

Kerstine I. Hart

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SPEECH LANGUAGE PATHOLOGIST

Clinical Supervisor

School

Early Intervention

Home Health

Summary

I am an experienced clinician with expertise in supervision, schools, early intervention, and home health intervention.

- Communication and Cognition Evaluations
- Aphasia, Dysarthria, and Cognition Intervention
- Graduate Student and Clinical Fellowship Supervision
- Writing Evaluation and Treatment Reports
- Collaboration with Educators and Other Health Professionals

EDUCATION: Master of Science, Speech-Language Pathology, Brigham Young University, Provo, Utah, August 2002

Bachelor of Science, Audiology and Speech-Language Pathology, Brigham Young University, Provo, Utah, August 1999

Associate of Science, Secretarial Technology, Brigham Young University, Provo, Utah, August 1979

PROFESSIONAL WORK EXPERIENCE:

Speech-Language Pathologist, Canyon Elementary School, Nebo School District, Spanish Fork, Utah, 2002 – Present

- Have had twelve years clinical experience with students ages 3-22.
- Reviewed students' files and other records to assess needs as well as limitations.
- Administered formal and informal testing to determine the severity of speech and/or language impairment.
- Wrote Individual Education Plans to meet IDEA requirements.
- Treated students with expressive/receptive language delays, apraxia, attention, articulation disorders, phonological processing disorders, dysfluency, autism, TBI, oral-motor weakness, and various other syndromes and disorders.
- Educated principals, colleagues, teachers, school counselors, psychologists, and parents about referrals, evaluations, treatments, and home therapy.
- Collaborated with other speech-language pathologists, special education teachers, social workers, and audiologists to provide students with optimal care in the school setting.

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- Developed lesson plans and taught in the Tots Learning to Communicate (TLC) program for six years.
- Attended conferences and received in-service training on a variety of topics including, but not limited to voice, TBI, apraxia, stuttering, cluttering, literacy, receptive and expressive language, autism, and social communication.

***Speech-Language Pathologist, Clear Speech Therapy
(Private Practice), Orem, Utah, 2009 – Present***

- Evaluated and treated clients of all ages (i.e., toddlers, preschoolers, school-aged children, and adults) for phonological disorders, articulation disorders, receptive and expressive language delays, dysfluency, aphasia, dysarthria, accent reduction, and autism disorders.
- Wrote evaluation reports and treatment plans for each client.
- Provided a home program for clients.
- Utilized the palatometer as well as traditional methods in speech therapy.
- Treated clients using various apps for all types of therapy with both children and adults.
- Reviewed research based findings on best practice for swallow and feeding issues.
- Supervised and mentored undergraduate students in a clinical setting.
- Collaborated with and educated orthodontists about the palatometer system.
- Trained other SLPs how to use the palatometer system.
- Contracted with Harmony Home Health assessments and therapy (language, speech, and cognitive) with adults (Summer 2012 – December 2013).

Clinical Educator, Brigham Young University, Provo, Utah, 2010 – 2011; 2012 - Present

- Guided first- and second-year graduate students in the planning and implementation of treatment sessions for children and adults receiving speech and language therapy at the Brigham Young University Comprehensive Clinic.
- Evaluated the students' written session plans, session documentation, treatment plans, and evaluation reports.
- Provided students with guidelines for functional and efficient intervention sessions.
- Helped students understand formal testing protocols and standardized administration procedures.
- Educated students on academic requirements for data keeping, treatment plans, and evaluation reports.
- Supervised students' clinical sessions with their clients and provided feedback for future sessions.
- Graded students on their written reports, clinical professionalism, knowledge of treatment intervention, preparation for treatment session, and interaction with clients and their families.
- Provided students with reference material to help them plan their treatment and/or evaluation sessions.
- Communicated with and was available for students on a regular basis on-site and on-line.

***Field Supervisor, Canyon Elementary School, Nebo School District,
Spanish Fork, 2004 – 2010 Spanish Fork, 2004 – 2010***

- Guided clinicians during their Clinical Fellowship year as well as graduate students who were in an outreach program in planning and implementing treatment for children in preschool, elementary school, junior high school, and high school.

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- Advised clinicians how to plan assessments and which assessment tools to use.
- Evaluated clinicians on written lesson plans, session documentation, treatment plans, and written evaluations including Individual Education Plans to meet IDEA requirements.
- Provided clinicians with realistic, effective ways to implement therapy with students in the school setting.
- Supervised clinicians in sessions and provided specific feedback of what they did well and helped them decide what areas they could improve in.
- Modeled therapy for clinicians when needed.
- Graded clinicians according to their written reports, clinical professionalism, knowledge of treatment intervention, and preparation for treatment sessions and interactions with clients and their families.
- Provided clinicians with reference materials to help them plan their evaluation and/or treatment sessions.
- Communicated with and was available for consultation with clinicians on a regular basis onsite and online.

Speech-Language Pathologist, Kids Who Count, Salem, Utah, 2007 - 2009

- Assessed birth to age three children's language and speech skills in their homes. These babies and toddlers had a variety of diagnoses including, but not limited to, cerebral palsy, autism, Down syndrome, learning delays, hearing impairments, reflux, oral-motor weaknesses, and various syndromes.
- Collaborated in weekly team meetings with early education providers, physical therapists, occupational therapists, psychologists, audiologists, and psychologists to provide the best care for children with special needs.
- Provided a variety of appropriate intervention to babies and toddlers with speech and/or language delays and disorders in the least restrictive environment (i.e., home and early intervention center).
- Treated expressive and receptive language disorders, social-communication disorders, articulation disorders, phonological processing disorders, stuttering, oral-motor weakness, and childhood apraxia of speech.
- Trained parents and/or caregivers how to implement a home speech and/or language therapy program.
- Assessed and provided appropriate intervention to toddlers with autism, cerebral palsy, Down syndrome, learning disabilities, and cognitive delays.
- Wrote and maintained professional records including treatment notes, evaluation reports, and communication with parents.
- Participated in various early intervention trainings and conferences on a regular basis. Some topics included, but were not limited to, apraxia, expressive language, and social communication. Also participated in training titled, "Pediatric Feeding Disorders: Medical/Motor/Behavior Approach."

PROFESSIONAL

ORGANIZATIONS: - ASHA, Current Member
- USHA, Current Member

PROFESSIONAL

- PRESENTATIONS:**
- Dorais, A., Hart, K., Hogan, D., Johnson, L., Robinson, L., & Schow, J., Young, M. Maximizing evolutionary practice and revolutionary learning Case study: Adult with SSD and hard of hearing. Poster presented at ASHA. Boston. November 2018.
 - Hart, K. Cycles approach to phonological disorders. Presentation at USHA. Park City. March 2013.
 - Robinson, L., Blair, N., Flom, H., Dorais, A., Johnson, L., Hart, K., & Moody, C. Integrating academics and clinical practice in a graduate assessment course. Poster presented at ASHA. Atlanta. November 2012.
 - Dorais, A., Hart, K., Flom, H., & Robinson, L. Intensive summer therapy follow-up: articulation treatment with palatometer technology. Poster presented at ASHA. San Diego. November 2011.
 - Dorais, A., Moody, C., Robinson, L., Flom, H., & Hart, K. Technology for an intensive articulation program. Poster presented at ASHA. Philadelphia. November 2010.
 - Hart, K. I., Fujiki, M., Brinton, B., & Hart, C. H. The influence of severity of language impairment on the withdrawn behaviors of children with SLI. Poster presented at the joint conference of the ix international congress for the study of child language and the symposium on research in child language disorders. University of Wisconsin-Madison. July 2002

- PUBLICATION:**
- Hart, K. I., Fujiki, M., Brinton, B., & Hart, C. H. (2004). The relationship between social behavior and severity of language impairment. *Journal of Speech, Language, and Hearing Research*, 47, 647-662.

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- PROFESSIONAL AWARDS:**
- Crystal Apple Award, 2007-2008 (This award is only given to outstanding teachers.)
 - Award for Continuing Education (ACE) from ASHA 2010 (2)

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- CERTIFICATIONS:**
- ASHA Certificate of Clinical Competence
 - Utah State License in Speech Language Pathology

REFERENCES: These will be provided upon request.