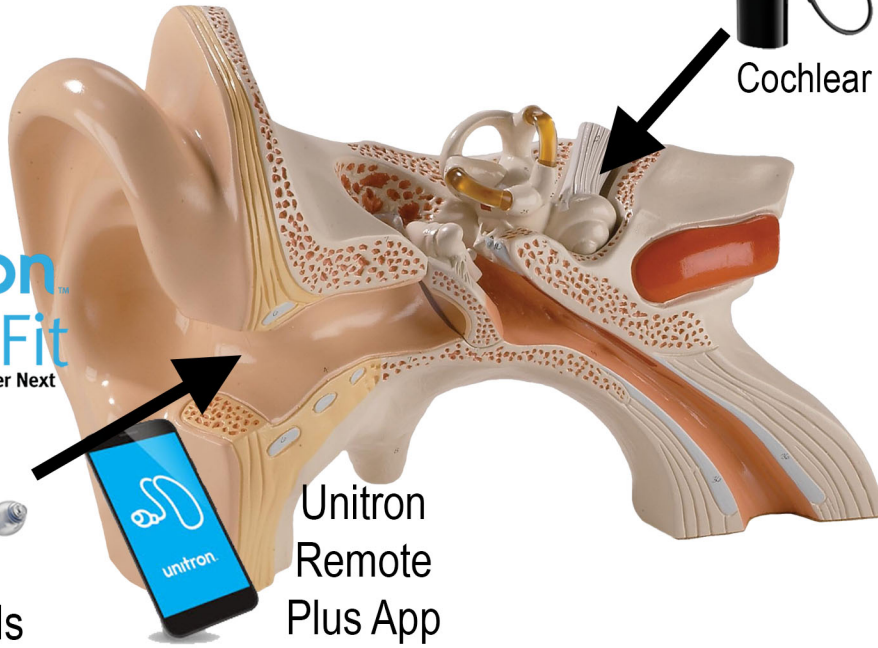


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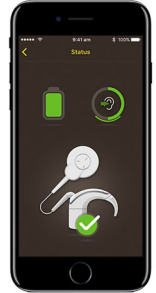


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- HEARING AID CHECK-UP / CLEANING / ADJUSTMENT / REPAIR
- FUNDING ASSISTANCE

COCHLEAR and BAHA Implant:

- COCHLEAR and BAHA IMPLANT COUNSELING AND CANDIDACY
- FUNDING ASSISTANCE
- COCHLEAR MAPPING / FITTING / ADJUSTMENT (Remote Assistance Available)

Speech Rehabilitation:

- AUDITORY, SPEECH AND LANGUAGE EVALUATION / THERAPY SESSIONS (Virtual Sessions Available)
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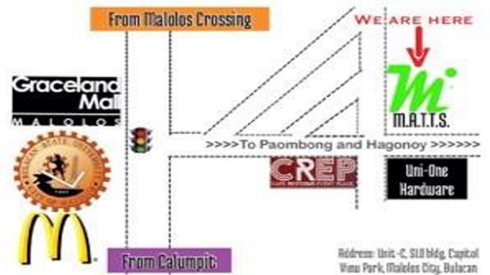
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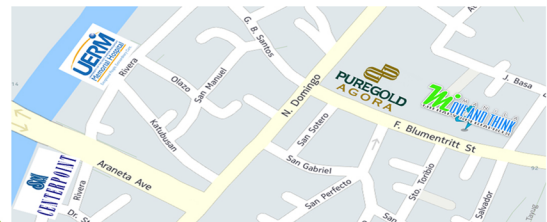
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3rd Anniversary



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