

Amy K. Thomas, M.A., CCC-SLP, ATP

Instructor

Speech Language Pathologist
Assistive Technology Professional

Email: amy.thomas@ucf.edu

Phone: 407-882-4060

Speech Language Pathologist

Skilled Speech-Language Pathologist with experience working with clients in a variety of settings including therapy clinics, private schools, medical clinics, natural environments, adult group home facilities, and adult work facilities. Experienced Faculty Clinical Instructor, tasked with the supervision and case management of clients attending a university based, out-patient therapy program. Faculty role requires direct supervision of graduate level students in the clinic setting, teaching, and service via committees at the school, college, and university levels.

Dedicated clinician who works committedly in both individual and group therapy settings as well as with other professionals. Licensed nationally with the American Speech and Hearing Association (ASHA), Research Engineering and Assistive Technology Society of North America (RESNA), and in the State of Florida.

Education and Honors

Master's of Arts in Communicative Disorders

- University of Central Florida, 2005

Bachelor's of Science in Audiology and Speech Pathology

- Florida State University, 1997

Licensure and Certification

- **Speech Language Pathologist:** State of Florida, SA 8916
- **Clinical Certificate of Competence:** American Speech and Hearing Association, 12122542
- **Assistive Technology Professional:** Rehabilitation Engineering and Assistive Technology Society of North America, ATP 94182

Work History and Experience

Instructor

August 2017 to Present

- University of Central Florida Communication Disorders Clinic
- Supervision of graduate students working to obtain a Master's Degree in Communication Sciences and Disorders
- Responsible for the overall care and decision making of speech-language therapy for clients receiving therapeutic services at the UCF Communication Disorders Clinic. Roles include the following responsibilities:
 - Education and supervision of graduate students during their beginning, intermediate, and advanced clinical practicum experiences
 - Provide expertise in the assessment and treatment of pediatric clients diagnosed with communication delays and/or disorders
 - Therapeutic focus supporting clients with complex communication needs, pediatric receptive-expressive language development, speech articulation delays/disorders, and pediatric feeding and swallowing disorders
 - Delivery of clinical documentation feedback
 - Provide clinical session feedback

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- o Interface with the clients and their caregivers
- o Collaborative education with additional team members

Adjunct Clinical Instructor

August 2015 to July 2017

- University of Central Florida Communication Disorders Clinic
- Supervision of graduate students working to obtain a Master's Degree in Communication Sciences and Disorders
- Responsible for the overall care and decision making of speech-language therapy for clients receiving therapeutic services at the UCF Communication Disorders Clinic. Roles include the following responsibilities:
 - o Education and supervision of graduate students during their beginning, intermediate, and advanced clinical practicum experiences
 - o Provide expertise in the assessment and treatment of toddlers and children with a variety of communication disorders
 - o Delivery of clinical documentation feedback
 - o Interface with the clients and their caregivers
 - o Collaborative education with additional team members

Speech-Language Pathologist/Founder/Owner

January 2009 to July 2017

- *Word of Mouth, LLC*
- Responsible for evaluation and treatment of pediatric client base, whose diagnoses include the following: articulation delay/disorder, apraxia of speech, phonological processing errors, receptive-expressive language disorder, central auditory processing disorder, cleft lip and/or cleft palate, dysarthria, hypotonia, dysphagia, cerebral palsy, autism spectrum disorder, seizure disorder, visual impairment, hearing impairment, fluency disorder, and various syndromes (e.g., Down syndrome, Lennox-Gastaut syndrome, Rett syndrome, etc.)
- Provide speech language therapy targeting expressive-receptive language disorders, articulation disorders, dysarthria, feeding difficulties, auditory processing disorder, fluency disorders, and augmentative alternative communication needs
- Create and implement the use of picture communication displays specific to client's needs and visual/motor skills (e.g., picture boards, communication books)
- Program dynamic display communication devices (e.g., Tobii DynaVox I-13/16, TD Pilot, I-12/15, T-10/12; Saltillo NOVA Chat devices; PRC Accent; Forbes AAC Proslate and Winslate; NeuroNode and Grid3; iPad with Proloquo2go, TouchChat HD with Word Power, etc.)
- Obtain funding for augmentative communication devices through various funding sources such as Medicaid, private insurance companies, scholarship programs, and school-based programs
- Provide ongoing client and caregiver support targeting the programming and use of augmentative communication devices during daily routines
- Create plan of care and provide therapy targeting pediatric fluency disorders
- Responsible for clinical business practices including: HIPPA compliance, licensure, and management of case specific and clinical finances

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Spinelli and Associates, Inc.

January 2009 to Fall 2017

- Provide both individual and collaborative speech-language therapy in pediatric settings on a contract basis
- Caseload diagnoses included Trisomy 18, dysarthria, feeding difficulties, seizure disorder, cerebral palsy, Down syndrome, autism spectrum disorder, dysarthria, and hypotonia
- Responsible for writing evaluations, daily session notes, and care plans

Whole-Sum Therapies

August 2005 to Fall 2016

- Provided individual, clinic and/or natural environment based, speech-language therapy with pediatric and adult clients on a contract basis
- Caseload diagnoses included cerebral palsy, Down syndrome, autism spectrum disorder, dysarthria, and hypotonia
- Responsible for writing evaluations, daily session notes, monthly progress summaries, and care plans
- Created and implemented the use of picture communication systems (e.g., displays, books, etc.), and program static and dynamic speech generating devices

Speech-Language Pathologist

July 2005 to Fall 2015

- Beckman and Associates, Inc.
- Provided individual, clinic and/or natural environment based, speech-language therapy with pediatric clients on a contract basis
- Caseload diagnoses included dysarthria, feeding difficulties, seizure disorder, cerebral palsy, Down syndrome, autism spectrum disorder, dysarthria, and hypotonia
- Responsible for writing evaluations, daily session notes, and care plans
- Provided individualized caregiver training in feeding, swallowing, oral motor/oral placement techniques, expressive-receptive language therapy and articulation therapy

Supervisory Roles and Experience

- Clinical supervision of graduate students working in the clinic setting. Roles include observation of students providing speech language therapy services to their assigned clients, plan of care review, and daily/weekly feedback meetings with students
- Clinical supervision of first semester graduate students while performing pre-school screening assessments
- Clinical supervision related to speech, language, and oral motor therapy provided by a licensed speech therapist at a contracted pediatric medical daycare. Responsibilities included review of evaluations, care plans, session data, consultation regarding client specific goals/care, observation of therapy techniques, and staff in-service presentations
- Clinical supervision of graduate students during their part-time and full-time externships (multiple occasions at both Beckman and Associates, Inc. and Whole-Sum Therapies, Inc.). Supervisory role included demonstrating therapy techniques, discussing, and answering case load questions, observing graduate clinicians providing therapy, and providing feedback following session completion. Documentation of progress for university records was also performed at midterm and final semester points

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Teaching Experience

- SPA 6503 – Foundations of Clinical Practice- Level II

- o Course preparing graduate clinicians for practicum with pediatric/adolescents across varied communication disorders: clinical decision-making, generalization, transfer, maintenance, service delivery, ethics, public policy, and professional issues (Fall 2017-Present)

- o Fall 2017-Present

- SPA 6503L – Foundations of Clinical Practice- Level II (Lab)

- o Supervised practicum across a variety of communication disorders within the pediatric and adolescent population. Minimum of 20 clock hours required.

- o Fall 2015-Present

- SPA 6492L – Foundations of Clinical Practice- Level III (Lab)

- o Supervised practicum including acquired disorders with the adult population. May be repeated for credit. Minimum of 20 clock hours required.

- o Fall 2015-Present

- SPA 6553L – Clinical Practice in Differential Diagnosis in Speech and Language Pathology

- o Clinical application of diagnostic process and assessment procedures for a variety of communication disorders across the life span.

- o Fall 2017-Present

Presentations and Speaking Engagements

- **Thomas, A.**, (2022). *Pediatric Feeding and Swallowing Disorders*. SPA 6565: Feeding and Swallowing. University of Central Florida. Summers 2016-2021, Spring 2022

- Buchanan, C., Desormes, P., **Thomas, A.** (2022), *Pre-Service Training and Professional Development in AAC Evaluations*. Assistive Technology Industry Association 2022 Conference. Invited Speaker. January 27, 2022.

- **Thomas, A.**, (2019, 2020). *Pediatric Oral Mechanism, Feeding and Swallowing Assessment*. SPA 6401: Language Disorders in Infants and Toddlers. University of Central Florida. Spring 2019, Spring 2020

- **Thomas, A.**, (2019). *AAC Goal Writing*. SPA 6943C: Clinical Practice Level I. University of Central Florida. Summers 2016-2021, Spring 2019

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- **Thomas, A.**, (2019). *AAC Support for Caregivers and Users*. Conductive Education Center of Orlando. Invited Speaker. Spring 2019
- **Thomas, A.**, (2016). *Augmentative and Alternative Communication*. SPA 4870C: Capstone Course. University of Central Florida. Summers 2016

Collaborative Work with Other Professionals

- **Simulation-Based Therapy Delivery Model Team** **Spring 2020, Fall 2020, Spring 2021**
 - o One of two clinical educators responsible for the creation and organization of the simulation-based therapy services for clinical education during remote delivery as a result of the Covid-19 national emergency.
 - o Responsible for selecting cases and planning weekly debriefing schedules between 20 clinical instructors and 95 graduate students
- **Augmentative and Alternative Communication Team Member** **Spring 2016 to Present**
 - o Collaborative team which supports the graduate clinicians as they provide therapy services to clients with complex communication needs
 - o Responsible for providing presentations such as orientations, training sessions, and the dissemination of paperwork related to augmentative and alternative communication
- **Augmentative and Alternative Communication Social Skills Group** **Spring 2016 to 2019**
 - o Organize and plan social skills and language activities (greetings, turn-taking, eye contact) used during group therapy sessions. Participating clients use dynamic, voice-output, augmentative and alternative communication devices to communicate needs and wants during daily living
 - o Joint venture with another speech language pathologist, with specialty expertise in augmentative and alternative communication methods
 - o Implements language and pragmatic therapy with small groups
- **CMS Cleft Palate Team** **2010-2014**
 - o One of 4 speech therapists responsible for speech and language screenings at the monthly CMS Cleft Palate Clinic in Orlando, Florida
 - o Screenings included client and caregiver consultation, evaluating oral-nasal resonance, oral motor skills, speech articulation skills, receptive-expressive language skills, and referrals as needed
 - o Performed consultations with team medical professionals (plastic surgeon, ENT, orthodontist, nutritionist, occupational therapist, social worker, dentist, etc.)
 - o Responsible for documenting findings in medical charts

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- **Pragmatics and Fine Motor Skills Group** **Summer 2015**
 - o Organized and planned pediatric social skills and language activities used during summer therapy program
 - o Joint venture with Stephanie C. Spinelli, OTR, whose therapy addressed fine motor skills

Professional Service

- **University**
 - o **University of Central Florida Faculty Senate:** *Interim Senate Representative; College of Health Professions and Sciences, Fall 2021*
 - o **University of Central Florida General Undergraduate Requirements Committee:** *Committee Member; College of Health Professions and Sciences, 2021-2023*
- **School**
 - o **School of Communication Sciences and Disorders Scholarship Committee:** *Chair, 2015-Present*

Specialized Training and Certifications

- Rehabilitation Engineering and Assistive Technology Society of North America – Assistive Technology Professional Certification
- American Speech and Hearing Association Special Interest Division 1: Language Learning and Education
- American Speech and Hearing Association Special Interest Division 11: Administration and Supervision
- American Speech and Hearing Association Special Interest Division 12: Augmentative and Alternative Communication
- Teaching with Lecture Capture – Zoom Edition
- Essentials of Online Teaching Course
- Beckman Oral Motor Therapy Protocol
- Beckman Deep Tissue Release
- Beckman Feeding Therapy Program
- Talk Tools Oral Placement Techniques
- Hannen Program “It Takes Two to Talk”, Caregiver Training
- Conscious Discipline, Caregiver Training
- Early Intervention Therapy
- Interactive Metronome Training