

## MEREDITH POTTS, M.A., CCC-SLP, C-LAMP, C-TLP, C-HANEN

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### EDUCATION

Southwest Texas State University <b>M.A. in Communication Disorders</b> Thesis: Parent-Child Book Reading Interaction Strategies Honors: Summa Cum Laude Graduate, GPA 3.97	<b>2003</b>
Southwest Texas State University <b>B.S. in Communication Disorders</b> Honors: Magna Cum Laude Graduate	<b>2001</b>
Victoria High School <b>Graduate</b> Honors: Magna Cum Laude Graduate	<b>1997</b>

### AWARDS & ACCOMPLISHMENTS

Language Acquisition through Motor Planning Center of Excellence, Branch of Hope Children's Therapy Center	2014
International Association of Healthcare Professionals "Worldwide Leaders in Healthcare" Recipient	2014
Founder/Owner of Potts Speech Pathology & Associates, Professional Corporation DBA Branch of Hope Children's Therapy Center, Victoria, Texas	2009-present
Co-Founder of Local Professional Organization Golden Crescent Speech Language Hearing Association Served as President for two years	2007-2010
ACE Award (Achieving Clinical Excellence), Warm Springs Hospital System	2006
Warm Springs Texas Health System Therapist of the Year	2005
Warm Springs Victoria Hospital Therapist of the Year	2005
American Speech Language Hearing Association Certificate of Clinical Competence	2004
Mitte Scholarship Circle of Excellence Award	2003
Mitte Graduate Scholarship	2001
National Student Speech Language Hearing Association President	2000-2001
Service to ManKind Service Organization Secretary	2000-2001
Southwest Texas State University Deans List	1999-2003
Golden Key Honor Society	1999-2003
National Honor Society	1994-1997
Who's Who Award	1997

### PROFESSIONAL CERTIFICATIONS/TRAINING

Language Acquisition through Motor Planning Certification	2011
Hanen It Takes Two To Talk Certification	2011
The Listening Program Certification	2010
Flexible Endoscopic Evaluation of Swallowing Training and Certification	2008

Vital Stim Certification	2004
Deep Pharyngeal Neural Stimulation Certification	2004
Texas State Board of Speech Language Pathology Licensure	2003-present

SPEAKING EXPERIENCE

<p><b>Texas Speech Language and Hearing Association Convention 2011:</b>  <b>“Stories of Success, Autism &amp; AAC March 3, 2011”</b>                  Presented Clinical Results and Techniques at State Professional Conference</p>	<b>2011</b>
<p><b>Autism Society of America National Conference (Dallas, TX)</b>  <b>“Stories of Success: Autism &amp; AAC”</b>                  Presented Clinical Results at National Autism Conference</p>	<b>2011</b>
<p><b>International Symposium for Life Care Planners (Phoenix, AR)</b>  <b>“Advances in Technology to Support Children”</b>                  Developed and presented with Physician and Pediatric Nurse Practitioner</p>	<b>2011</b>
<p><b>Region 3 Education Service Center Annual Parent Autism Conference</b>  <b>“A Love of Communication”</b>                  Co-Developed and presented with device user, Amy Gohmert</p>	<b>2011</b>
<p><b>“The Development of Language: An Overview for Teachers and Parents”</b>                  Developed and presented education course for teachers and parents of children with Autism Spectrum Disorders</p>	<b>2010</b>
<p><b>Region 3 Education Service Center Course</b>  <b>“How Do I Evaluate for Augmentative And Alternative Communication (AAC)?”</b>                  Developed and presented education course to professionals</p>	<b>2010</b>
<p><b>International Symposium of Life Care Planners (Orlando, FL)</b>  <b>“Life Care Planning for Children Needing Augmentative Communication”</b>                  Developed and Presented at International Conference</p>	<b>2010</b>

CONSULTING & INDEPENDENT EVALUATION EXPERIENCE

<p><b>DeWitt Lavaca Special Education Cooperative</b>  <b>Assistive Technology Consultant</b>                  Developed and provided training for staff on the use of Language Acquisition through Motor Planning and assistive technology implementation with multiple students.                  Provided implementation plan and tracked data for increases in language skills, staff and parent support of communication devices as well as guidance for revisions of Individual Education Plan goals for communication training. Completion of Assistive Technology evaluations of students that need to be evaluated for speech generating devices or other assistive technology needs, including Dyslexia, Dysgraphia and other learning disabilities has also been included. Weekly teaching staff training to support assistive technology within the classroom curriculum has also been provided.</p>	<b>2014 to present</b>
<p><b>Region 3 Education Service Center</b>  <b>Technology Project</b>                  Developed and provided training for several professional teachers and support staff in three different School districts to operate and implement three different types of technology with non-verbal children in the classroom for improved communication and teaching.</p>	<b>2010-2011</b>
<p><b>Calhoun County Independent School District</b>  <b>Consultant</b></p>	<b>2010</b>

Provided eight hours of training for teachers in classroom activities to increase implementation of a high tech speech generating device during summer program

**Callalen Independent School District** **2012 to present**  
**Consultant**

Developed and provided training for staff on the use of Language Acquisition through Motor Planning implementation with Vantage Lite speech generating device with two students. Provided implementation plan and tracked data for increases in language skills, staff and parent support of communication devices as well as guidance for revisions of Individual Education Plan goals for communication training. Supporting evaluation of students that need to be evaluated for speech generating devices has also been included.

**Palacios Independent School District** **2012**  
 Completed Independent Educational Evaluation (IEE) for Speech-Language Evaluation

**Calhoun County Independent School District** **2013**  
 Completed Independent Educational Evaluation (IEE) for Augmentative Communication Evaluation

**DeWitt-Lavaca Special Education Cooperative** **2013**  
 Completed Augmentative Communication Evaluation

**Victoria Independent School District** **2009**  
 Completed Augmentative Communication Evaluation

**The Vine School (A private school for children diagnosed with Autism Spectrum Disorders)** **2010 to present**

- Provide weekly group speech and language therapy sessions
- Provide individual treatment goals and plans for each student
- Provide training and ongoing support for teachers and parents to implement speech And language techniques at home and school
- Consult with other schools and therapists internationally to grow the program to increase Techniques, programs and support for increasing communication for students (have collaborated With professionals at Helping Hands School in Ohio and also Aspect in Australia)

**Additional School Districts where IEEs have been completed include, but are not limited to: Conroe, Coldspring-Oakhurst, Callalen, Barbers Hill, Cypress-Fairbanks, Deer Park, Galveston, Katy, Liberty Hill, Responsive Ed and San Antonio.**

CLINICAL & WORK EXPERIENCE IN SPEECH-LANGUAGE PATHOLOGY

**Potts Speech Pathology & Associates, PC** **May 2009-Present**  
**Full Time**

A private practice servicing pediatric patients with communication disorders. Services provided in office, at private schools and daycare facilities. Ages served include three months through eighteen years. I serve as the President & owner of Potts Speech Pathology & Associates, PC. As such, I perform scheduling, marketing, maintenance of files, billing, community support, community education and other types of education through speaking to bring awareness to meeting the needs of children with communication disorders in the community. I service children who have mild to profound language disorders. A large percentage of the children on my caseload are diagnosed with an Autism Spectrum Disorder. Many of them have limited verbal skills or are non-verbal. I provide evidence-based services to them to utilize appropriate treatment techniques, and in some cases augmentative communication systems, to train them to have generative language skills to function at their optimum linguistic and communicative level. I collect data consistently in written and video formats to document progression.

**Advanced Living Technologies** **January 2008-August 2009**  
**PRN**

A long-term skilled nursing facility with Medicare Part A and private insurance (short-term

rehabilitation patients), Medicare Part B (skilled nursing) residents. Adult patients were serviced in this facility. As a per diem contract employee, I provided services based on the facility's needs. I complete evaluation and treatment to those patients that were identified in facility screenings by the Director of Rehabilitation and nursing. Provided evaluation and treatment for geriatric and adult patients needing rehabilitation services for swallowing, communication, and cognitive impairments. I evaluated patients for appropriate augmentative communication systems to improve communication and quality of life. Eighty percent of the caseload was comprised of evaluation and treatment of dysphagia. Ten percent was servicing those with cognitive impairments and 10% with speech disorders. I provided education to families, nursing, dietary, administration, and other rehabilitation staff regarding speech, language, cognition, feeding and swallowing.

**Post Acute Medical, LLC**

**January 2008-June 2009**

**Full Time**

**PRN**

A long-term acute care inpatient adult setting with an outpatient department for rehabilitation services for pediatric and adult patients. The inpatient long-term acute care setting was comprised of 26 beds. The Outpatient Department was comprised of speech pathology, occupational therapy and physical therapy services for adult patients. Outpatient speech pathology services were available for pediatrics. Patients aged births through adulthood were served. As a full-time SLP, I was responsible for the scheduling of speech pathology inpatients and outpatients. I reviewed charts, completed in-service training for staff, educated patients and family members. My job description included completing evaluations for pediatric and adult patients to assess skills in speech, language, cognition, voice, augmentative communication, feeding and swallowing. Therapeutic intervention was also provided for these populations in the areas of speech, language, cognition, voice, augmentative communication, feeding and swallowing. I attended weekly team meetings to discuss current patients with a multi-disciplinary team. As a per-diem employee, I completed 8 hours per week of patient evaluation and treatment. Additional obligations included completing documentation of services and related information (scheduling, etc). The caseload during the full-time portion of my employment was 70% pediatric outpatient, 20% adult outpatient rehabilitation and 10% adult inpatient rehabilitation. As the primary outpatient speech pathologist, I provided services to pediatric patients concentrating on those with moderate to profound language disorders. Additional obligations were to complete evaluations and documentation to request funding for AAC equipment.

**Warm Springs Rehabilitation Hospital**

**May 2004-January 2008**

**Full Time**

\*See above as Post Acute Medical bought out Warm Springs in 2008.

An inpatient rehabilitation hospital setting with an outpatient department for rehabilitation services for pediatric and adult patients. The inpatient setting was comprised of 22 beds. The Outpatient Department was comprised of Speech Pathology, Occupational Therapy and Physical Therapy services for adult patients. Outpatient speech pathology, physical therapy and occupational therapy services were available for pediatrics. Patients aged births through adulthood were served. As a Level 2 Speech-Language Pathologist, I performed administrative duties such as tracking monthly outpatient documentation for the outpatient department. I also completed chart reviews for the rehabilitation department in medical records. I also completed scheduling of outpatients, community education and marketing of facility services. As an SLP my responsibilities were to complete evaluation and treatment for children and adults with speech, language and swallowing disorders. I attended weekly team meetings to discuss current patients with a multi-disciplinary team. The caseload during the full-time portion of my employment was 70% pediatric outpatient, 20% adult outpatient rehabilitation and 10% adult inpatient rehabilitation. As the primary outpatient speech pathologist, I provided services to pediatric patients concentrating on those with moderate to profound language disorders. Clinical responsibilities included completing evaluations and monthly re-evaluations of children and adult. I developed therapeutic intervention plans to provide adequate treatment to patients.

**Hallmark Rehabilitation**

**December 2003-May 2004**

**Full Time**

This was a 220-bed skilled nursing and rehabilitation facility. Adult and geriatric patients were serviced for rehabilitation and maintenance of communication and swallowing skills. Completed evaluation and treatment to those patients that were identified in facility screenings by the Director of Rehabilitation and nursing for communication, cognition and swallowing impairments. Responsibilities also included leading group therapy sessions, collaborating with other rehabilitation staff, completing screenings of residents in the facility that were newly admitted or had a change in status. Provided evaluation and treatment for geriatric and adult patients needing rehabilitation services for swallowing, communication, and cognitive impairments. Seventy-five percent of the caseload was comprised of evaluation

and treatment of dysphagia. Fifteen percent was servicing those with cognitive impairments and 10% with speech disorders. I provided education to families, nursing, dietary, administration, and other rehabilitation staff regarding normal and abnormal speech, language, cognition, feeding and swallowing.

**Northeast Independent School District  
Full Time**

**August 2003-November 2004**

My employment was at two different campuses in this school district. I serviced children ages 3-15 years old at Ridgeview Elementary and Krueger Middle School. I serviced the multi-handicapped children and those with severe/profound impairments at the middle school campus. I also serviced all sixth grade students with communication impairments at this school. At the elementary campus, my responsibilities included servicing the walk-in children aged 3-5 years, and kindergarten through second grade students with communication disorders. Ridgeview Elementary was a Title 1 school and had a very high percentage of students with communication disorders. I completed screening, evaluation, and treatment for children with communication disorders. I also completed documentation for Individual Education Plans and Annual Review and Dismissal meetings with parents and school staff. One hundred percent of the caseload was children with communication disorders. The severity of disorders ranged from mild to profound. My clinical responsibilities included screening children for communication disorders that affected their educational success, evaluating children to determine speech and language skills, and developing/executing individual education plans to increase the skills of the children that had been identified. Education for school staff, parents and related service professionals was also part of my everyday role.

**Consolidated Rehabilitation Therapies**

**Full Time**

**June 2003-August 2003**

**PRN**

**June 2004-August 2004**

An outpatient, private, pediatric clinic. Speech therapy, occupational therapy and physical therapy services were provided to children birth to eighteen years of age. Job included scheduling of appointments for my caseload, collaborating with a multi-disciplinary team daily, and participating in monthly team meetings. Additional responsibilities included submitting documentation to extend insurance authorization for patients on my caseload. Ninety-five percent of the caseload was comprised of pediatric patients with communication disorders and five percent with feeding/swallowing disorders. My clinical responsibilities included completing evaluations, developing treatment plans and executing therapeutic intervention for the patients on my caseload. The severity of impairments ranged from mild to severe with regard to communication and swallowing/feeding disorder.

**PUBLICATIONS AND PAPERS**

*"Studies in AAC and Autism: The Impact of LAMP as a Therapy Intervention"*  
 Authors: Meredith Potts, M.A. & Ben Satterfield, Ph.D 2013

*"Stories of Success: AAC & Autism"*  
 Paper presented at the annual meeting of Autism Society of America, Dallas, Texas 2011

**LANGUAGES**

English

**MEMBERSHIPS & COMMITTEES**

- American Speech Language Hearing Association
- Texas Speech Language Hearing Association Member
- Texas Speech Language Hearing Association Executive Board Member
- Texas Speech Language Hearing Association Political Action Committee Member
- Texas Speech Language Hearing Association Committee Chair, University Visits Hanen Organization
- Habitat for Humanity Fundraising Event Committee