FACULTY

Nancy C. Brady, PhD, CCC-SLP, is an associate professor in the department of speech language hearing sciences and disorders at the University of Kansas. She is an ASHA Fellow and past chair of the National Joint Committee on Communication Needs of Persons with Severe Disabilities. Her current research funded by the NIH and U.S. Office of Education IES is focused on improving assessments for expressive communication in individuals with minimal verbal skills associated with intellectual and developmental disabilities and autism.

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Tom Buggey, PhD, worked in the field of special education as a teacher and supervisor in the U.S. and Canada prior to receiving his PhD in Early Intervention from Penn State in 1993. He then spent 14 years as a professor at University of Memphis. While in Memphis, he was the primary investigator on numerous grants, most of which provided technical assistance to schools and families in the areas of inclusion, assistive technology, positive behavior supports, early intervention, and school reform. He also was instrumental in establishing the Access Center for Technology, the first ATA-accredited assistive technology center located on a university campus. In 2007, he was appointed Siskin Chair of Excellence in Early Intervention at the University of Tennessee at Chattanooga, where he focused on research on video self-modeling (VSM) with children with autism. He has conducted research on this technique since 1993 and has published numerous research papers on the topic. In 2009, he published the first book on VSM, Seeing is Believing. He is currently on the editorial board of Focus on Autism. He retired in 2014 and now serves as Chief Science Officer for Invirtua.com.

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Jane Keegan Quarles, MS, CCC-SLP, is an SLP specializing in complex communication disorders. She leads the augmentative and alternative communication team at St. Louis Children’s Hospital (SLCH). For 15 years at SLCH, her efforts have focused on expansion of the AAC program to include follow-up intervention sessions, a collaborative care program, and partnering with hospital clinics (cerebral palsy, Rett syndrome, and autism). Most recently, she has championed a sense of urgency for inpatient-provider communication; developed a dynamic, low-tech communication board in her efforts; and organized a unique Communication Supports Cohort to drive change toward communication access for all across the hospital organization.

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Betty Yu, PhD, CCC-SLP, earned her doctorate in special education from the Joint Doctoral Program at UC Berkeley and San Francisco State University, her MA in speech-language pathology from New York University, and her BA in linguistics from UC Berkeley. Her research focuses on issues of social communication, heritage language, and bilingual development in children with autism spectrum disorders. She teaches courses related to language development, serving culturally and linguistically diverse families, and counseling in communicative disorders. The emphasis of her clinical instruction is on the provision of family-centered services to support communication development in children on the autism spectrum. She is the co-director of Project Common Ground, funded by the U.S. Department of Education to prepare SLPs to work effectively with diverse children on the autism spectrum.

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