



# UNAPOLOGETICALLY US

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NBASLH Convention 2022  
Houston, TX | March 17-19





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**44TH ANNUAL  
N B A S L H  
CONVENTION  
MARCH 16-19  
2022**

**National Black Association for Speech-Language and Hearing**

701 EXPOSITION PLACE SUITE 206, RALEIGH, NC 27527

[WWW.NBASLH.ORG](http://WWW.NBASLH.ORG) / [NBASLH@NBASLH.ORG](mailto:NBASLH@NBASLH.ORG)



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**National Black Association for Speech-Language and Hearing**  
701 Exposition Place, Suite 206 Raleigh, NC 27615

February 19, 2022



Greetings to all who have the pleasure of attending this 2022 NBASLH Convention!

It gives me great pleasure in welcoming you to the 44<sup>th</sup> convention of the **National Black Association for Speech-Language and Hearing**. We are finally back together again in person!

Our 2022 Convention Co-Chairs, **Lauren Hastings and Joy Lennon**, have done a phenomenal job with planning a knowledge-filled memorable convention ensuring that each of you has countless opportunities to learn from your peers as well as network with fellow professionals and students! Thank you both, for your commitment to these roles. Words cannot express how appreciative I am of your service. This year, the convention co-chairs also have the additional support of an extraordinary convention planning team that includes **Lauren Prather**, 2021 Convention Co-Chair, as well as **Shauntelle Cannon, Brittani Hightower**, and a host of convention committee volunteers. Collectively, the work you have done is astounding and valued!

Last year, we welcomed convention attendees to the very first NBASLH virtual convention after a historic cancellation of the 2020 convention. This all occurred during an influential time in our world. Increased awareness to social injustices impacting Black communities across the country and the world increased NBASLH's motivation to use its platform to be a voice for Black professionals, students, and those we serve.

**We will not apologize** for providing a mechanism for sharing research in communication and culture through our journal;

**We will not apologize** or assist students in overcoming any barriers related to our professional exam through our exam review course;

**We will not apologize** for advocating on behalf of issues impacting Black professionals and students through our Government Affairs and Public Policy committee;

**We will not apologize** for collaborating with other professional associations to ensure that our voices are at 'the table' to represent the voice of Black professionals and students;

**We will not apologize** for being the premier professional and scientific association addressing the communication interests and concerns of black communication science and disorders professionals, students and consumers.

**NBASLH is and will forever be "Unapologetically Us".**

Have an amazing and safe convention!

Sincerely,

Kia Noelle Johnson, Ph.D., CCC-SLP  
National Black Association of Speech-Language and Hearing  
Chair, Board of Directors





## 2021-2022 NBASLH CONVENTION PLANNING COMMITTEE

Lauren Hastings  
*Chairperson*

Joy Lennon  
*Co-Chairperson*

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Garvin Romane  
*CEU Administrator*

Kennedy Guess  
*Student SLP Representative*

Shauntelle Cannon-Williams  
*Student Audiology Representative*

## WELCOME TO THE 2022 NATIONAL BLACK ASSOCIATION FOR SPEECH-LANGUAGE AND HEARING (NBASLH) CONVENTION!

We are excited to welcome everyone back to our convention in Houston, Texas! It has been an unprecedented couple of years during this pandemic, and we are grateful to shift back into an in-person convention this year. Our number one goal is for this to be a safe convention, and we thank everyone in advance for respecting the health of all attendees and for complying with our set COVID-19 protocols throughout this convention.

“Unapologetically Us: Legacy. Education. Empowerment.” is this year’s convention theme. It is a reflection of who we are as a collective of Black audiologists, speech-language pathologists, SLP assistants, researchers, educators, and students. Without hesitation and full of pride, each of us stand on the shoulders of those clinicians, researchers, educators, leaders, and administrators who blazed a path in the speech and hearing science professions. We continue to educate and empower each other, embracing every part of who we are which, in turn, enhances our service delivery, teaching, research, and advocacy in the profession and in the larger global community.

For this 2022 Convention, we have 5 Tracks: Audiology & Aural Rehabilitation; Clinical and School-Based Disorders; Medical-Based Disorders; Leadership & Professional Development; and Language, Literacy, & Cultural/Linguistic Diversity. There are over 70 sessions and 20 posters, all eligible for ASHA continuing education credits. We are happy to have audiological presentations for every single day of this convention. Back by popular demand are presentations for professional topics that fulfill ASHA requirements for ethics and supervision. This year’s highlighted AAE session “Education

for Liberation: Why the Metric of Success for Black Children Must not be Assimilation to Whiteness” weaves perfectly into our convention theme.

This year, we are excited to present students with over \$9,000 in scholarships and awards! Additionally, this year marks the inaugural presentation of the Clinician of the Year Award at our annual Awards Gala. We are also grateful for having a record number of over 20 exhibitors and sponsors featured at this 44th convention!

Please take time to browse through this program book and review all of the course, presentation, and poster offerings. Additionally, take note of other association and convention news. Keep up with convention happenings, updates, and changes by following us on all social media platforms @NBASLH and use the hashtags #NBASLHConvention and #WeAreNBASLH when sharing on social media!

We would also like to extend an extra special thank you to the team who will be instrumental in assisting with on-site operations of this Houston convention: Lauren Prather, Shauntelle Cannon-Williams, and Brittani Hightower.

Sincerely,

Lauren Hastings, M.S., CCC-SLP

Joy Lennon, M.A., CCC-SLP





## WELCOME FROM OUR STUDENT REPRESENTATIVES

To our AuDs and SLPs 2 Be:

**I**t is our pleasure to welcome you to Houston, Texas, for the 44th annual National Black Association for Speech-Language and Hearing Convention! After three long years, we are so excited to fellowship and converse with you in person. As students, you are a vital part of NBASLH because YOU hold the keys to the future of our profession. We have worked diligently to plan several focused events just for YOU, our student members, and the future of NBASLH!

Take a glance below to see the special events we have planned that cater to US!

We hope you walk away from this convention having learned something or met someone new. We are excited to be with you all in Houston!

Best Regards.

## STUDENT REPRESENTATIVES EVENTS

**THURSDAY, MARCH 17TH** | 8:30-10:00 pm

**Music Bingo Mix & Mingle!** Partake in a fun event where your music knowledge is tested while getting to know other students from across the country.

**FRIDAY, MARCH 18TH** | 2:00-4:00 pm

**Student Chat** with special guest and former Student Representative Darius Thomas, M.S., CCC-SLP, and learn How to be a BOSS in your Clinical Fellowship.

**SATURDAY MARCH 19TH** | 12:00-2:00 pm

**Wrap up your weekend with us for the annual Student Mentor Luncheon**, where we will break bread together and spend time discussing how YOU as students will develop as professionals, Leaving a Legacy of mentorship in your wake!



**Kennedy Kehaulani Guess**

MA, Student Representative for  
Speech-Language Pathology



**Shauntelle Cannon-Williams**

AuD, Student Representative  
for Audiology



## WELCOME MESSAGE FROM THE AUDIOLOGY REPRESENTATIVES

Dear Audiologists, Hearing scientists, Audiologists to be, and anyone in between!

Welcome back to the 44th annual convention for the National Black Association for Speech-Language and Hearing - our first *in person* meeting since the global pandemic struck in 2020. We are SO excited to once again represent you as NBASLH's first permanent board seat for Audiology and first student representative for Audiology. We have so much planned for you this year at convention. Specifically, this year we have the most audiology related sessions that we have ever had in the history of NBASLH, and we are ecstatic for you to be a part of this history. We will continue to work towards increasing audiology presence in membership, convention activities and continuing education, as well as expanding the involvement of audiology for our members and in our communities. We start by presenting you with the following sessions in the Audiology & Aural Rehabilitation track that will be available for you to attend during this year's convention.

We also encourage you to join us for our audiology mixer to get to know your audiology affairs chair and audiology student representative in a fun-filled hour of socializing and networking.

We can't wait to join you at the NBASLH convention this year! When you see us around, please say hello!



**Jasmine  
Simmons**

AuD, CCC-A  
Audiology Affairs Chair



**Shauntelle  
Cannon-Williams**

AuD, CCC-A  
Audiology Student  
Representative





# SCHEDULE AT A GLANCE

TIME	EVENT	LOCATION
<b>Wednesday, March 16th</b>		
6:00 pm - 7:30 pm CST	NBASLH Cares	Virtual
<b>Thursday, March 17th</b>		
12:00 pm - 6:00 pm	Registration	Greenway Ballroom Prefunction
12:30 pm - 4:00 pm	Oral Sessions	Post Oak A, B, C, E, & FG
4:30 pm - 5:30 pm	Donn F. Bailey Lecture	Post Oak D
5:30 pm - 6:00 pm	Networking Break	Greenway Ballroom
6:00 pm - 7:30 pm	Opening Session	Post Oak D
7:30 pm - 8:30 pm	Opening Reception	Black Swan
8:30 pm - 10:00 pm	Music Bingo Mix & Mingle	Post Oak D
<b>Friday, March 18th</b>		
8:00 am - 6:00 pm	Registration	Greenway Ballroom Prefunction
8:00 am - 11:30 am	Oral Sessions	Post Oak A, B, C, E, & FG
9:30 am - 11:30 am	Ethics session	Post Oak D
12:00 pm - 1:00 pm	LUNCH BREAK	Excluding members attending the membership meeting
12:00 pm - 1:30 pm	Membership Meeting	Post Oak D
1:30 pm - 2:00 pm	Networking Break	Greenway Ballroom
2:00 pm - 3:00 pm	Neurogenic Special Interest Group (NSIG) Meeting	Post Oak C
2:00 pm - 4:00 pm	Student Chat	Post Oak D
2:00 pm - 5:00 pm	Oral Sessions	Post Oak A, B, C, E, & FG
3:00 pm - 4:00 pm	Affiliates Meeting	Post Oak A
4:00 pm - 5:00 pm	Political Action Meeting	Post Oak A
6:00 pm - 7:00 pm	Men of NBASLH & Audiologists Mixer	LA Reserve Lounge
6:30 pm - 7:00 pm	Cocktails & Networking	Post Oak Ballroom Prefunction
7:00 pm - 11:30 pm	Awards Gala	Post Oak Ballroom
<b>Saturday, March 19th</b>		
8:00 am - 12:00 pm	Office Hours	Greenway Ballroom Prefunction
8:00 am - 12:00 pm	Oral Sessions	Post Oak A, B, C, E, & FG
10:00 am - 12:00 pm	Supervision session	Post Oak D
12:00 pm - 1:00 pm	LUNCH BREAK	Excluding members attending the student-mentor luncheon
12:00 pm - 2:00 pm	Student-Mentor Luncheon	Post Oak D
1:00 pm - 2:00 pm	Oral Sessions	Post Oak A, B, C, E, & FG
2:30 pm - 4:30 pm	Poster Presentations & Closing Reception	The Landing

# COVID-19 SAFETY PROTOCOLS



## Vaccination Requirement or Negative PCR Test Result

- ☐ Attendees must provide proof of vaccination or negative PCR test result within 72 hours of check in at the NBASLH Convention registration desk.

## Physical Distancing

- ☐ Modified space options for physical distancing in convention spaces
- ☐ Physical distancing signage to help spacing in high-traffic areas and to encourage proper distancing

## Masks

- ☐ Masks must fit and completely cover both the nose and mouth
- ☐ Attendees must have enough masks on hand to ensure they will always have a clean one available

## Hand Hygiene & Respiratory Etiquette

- ☐ Wash hands frequently with soap and water for at least 20 seconds
- ☐ Use hand sanitizer that is at least 60% alcohol and rub until dry
- ☐ Avoid shouting and singing without wearing a mask, especially indoors

## Supplies on Hand

- ☐ Access to restrooms with soap for handwashing
- ☐ Hand Sanitizer
- ☐ Masks (paper in case of emergency, cloth for purchase)
- ☐ Signage and Messages (signs in visible locations that promote protective measures)

## Staying home, when appropriate, in accordance with CDC guidelines

- ☐ Waiver - Everyone attending the conference will be required to agree to Liability Waiver/Release and follow the NBASLH Safety Waiver and Duty to Monitor. Those who fail to comply will be asked to leave the event and will not receive a refund for registration or any travel expenses.

## SPONSORS

We would like to thank all of our SPONSORS who helped make the 2022 NBASLH convention an amazing experience!

### NBASLH PARTNERS

(\$2,000 - \$3,999)



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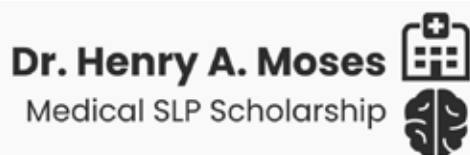


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[www.TherapyEd.com](http://www.TherapyEd.com)



**NBASLH SUPPORTERS**

(\$501 - \$1,999)



## NBASLH FRIENDS (\$500 MAX)



# GENERAL INFORMATION



## ATTIRE:

### Thursday, March 17th:

Collegiate Paraphernalia

### Friday, March 18th Awards Gala Attire:

Semi-Formal, All Black

### Saturday, March 19th:

NBASLH T-Shirt

**BADGES:** Please wear your name badge and ribbons at all times, as it is required for entrance to all conference functions, including sessions and meetings. For security reasons, all conference functions require registration and a name badge. Session moderators and Convention volunteers and staff will be checking for badges and ribbons.

**CONFERENCE ASSISTANCE:** Should you need assistance during the conference, please email [NBASLHconvention@gmail.com](mailto:NBASLHconvention@gmail.com). For technical assistance, please e-mail [NBASLHtech.assistance@gmail.com](mailto:NBASLHtech.assistance@gmail.com).

## CONVENTION TRACK ACRONYMS:

AAR: Audiology & Aural Rehabilitation

CSD: Clinical & School-Based Disorders

MBD: Medical-Based Disorders

LPD: Leadership & Professional Development

LLC: Language, Literacy, & Cultural/Linguistic Diversity

**ELECTRONIC DEVICE COURTESY:** Please

be considerate of the speakers and other attendees and turn off or silence your cell phones and other electronic devices. Vibrating phones and alerts can be distracting, so please silence all ringers and alarms.

**EVALUATIONS:** Your views and opinions are important to NBASLH and assist us with planning future Conventions. NBASLH attendees will be emailed a short evaluation survey following the convention. Please make sure to check your email inbox and let us know how you enjoyed the 2022 NBASLH Convention!

**GUEST BADGE:** A guest badge may be purchased for a friend, partner, or “accompanying person” who is not in the profession or registered for the convention. Contact the registration table to purchase a guest badge.

**KEYNOTE SESSION:** All attendees are invited to attend the Donn F. Bailey Lecture at 4:30 PM and Opening Session at 6:00 PM on Thursday, March 17th.

## PHOTOGRAPHY, AUDIO/VIDEO

**RECORDING POLICY:** On occasion, an NBASLH photographer may take photos of participants in conference functions or activities. Please be aware these photos are for NBASLH use only and may appear in future NBASLH programs, catalogs, brochures, and/or other promotional materials, including social media platforms and the website. Your attendance constitutes your permission



and consent for this photography. Please note that photography and audio/video recording by attendees are not allowed inside session rooms.

**PRESENTERS & MODERATORS:** All presenters and moderators should arrive at their assigned room at least 10 minutes prior to the start time of the presentation. Check the convention schedule for the room assignment. Presenters will introduce themselves at the start of their presentation. The room moderator will be available to assist the presenter with setup, seeking technical assistance (if necessary), and monitoring the session time for the presenter.

**SESSION CHANGES AND CANCELLATIONS:** Both oral sessions and poster presentations are subject to change due to cancellations or presenter changes. Please refer to convention signage, the convention app, and social media for any changes and cancellations. Presenters who must cancel a session should send written notification to [NBASLHConvention@gmail.com](mailto:NBASLHConvention@gmail.com) as soon as possible.

**SOCIAL MEDIA:** NBASLH's 2022 Convention is an opportunity to inspire and connect with your colleagues. Enhance your experience and become part of the NBASLH story on social media! Follow @NBASLH on Facebook ([www.facebook.com/nbaslh/](https://www.facebook.com/nbaslh/)), Instagram (<https://www.instagram.com/nbaslh/>), LinkedIn (<https://www.linkedin.com/company/nbaslh/>), and Twitter (<https://twitter.com/NBASLH>).

Use these hashtags during the NBASLH Convention to connect with fellow audiologists, speech-language pathologists, and students: #NBASLHConvention #WeAreNBASLH

NBASLH encourages the use of social media, including blogging, at the NBASLH Convention as a way for attendees to summarize, highlight, and promote presentations or share their thoughts on their experiences in general, provided that presentation content and materials are not shared in full and that authors or presenters are referenced and cited where appropriate. Please keep in mind that presenters hold intellectual property rights and copyrights to their materials.

**NBASLH SOCIAL MEDIA DISCLAIMER:** Posts should be professional and considerate. Please keep your posts on the topic at hand. Posts that contain inappropriate language, disrespectful, inaccurate or unrelated content will be removed at NBASLH's discretion.

**TICKETS:** Remember to bring your tickets for entry into the Opening Reception, Awards Gala, and Student/Mentor Luncheon. Any tickets that were purchased or included in your registration can be found inside your registration packet.

**WI-FI PASSWORD:** In the convention space and rooms, the Network: Omni Meeting WI-FI password is: NBASLH22.

## HIGHLIGHTED SESSIONS

**TITLE:** Donn F. Bailey Lecture - ASD and the road to post-secondary settings: Unique challenges faced by African-American families and recommended practices

**Presenter:** Twyla Perryman

**Day/Time:** Thursday, March 17th: 4:30 pm - 5:30 pm

**Location:** Post Oak D

**Session Description:**

Speech-language pathologists (SLPs) have multiple responsibilities as service providers for students with Communication Disorders such as Autism Spectrum Disorder, including helping to prepare students for the next phase in their lives. This session will discuss increasing involvement in transition planning among underserved populations by building self-determination and self-advocacy, communication competency, and addressing life skills.

**Donn F. Bailey Lecture Series Description:** This annual lecture presentation highlights language and culture in the education of African American students from pre-kindergarten to college. In this annual series, submissions are solicited that would examine ways to enhance successful teaching strategies in which African civilization is incorporated into the fundamental education of African American students.



**TITLE:** Ethical Leadership for SLPs and Audiologists (Ethics: Professional Development Requirement for ASHA)

**Presenters:** Tommie L. Robinson, Jr., PhD, CCC-SLP and Sharon Moss, CCC-SLP

**Day/Time:** Friday, March 18th: 9:30 am - 11:30 am

**Location:** Post Oak D

**Session Description:**

This session is intended to provide an in-depth overview of the ASHA Code of Ethics, procedures for submitting ethical complaints, and available resources to minimize questionable ethical dilemmas across professional settings. Participants will engage in interactive exchanges to explore desired actions and decision-making with varied cases.



**TITLE:** Education for Liberation: Why the Metric of Success for Black Children Must not be Assimilation to Whiteness

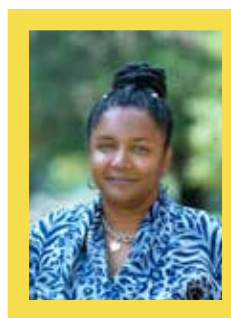
**Presenter:** Dr. Dionna Latimer-Hearn & Dr. Yolanda Holt (from left to right)

**Day/Time:** Friday, March 18th: 2:00 pm - 4:00 pm

**Location:** Post Oak FG

**Session Description:**

This course will address the myths and realities shaping the systemic and institutional disenfranchisement of minoritized people. Through the lenses of historical, philosophical, sociocultural, and legal frameworks, we identify the factors that shape internal and external perceptions of and attitudes towards African American people and African American language. We will equip speech and hearing science professionals with a set of tools to frame these narratives. With these same tools learners will be empowered to disrupt and dismantle oppressive systems and fully inhabit the spaces where we now only exist. We will be unapologetically us.



**TITLE:** Supervision and Top of the License Practice (Supervision: Professional Development Requirement for ASHA)

**Presenters:** Lemmietta G. McNeilly, PhD, CCC-SLP, CAE, ASHA Fellow, FNAP and Cheval Bryant, MCD, CCC-SLP (left to right)

**Day/Time:** Saturday, April 18th: 10:00 am - 12:00 pm

**Location:** Post Oak D

**Session Description:**

Practicing at the Top of the License involves speech-language pathologists making strategic clinical decisions to facilitate functional goal achievements as individuals communicate in different settings. This session will teach strategies for assessing and methods of supervising students, SLPA or SLPs as well as readiness to deliver speech-language services.







# MASTER OF SCIENCE DEGREE IN SPEECH LANGUAGE PATHOLOGY

## PROGRAM DESCRIPTION

The Master of Science in Speech Language Pathology is designed to provide our students with an in-depth academic and clinical course of study to prepare them for a career in the dynamic and growing field of speech-language pathology. They will participate in collaborative, experiential, and integrative learning opportunities to develop skills for the highest standards of scope of practice in speech-language pathology. Our program embraces diversity, advocacy, and global awareness.

The DePaul University Speech Language Pathology Program is uniquely designed to provide students with the opportunity to receive in-house training using an expertise clinician model. Students will work with clinical educators who are experts in their disorder areas and will work with children and adults across the full range of communication disorders. Our in-house clinic will also give students the opportunity to implement various service delivery models and innovative programs based on best practices. Our program is designed to deliver high quality clinical services to allow students to work in all primary employment settings, including schools, hospitals, clinics, and private practices; and including all aspects of communication and swallowing: fluency, language, cognition, voice, speech sound production, augmentative/alternative communication, and hearing.

## PROGRAM FEATURES

**Program Mission.** Grounded in the Vincentian tradition and urban character of DePaul University, the Master of Science in Speech Language Pathology Program will prepare speech-language pathologists to meet the diverse and urgent needs of the Chicago community and beyond with a special concern for those who are most vulnerable. Using evidence-based and ethical practice, graduates will use their knowledge and skills to foster meaningful communication for their clients and serve as leaders in their profession.

**Location.** DePaul's Speech Language Pathology Program has a distinctly community-focused curriculum in an urban setting. Being situated in the Lincoln Park neighborhood in the heart of Chicago, students will be trained to work in large urban environments with diverse clients and a range of needs. The brand-new state-of-the-art DePaul Speech and Language Clinic is located on DePaul's Lincoln Park Campus, with direct access to public transportation for clients and students. We offer clinical services for no charge to meet the needs of the underserved and unserved in our community.

**Bilingual English-Spanish Specialization Certificate (BESSC-SLP).** We offer the Bilingual English-Spanish Specialization Certificate (BESSC-SLP) to students interested in specialized training for providing speech and language services to bilingual families and their children with disabilities. The BESSC program at DePaul was developed to academically and clinically prepare future bilingual speech-language pathologists with the needed research-based knowledge and evidenced based practices to provide speech and language services to Latinx families and their children with disabilities through concentrated academic coursework, on/off campus clinical practicum and experiences, as well as community service learning and engagement projects. BESSC was designed to be completed in sequence with the 2-year Speech Language Pathology M.S. degree completion.

## CURRICULUM

Students are required to complete 102 quarter credit hours (or 112 quarter credit hours in the BESSC program). Students will complete at least 400 hours of supervised clinical experience. BESSC-SLP students will accrue at least 140 of the 400 supervised hours with a bilingual client. Students will engage in four quarters of clinical practice at the DePaul Speech and Language Clinic on the Lincoln Park Campus and two quarters of externship placements. The DePaul Speech and Language Clinic accepts clients from the community ranging in age from young children through adults and with a variety of communication and swallowing disorders to provide speech-language pathology students with a breadth of clinical experiences.

## ACCREDITATION

The Master of Science (M.S.) degree in Speech Language Pathology at DePaul University is a Candidate for Accreditation in Speech Language Pathology by the [Council on Academic Accreditation in Audiology and Speech-Language Pathology \(CAA\)](#) of the American Speech-Language-Hearing Association. This is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

## FOR MORE INFORMATION

**Web:** [go.depaul.edu/SLP](http://go.depaul.edu/SLP) **Instagram:** @depaul\_slp **Facebook:** @depaulSLP



# HOTEL INFORMATION

## OMNI HOUSTON HOTEL

4 Riverway  
Houston, TX 77056  
(713) 871-8181

Set in the chic Uptown area, this luxe hotel amid landscaped grounds is 2 miles from The Galleria shopping complex and 24 miles from George Bush Intercontinental Airport. The Four-Diamond Omni Houston Hotel has reopened its doors and is welcoming guests after undergoing a \$30 million renovation that elevates the guest experience. Located in prestigious Uptown, near The Galleria, and situated in a park like setting, this luxurious hotel offers all the comforts and amenities of a resort with the convenience of an urban setting. The hotel is just 10 minutes by car from Houston's central business district.

Valet (\$34/per night; \$19 event/daily) & self-parking (0 - 4 hours: \$10.00; 4 - 8 hours: \$14.00; 8 - 24 hours (and overnight): \$24.00)

Complimentary in-room wi-fi for NBASLH attendees (with any level of Omni Honors membership)

Check-In time: 3:00 PM/ Check-Out time: 12:00 PM

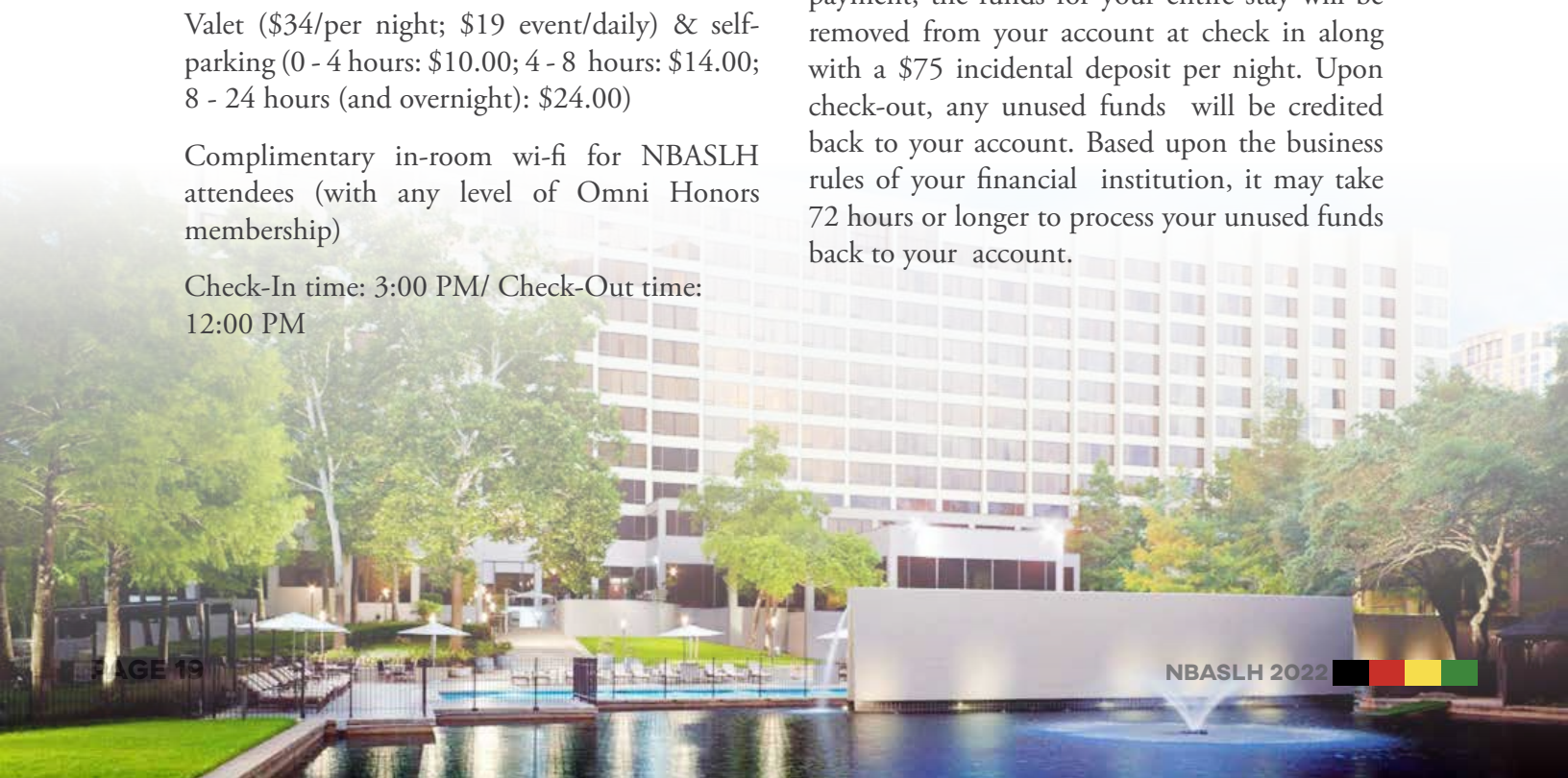
For a rate of \$50, you may check out as late as 4:00 p.m. Check with the front desk at check-in for availability.

### HOTEL OFFER TRANSPORTATION SERVICES

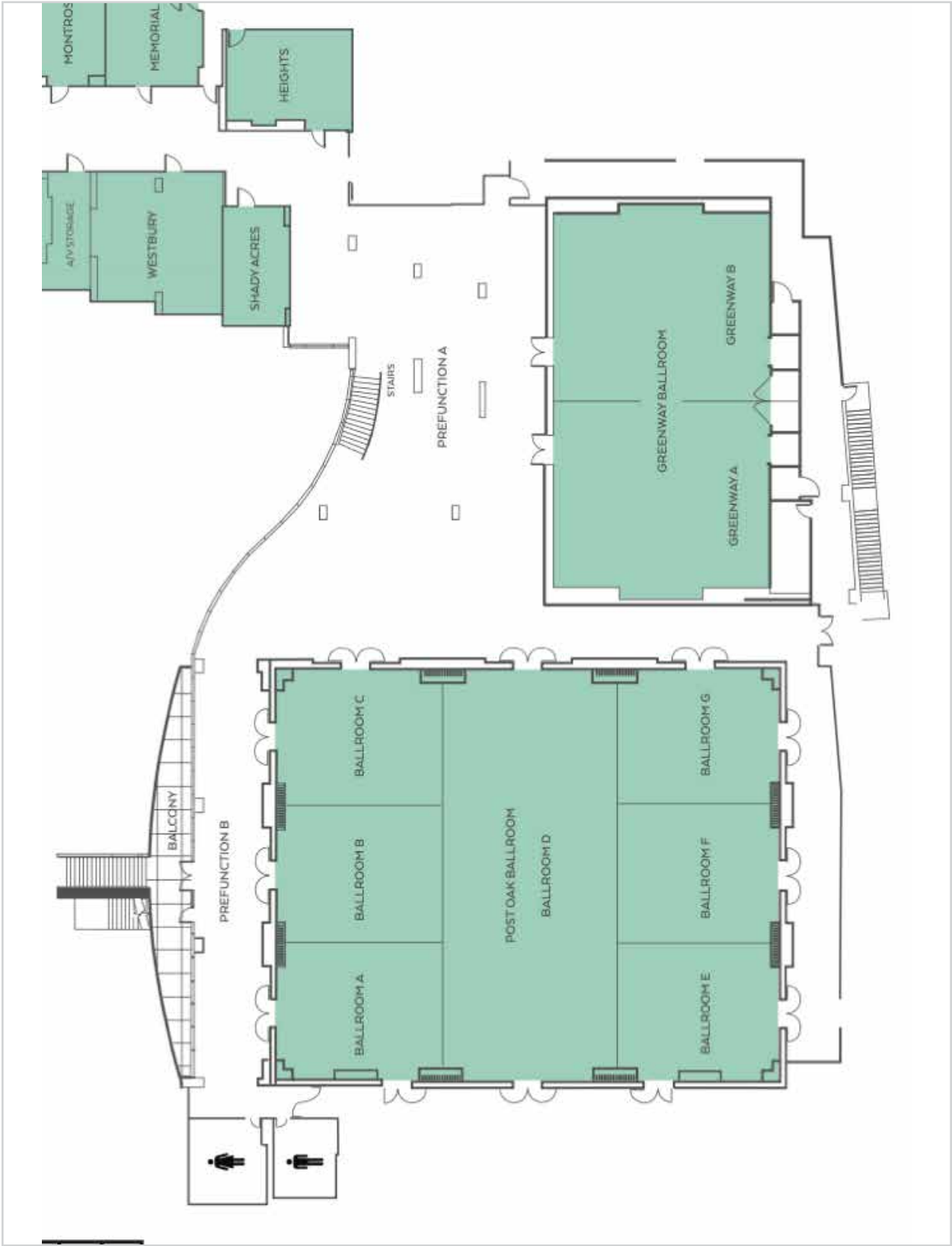
Complimentary transportation is available within a 3-mile distance of the hotel. Airport transportation to the hotel is available by taxi or town car service.

### DEBIT CARD PAYMENT POLICY

Debit cards are accepted at Omni Houston Hotel. When using a debit card for room payment, the funds for your entire stay will be removed from your account at check in along with a \$75 incidental deposit per night. Upon check-out, any unused funds will be credited back to your account. Based upon the business rules of your financial institution, it may take 72 hours or longer to process your unused funds back to your account.



HOTEL FLOOR PLAN





# OPENING SESSION

The Opening Session is the premier event that kicks off the NBASLH Convention. You will be welcomed by the convention co-chairs, Lauren Hastings and Joy Lennon, who will highlight all of the events. The convention co-chairs will kick off NBASLH's 44th annual convention with a historical overview of the foundation, development, and growth of the National Black Association for Speech-Language and Hearing. The focus of this session will explain the importance of being Unapologetically Us in our community and area of influence. The legacy of NBASLH was built to meet the professional needs of black speech-language pathologists and audiologists. Through the promotion of education, NBASLH has been an integral part of

increasing the number of black SLPs and audiologists. Then you will be further greeted by the Chair of the NBASLH Board of Directors, Dr. Kia Johnson. To keep with an NBASLH tradition, you will be singing along with Maurice Goodwin and Brian McDaniel as they serenade us with the National Anthem and the Black National Anthem. This year, the keynote speaker is Dr. Noma Anderson.

Noma Anderson is the dean of the College of Nursing and Health Sciences at the

University of Vermont. Prior to joining UVM, she served as Special Advisor to the

University of Tennessee System President on Diversity and Inclusion. She has served as Dean of the College of Health Professions at the University of Tennessee Health Science Center and Dean of the School of Health Sciences at Florida International University. Dr. Anderson was on the faculty in the Department of Communication Sciences and Disorders at Howard University in Washington, D.C. and chaired that department for ten years. She has also been on the faculty at Hampton University.

Dr. Anderson has been actively involved in professional associations. She has served as ASHA President, ASHA Vice President for Academic Affairs, Deputy Director of

NBASLH, and Secretary of the Council of Graduate Programs in Communication Sciences and Disorders. She has been recognized as ASHA Fellow and, was awarded ASHA Honors. She received Honors from NSSLHA and has been recipient of the Scholar/Mentor Award from NBASLH. Dr. Anderson received the Diversity Incentive Award from the Council of Academic Programs in Communication Sciences and Disorders. She has also received The Harvard University Foundation Medallion for Multicultural Education.

She received her B.A. degree from Hampton Institute (VA), her M.S. degree from

Emerson College (Boston MA), and her Ph.D. degree from the University of Pittsburgh (PA) in speech-language pathology.

Please join the convention chairs at the Opening Reception located in Black Swan immediately following the Opening Session.



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## 2022 AWARD HONOREES

### EUGENE WIGGINS LEADERSHIP AWARD

The M. Eugene Wiggins Leadership Award acknowledges the importance of leaders and leadership development that support NBASLH's mission of addressing the needs of Black professionals, students and individuals with communication disorders. This award recognizes individuals who have demonstrated outstanding leadership skills in carrying out the goals of the organization in the community or employment settings. Mr. M. Eugene Wiggins exemplifies the commitment of the organization through his well-recognized leadership activities and skills. He is one of the co-founders of NBASLH and served as its Executive Director from 1988-2002. His work has impacted not only African-Americans but other culturally and linguistically diverse populations, especially Hispanics. Because of his leadership, more doors are open to minorities who wish to join the professional ranks. This year's recipient will be announced at the Awards Gala.



### WILLIAM T. SIMPKINS, JR. SERVICE AWARD

The William T. Simpkins, Jr. Service Award was established as a mechanism for recognizing an individual in the organization who has distinguished her/himself through service to NBASLH. The recipient of this award exemplifies the mission and goals of the organization through notable contributions. Such worthy accomplishments may be modeled after the outstanding achievements of Mr. William T. Simpkins, for whom the award is named. William "Bill" Simpkins was a founder and charter member of NBASLH. He was appointed Associate Director of NBASLH in 1989, a position in which he served with untiring devotion until his death in 1995. The year's recipient will be announced at the Awards Gala.



### SCHOLAR-MENTOR AWARD

The Scholar-Mentor Award is given to an outstanding professional who has mentored Black students in speech-language pathology, audiology and/or speech/language-hearing sciences. **Dr. Carolyn D. Sotto** is this year's recipient.



**CAROLYN "CARNEY" SOTTO** is a Professor of Speech-Language Pathology at the University of Cincinnati and an ASHA Fellow. She serves as the director of undergraduate studies and director of the first-year experience. She is the co-founder of Multicultural Concerns in Communication Sciences and Disorders at UC. She has received numerous grants in the areas of student retention and multicultural concerns. Dr. Sotto has wholeheartedly been committed to mentoring and supporting students from diverse backgrounds for over a decade.





## CLINICIAN OF THE YEAR: SPEECH-LANGUAGE PATHOLOGIST

**T**his award includes a monetary prize that recognizes outstanding professional achievement of an NBASLH member who is a practicing speech-language pathologist or audiologist, whether in schools, medical setting, clinic, or private practice. The individual could be working full time or part time in the field. Individuals must be in good standing with their respective state licensing board. Individuals nominated must have 7 or more years of experience as an audiologist or as a speech-language pathologist and have demonstrated outstanding contribution in at least one of the following areas:

- Assessment and management of speech, language, and/or hearing disorders
- Professional contributions in the areas of speech, language, and/or hearing disorders
- Service to local, state, and/or national professional organizations
- Innovative program design or therapeutic methods for individuals with speech, language, and/or hearing disorders

**Dr. Dionna Latimer-Hearn** is the inaugural recipient of this award.



**DIONNA LATIMER-HEARN** has spent the majority of her career in service to the global majority—the unseen, the forgotten, the all-too-often overlooked. Dionna has served as a multilingual speech-language pathologist and educational consultant since 2002, holding positions in Illinois, Japan, Maryland, and Texas. While in Japan and Maryland she held supervisory roles which allowed her to push for much-needed change in service delivery for people in the global majority. Currently, Dionna has clients in the United States, Canada, Burkina Faso, & Mauritius. She also serves as a consultant and an advocate for a number of organizations in the United States and abroad.

She is the author of the book *Unexpected Places*, and the co-founder and director of the REACT Initiative, a Christian nonprofit organization that promotes equity in education for historically marginalized populations. Dionna is also the founder of *RespectTheDialect* a digital community which was designed to promote awareness and understanding of the African American English dialect. In 2022, she will be launching a new platform and podcast called *The Culture We Speak* to promote multicultural awareness within the profession.





## COMMUNICATION EXCELLENCE AWARD

The NBASLH Communication Excellence Award is given to an individual in the community who has had or currently has a communication impairment and yet has made worthy contributions to humankind, or has otherwise reached impressive goals of personal achievement in spite of his/her communication impairment. **Barbara Afia Class-Peter** is this year's recipient.



**BARBARA HONOUR AFIA CLASS-PETER** is an author and speech-language therapist, passionate in helping individuals with speech, language and communication needs, including children, find their voices across their unique speaking and life situations. Having been a stutterer for over 26 years, Barbara Honour was challenged in her early years during school all the way through the University level, where her condition was a deterrent to answering and asking questions in class, taking prefectorial positions, and engaging in debates which she dearly loved. Presentations during class/lectures and at group discussions at the University also had a debilitating effect on her, and that paved way for avoidance.

From basic/primary school level to high school even the university level, there was no sort of intervention for speech, language, and communication needs (SLCN) to meet her debilitating condition. Most clinics and hospitals where she lives focus mainly on hearing; however, most of the people challenged with SLCN do not have problems with hearing but are speech-impaired, and so do not benefit from the hearing services provided by these institutions.

Through progressive years of speech therapy and effort (practice), she has overcome and on the path of fluency. This experience brought enough hope which caused her to undergo training as a speech therapist, and birthed the Honour-Barbara Centre for Speech and Language Therapy, an organization for the speech impaired (people who stutter); the autistic; persons with speech, language, communication needs; and persons with special education needs in general.



## AFFILIATE OF THE YEAR AWARD

The Affiliate of the Year award was created to acknowledge an affiliate who has promoted membership to NBASLH, advocated black speech-language pathologists and audiologists and disseminated information about NBASLH to the general public. This year's recipient will be announced at the Awards Gala.



## 2022 SCHOLARSHIP RECIPIENTS

### NBASLH STUDENT TRAVEL STIPEND

**T**his stipend is for any current undergraduate or graduate student in the speech and hearing sciences, which the student can use toward reimbursement of monies spent on any travel expenses related to the convention, including transportation and lodging. Each stipend award recipient is required to complete and sign a commitment form to register for the NBASLH Convention; to moderate at least two sessions during the convention; and to volunteer for the annual awards gala. This stipend is awarded in the form of a check once the student has completed their service at the convention. **A'nyah Brown, D'Essence Hampton, and Maliah Wilkinson** are this year's recipients.



**A'NIYAH BROWN** is a first-generation graduate of Hampton University with a Bachelor of Arts degree in Communicative Sciences and Disorder. She is currently a second-year graduate student attending Ohio State University pursuing a Master of Arts degree in Speech-Language Pathology (SLP) with a topic specialization in aging. In addition, Ms. Brown currently serves as the President of The Ohio Affiliate of NBASLH (OH-NBALSH). When not focused on her coursework or organization, A'Niyah advocates for mental health, self-advocacy and is a passionate recruiting liaison for HBCUs students into SLP programs.

**D'ESSENCE HAMPTON** is a 4th-year Doctor of Audiology student. She is originally from the historical city of Selma, Alabama, and is enrolled at Samford University in Birmingham, Alabama. She is currently an extern with The American Institute of Balance. Her audiological interests are vestibular neuro-diagnostics and ototoxicity monitoring. She is passionate about spreading awareness of hearing and balance health in the community and she serves on several audiology student advocacy committees in hopes of increasing the presence of minority students and professionals in the field.



**MALIAH WILKINSON** is a 2nd year master's student studying Speech-Language Pathology at the University of Mississippi. She holds a bachelor's degree in Communication Sciences and Disorders and her research interests are focused on cultural humility in practice and research, social justice and equity initiatives in higher education, as well as assessing student competencies.

## DOTCOM THERAPY

**D**otCom Therapy will distribute 3 separate, \$1000.00 scholarships to members of NBASLH who meet the following criteria:

- ☐ Must be currently enrolled in school to become a certified speech-language pathologist.
- ☐ Must be interested in working as a teletherapist.



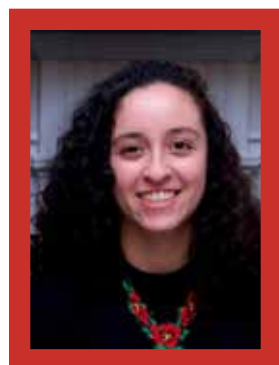
In a short video (no more than 5 minutes) or a short essay (no more than 750 words), applicants share why they feel access to speech therapy services is important for all students and why they are passionate about teletherapy as an option for service provision. Additionally, applicants tell why diversity in the teletherapy industry is important to you and how they will work to encourage diversity in the field.

**Lisa Butcher**, **Kenly Doyle**, and **Dayana Lituma-Solis** are this year's recipients.



**LISA BUTCHER**, M.M. (Voice), M.A. CCC-SLP, NCVS Vocologist has worked at the Lions Voice Clinic since 2009. Clinical, scholarly and presenting interests include the evaluation and treatment of all aspects of voice and upper airway with special expertise in the professional speaking and singing voice, transgender voice, neurogenic voice disorders, and irritable larynx. Ms. Butcher also continues to sing professionally in the Twin Cities area, including the Minnesota Opera's chorus since 2006.

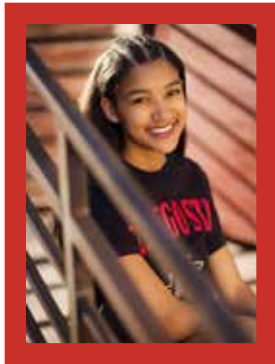
**KENLY DOYLE** is currently a senior at San Francisco State University studying communication disorders. She is the president of the local NSSLHA chapter and enjoys collaborating with students to plan informative meetings, fundraisers, and volunteer opportunities. Kenly's goal is to get her masters degree and later obtain her PhD. Kenlys research interests involve filling a critical gap in the literature by addressing how cultural differences, quality of life, and mental health affect language treatment outcomes, and how these issues disproportionately affect BIPOC communities with neurogenic disorders. In her free time Kenly enjoys hiking with her dog, snowboarding, and reading novels.



**DAYANA LITUMA-SOLIS** is a first-year graduate student at Southern Connecticut State University in New Haven, Connecticut. Dayana is currently pursuing her Masters of Science in Speech-Language Pathology. Dayana's future plans consist of beginning her career in a pediatric outpatient setting, establishing her own private practice specializing in bilingual Spanish & English speech-language therapy services and returning to higher education to obtain her SLPD.

## MASTER CLINICIAN NETWORK

The Master Clinician Network offers one \$2,000 scholarship to one student member of NBASLH who has demonstrated leadership potential with reference to increasing diversity in the discipline of communication sciences and disorders. **Alexia Oduro** is this year's recipient.



**ALEXIA ODURO** is a third year senior majoring in Speech, Language, and Hearing Sciences at San Diego State University. At SDSU, she was the Residence Hall Association president, on the Board of Directors of Associated Students, Co-Coordinator for Justice Equity Diversity and Inclusion for NSSLHA, and a SDSU 2021 Homecoming Royal. Alexia is involved in the Child Language Development, Disorders, and Disparities (ChiLD3) research lab, works for the Office of Financial Aid, and as an academic mentor for the Black Resource Center. Alexia exhibits a strong passion in integrating her passions of advocacy, social justice and Speech Language Pathology.



## LANGUAGE & LITERACY PRACTICES: THE CULTURALLY RESPONSIVE, TRAUMA INFORMED, GLOBALLY ENGAGED SCHOLARSHIP

The Culturally Responsive, Trauma Informed, Globally Engaged Scholarship is awarded to undergraduate and/or graduate students of color enrolled full time and in good standing in a speech-language pathology program. Awardees must submit a statement of interest of 500 words demonstrating their interest or experiences in working in the U.S. or globally with children who are marginalized. Preferences will be given to applicants who have demonstrated interest in working with children and/or adolescents who have social pragmatic communication challenges, and children who have one or more of the following characteristics:



- ☐ speak more than one language and/or language variety
- ☐ are impoverished
- ☐ are forcibly displaced migrants, or
- ☐ have a history of trauma resulting from maltreatment and/or adverse childhood experiences.

This scholarship should be used to support tuition, research endeavors, conference attendance, and/or participation in a study abroad course to a majority world country (i.e., countries with an HDI of .550 or less such as those in sub Saharan Africa; some parts of South & East Asia; South & Central America; and the Caribbean). Two students receive \$1000 each. Attendance at the NBASLH Convention is not required.

**Ansley Davis** and **Kenly Doyle** are this year's recipients.



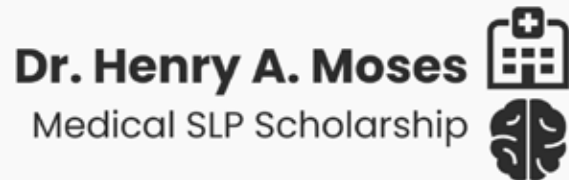
**ANSLEY DAVIS** graduated with her M.S. degree in Communication Sciences and Disorders at the University of Hawaii at Manoa in 2019. She is a first-year Ph.D. student at the University of South Florida and a recipient of the McKnight Doctoral Fellowship. Ansley conducts research focused on school-aged children and adolescents with language disorders. Her primary research interests include pragmatic language deficits, spelling and written language, and the impact that executive function deficits (e.g. emotional regulation, self-monitoring, etc.) has on communication. Her goal is to contribute to the dissemination of evidence-based intervention for practicing Speech-Language Pathologists.

**KENLY DOYLE** is currently a senior at San Francisco State University studying communication disorders. She is the president of the local NSSLHA chapter and enjoys collaborating with students to plan informative meetings, fundraisers, and volunteer opportunities. Kenly's goal is to get her masters degree and later obtain her PhD. Kenlys research interests involve filling a critical gap in the literature by addressing how cultural differences, quality of life, and mental health affect language treatment outcomes, and how these issues disproportionately affect BIPOC communities with neurogenic disorders. In her free time Kenly enjoys hiking with her dog, snowboarding, and reading novels.



## DR. HENRY A. MOSES SCHOLARSHIP FOR MEDICAL SPEECH-LANGUAGE PATHOLOGY

The Dr. Henry A. Moses Scholarship for Medical Speech-Language Pathology is open to applicants pursuing a Masters or PhD degree in speech language pathology in a program accredited by ASHA's Council on Academic Accreditation, who have a demonstrated interest in pursuing a career in medical speech-language pathology. The one recipient will receive \$1,000 scholarship. Applicants must submit a resume (including educational background and previous academic, work, or volunteer experiences) and an essay (up to 500 words) describing their career goals and interests in medical speech pathology. **Lisa Butcher** is this year's recipient..



**LISA BUTCHER**, M.M. (Voice), M.A. CCC-SLP, NCVS Vocologist has worked at the Lions Voice Clinic since 2009. Clinical, scholarly and presenting interests include the evaluation and treatment of all aspects of voice and upper airway with special expertise in the professional speaking and singing voice, transgender voice, neurogenic voice disorders, and irritable larynx. Ms. Butcher also continues to sing professionally in the Twin Cities area, including the Minnesota Opera's chorus since 2006.



## SOCIAL & NETWORKING

Networking Break & Exhibit Hall: Networking is an invaluable part of the NBASLH Convention. While the best conventions are full of valuable sessions and learning opportunities, they are also designed to empower attendees to take enriching, restorative breaks and connect with new colleagues.

### Thursday, March 17th

Exhibit Hall  
12:00 pm - 5:00 pm

Networking Break  
4:00 pm - 4:30 pm  
5:30 pm - 6:00 pm

### Friday, March 18th

Exhibit Hall  
8:00 am - 5:00 pm

Networking Break  
11:30 pm - 12:00 pm

Men of NBASLH Mixer  
6:00 pm - 7:00 pm

Audiologists Mixer  
6:00 pm - 7:00 pm

Cocktails & Networking  
6:30 pm - 7:00 pm

### Saturday, March 27th

Exhibit Hall  
8:00 am - 12:00 pm

Networking Break  
2:00 pm - 2:30 pm

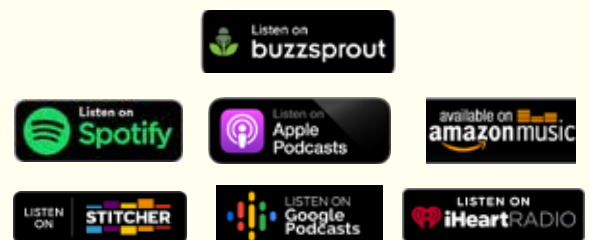
Closing Reception  
2:30 pm - 4:30 pm

## Speech Tea Podcast *with the Laurens*

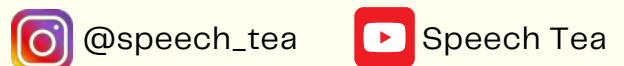


Two future docs who work as speech pathologists trying to change the world by exploring different perspectives.  
"So grab your mug and take a sip of Speech Tea"

### LISTENING PLATFORMS



### SOCIAL MEDIA



# EXHIBITOR PROFILES & HOURS

**Thursday, March 17, 2022**

12:00 pm - 5:00 pm

**Friday, March 18, 2022**

8:00 am - 5:00 pm

**Saturday, March 19, 2022**

8:00 am - 12:00 pm

## AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION (ASHA)

The American Speech-Language-Hearing Association (ASHA) is the national professional, scientific, and credentialing association for 218,000 members and affiliates who are audiologists; speech-language pathologists; speech, language, and hearing scientists; audiology and speech-language pathology support personnel; and students. ASHA's Office of Multicultural Affairs (OMA) addresses the influence of cultural and linguistic diversity as it relates to professional preparation and service delivery in speech-language pathology and audiology. The goal is to ensure that (a) ASHA members, consumers, and other individuals receive current professional practice information and assistance related to speech, language, and hearing services to diverse populations and (b) access to the professions by individuals from diverse backgrounds is enhanced through a variety of mechanisms.



OMA focuses on tracking national trends and recommending, facilitating, and coordinating the development of Association resources. Expert consultation and technical assistance on practice resources, information, and materials are provided to enhance service delivery, quality of care, standards of practice, and professional preparation and development as they specifically relate to cultural and linguistic influences. These influences include but are not limited to *age, disability, ethnicity, gender expression, gender identity, national origin, race, religion, sex, and sexual orientation*.

## APRAXIA KIDS

Apraxia Kids is the leading nonprofit that strengthens the support systems in the lives of children with apraxia of speech by educating professionals and families; facilitating community engagement and outreach; and investing in the future through advocacy and research. Our vision is a world where every child with apraxia of speech reaches their highest communication potential through accurate diagnosis and appropriate timely treatment. Every child deserves a voice.



<https://www.apraxia-kids.org/>



## AUTKONNECT (AUTISM KONNECT)

Konnect Kraze by AuTKonnect is a quarterly subscription box for children with autism & special needs curated by speech language pathologists. Each quarter includes speech & language activities/tips, sensory friendly apparel, sensory toys/tools, guest experts and other resources! We have also created an app called AuTKonnect (Autism Konnect) which allows families to find a qualified therapist to enhance their child's functioning and to find accommodating activities/places.

<https://www.autkonnect.com/#/>



## COLE HEALTH

Cole Health continues to raise the bar as a proven leader in pediatric therapy. For the past 20 years, Cole Health has been serving our communities, bringing hope and changing the lives of families near and far. Owned and operated by clinicians, Cole Health knows first-hand how important early intervention is in the progress of a child's development, and we seek to compassionately elevate patient care throughout our 16 area locations in Houston, Central Texas, and North Carolina.

<https://www.colehealth.com/>



## CROSS COUNTRY EDUCATION

Cross Country Education is educator-led, student-driven and solutions-oriented. With over 50 years of combined dedicated expertise, we service the education industry exclusively. Focusing our knowledge and resources on engaging with and understanding educational organizations, industry trends, and leadership needs, we provide a wide range of services to our educational partners to meet their individual needs including special education and substitute services. We specialize in substitute teacher and instructional assistants, special education service providers, healthcare staff, early childhood education teachers, educator search services, consultation, and trainings.

<https://www.crosscountryeducation.com/>



## GLOBAL SPEECH AND REHAB SERVICES

Global Speech and Rehab Services is a Miami-based Speech and Language Therapy Center that focuses on helping kids express themselves and connect with the world. We are a minority and woman owned business. Under the leadership of Hasina Echoles, M.S., CCC-SLP we are impacting the lives of so many therapists and families. We offer school and clinic based therapy positions.

<https://globalspeechandrehab.com/>



## IDEA PUBLIC SCHOOLS

IDEA Public Schools believes that each and every child can go to college. Since 2000, IDEA Public Schools has grown from a small school with 150 students to the fastest-growing network of tuition-free, Pre-K-12 public charter schools in the United States. IDEA Public Schools boasts national rankings on The Washington Post and U.S. News & World Report's top high school lists. IDEA serves nearly 75,000 college-bound students in 137 schools across Texas, Southern Louisiana, and Florida and is on track to maintain its legacy of sending 100% of its graduates to college. We are a 501(c)(3) nonprofit organization that thrives on the engagement of our alumni and community members as well as the financial support of advocates, donors, foundations, and friends of IDEA

<https://ideapublicschools.org/>



## JACKIEYOS

Women's Suits, Casual Wear and Accessories

## KIDSCARE HOME HEALTH

KidsCare Home Health is committed to providing the highest quality pediatric home health care services to children with special needs in multiple locations across the country. Our highly-skilled team work with children in a variety of areas: Physical Therapists, Occupational Therapists, Speech Therapists and Nurses. Email us your resume to learn more about positions available in your area at [recruiting@kidscarehh.com](mailto:recruiting@kidscarehh.com)

<https://kidscarehomehealth.com/>



### LITTLE STEM LABKITS

Little Stem Labkits are prepackaged experiments which are great for building expressive and receptive language skills in a fun and engaging manner. Each kit has a theme which can be used for an entire unit. Your small groups will love the hands-on lessons and experiments!

<https://littlestemacademy.com/>



### MY HEALTH MY RESOURCES OF TARRANT COUNTY/ECI OF NORTH CENTRAL TEXAS

Early Childhood Intervention (ECI) of North Central Texas provides a comprehensive array of services for children with developmental delays or disabilities in the greater Fort Worth area and 12 counties to the north, south and west. ECI services are individualized, family-centered, provided in the natural environment where babies and toddlers (birth to 36 months) live, learn and play. CCC-SLP and CFY positions available. We offer excellent benefits, competitive pay, and mileage reimbursement. [www.mhmrtarrant.org](http://www.mhmrtarrant.org)

<https://www.mhmrtarrant.org/>



### NEW YORK UNIVERSITY

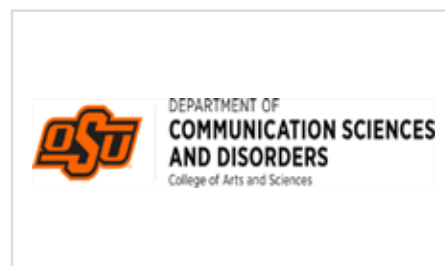
The NYU Department of Communicative Sciences and Disorders aims to understand, assess, and treat speech, voice, language, and swallowing disorders in individuals across the lifespan. As a result of the field's interdisciplinary nature, our graduates go on to work in speech-language pathology, medicine, linguistics, education, psychology, audiology, academia, engineering, and the sciences. Our department offers programs of study for undergraduate, master's (on-campus and online degree options), and doctoral students. We also have a state-of-the-art speech-language-hearing disorders clinic that provides diagnostic and rehabilitative services to the public.

<https://steinhardt.nyu.edu/departments/communicative-sciences-and-disorders>



## OKLAHOMA STATE UNIVERSITY - DEPARTMENT OF COMMUNICATION DISORDERS AND SCIENCES

The Department of Communication Disorders and Sciences is an active research and teaching program at a research intensive university. The department is accredited by ASHA-CAA and offers bachelors and masters degrees in Communication Disorders and Sciences. The program boasts several internationally-acclaimed scholars and houses research labs in the area of phonology, motor speech, language, voice, and fluency. The program offers numerous opportunities for research and mentoring through a thesis option, as well as a clinical track that offers a non-thesis option. The program boasts a vibrant on-campus clinic, numerous externship sites in school and medical settings and has many special programs including a literacy summer program, SPEAK OUT/Loud Crowd Parkinson's groups and the Cowboy Stuttering Camp. Many students receive funding through research assistantships, teaching assistantships, and graduate assistantships. The program has been part of a university program to increase diversity through an out-of-state tuition waiver program. For more information, visit our webpage (<https://cdis.okstate.edu/>) or contact Dr. Sabiha Parveen ([sabiha.parveen@okstate.edu](mailto:sabiha.parveen@okstate.edu)).



<https://go.okstate.edu/undergraduate-academics/majors/communication-sciences-and-disorders.html>

## PRESENCE LEARNING

PresenceLearning is leading the way in teletherapy, helping students thrive, everywhere. Founded in 2009, PL is based upon the belief that remote working structures can allow more clinicians to remain in the workforce, serving students and schools that need them. In building our teletherapy platform, we have always stayed true to the idea that technology cannot replace the human connections that educators make with students; but it can ensure that those important connections can happen continuously, soundly, and in a range of settings. The PresenceLearning Care Network is the largest network of speech-language pathologists, occupational therapists, school psychologists, and social workers with 2000+ teletherapists. Designed by clinicians for clinicians, our software platform is a complete therapy solution for clinicians, special education teams, and individual and group practices to serve children in school or at home via teletherapy. PresenceLearning has delivered more than 3 million teletherapy sessions to hundreds of schools and districts across the U.S.



<https://www.presencelearning.com/>



## PURDUE UNIVERSITY

Purdue SLHS is a top-ranked department (No. 3 in Speech-Language Pathology and No. 9 in Audiology; 2021 US News and World Reports) with research and clinical efforts to mechanistically investigate and treat a variety of hearing, speaking, language, and swallowing disorders. Our state of the art research and clinical laboratories facilitate cutting-edge scientific discoveries and a committed engagement with our local community through top-quality clinical service delivery. The department supports the stellar education of its students through four pre-eminent degree programs. Visit <https://www.purdue.edu/hhs/slhs/> to learn more.



<https://www.purdue.edu/hhs/slhs/>

## T-MOBILE ACCESSIBILITY

T-Mobile Accessibility is the largest Telecommunications Relay Service (TRS) provider in the United States. We're proud to serve 38 states (including Puerto Rico and the U.S. Virgin Islands), and the U.S. federal government. We offer a range of communication products and services to help bridge the communication gap for customers who are Deaf, DeafBlind, have a hearing or vision loss, and or speech disabilities. T-Mobile Accessibility has communication solutions for today, tomorrow, and the future.



<https://www.t-mobile.com/access>

## THE STEPPING STONES GROUP

The Stepping Stones Group grew from a simple belief: That every child is born with a special set of gifts. Throughout our history, we have partnered with 11 mission-driven organizations that share in our vision. Together, we are transforming the lives of children and families, improving the quality of therapeutic and behavioral services, and joining with like-minded therapists, clinicians and educators in order to have a greater impact in our communities. Our passionate leadership team and expansive clinical support network ensure the delivery of the highest quality therapeutic and behavioral health services nationwide.



<https://thestepingstonesgroup.com/>

## THERAPYED

TherapyEd's National Speech-Language Pathology Examination Review & Study Guide is designed to help students prepare for and succeed on their Comprehensive and PRAXIS® Exams. Distinguished authors Gregory Lof and Alex Johnson are joined by expert contributors and item writers to cover all areas of SLP practice to ensure students are prepared for the exam.



## TOBII DYNAVOX

Tobii Dynavox is the leading provider of touch and eye tracking based assistive technology hardware and software for those with communication and mobility impairments. Tobii Dynavox has helped thousands of individuals with disabilities such as aphasia, autism, cerebral palsy, Lou Gehrig's disease (ALS), muscular dystrophy, Rett syndrome and spinal cord injury lead fuller and richer lives. For over three decades, the company has stood at the forefront of assistive technology and continues to push the boundaries of what is possible for delivering the most advanced, effective and empowering communication and computer access tools available. For more information, please visit <https://us.tobiidynavox.com/>.

<https://us.tobiidynavox.com/>

The logo for Tobii Dynavox, featuring the word "tobii" in dark blue and "dynavox" in green, both in a lowercase sans-serif font.

## TRAVEL & GIVE

Travel & GIVE is a 501(c)(3) non-profit organization to improve the quality of life of youth, ages birth-21, with speech, learning, mental, and physical disabilities through direct services, advocacy, and training-based service projects. Travel & GIVE volunteers empower educators and professionals with resources and specialized skills to better support their students with disabilities and to help dispel stigmas and discriminatory practices against children with disabilities.

<https://www.travelandgive.org/>

The logo for Travel & Give, featuring the words "travel" and "give" in a dark blue, lowercase sans-serif font, separated by an ampersand. A small graphic of a location pin with a dotted line trail is positioned to the left of the ampersand.

## UNIVERSITY OF HOUSTON - COMMUNICATIONS SCIENCES AND DISORDERS

The mission of the Program in Communication Sciences and Disorders at the University of Houston is to advance the understanding of typical and disordered speech, language, swallowing, and hearing and increase access to efficient communication through excellence in teaching, scholarship and service to the community.

<https://www.uh.edu/class/comd/>

The logo for the University of Houston, featuring the words "UNIVERSITY of HOUSTON" in a sans-serif font, with "UNIVERSITY of" in grey and "HOUSTON" in red. Below this, in a smaller font, are the words "COLLEGE of LIBERAL ARTS & SOCIAL SCIENCES" and "Communication Sciences & Disorders".


## UNIVERSITY OF ST. AUGUSTINE FOR HEALTH SCIENCES

The University of St. Augustine for Health Sciences Master of Science in Speech-Language Pathology program is rooted in our student-FIRST philosophy: Everything we do is focused on student success. We strive to offer the best academic experience and career preparation through our learning model, support services, and special events. Our innovative MS-SLP program combines online coursework with one on-campus residency week per term (except Term 4) on our Austin or Dallas campus. Visit our booth for more details!



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**THURSDAY, MARCH 17, 2022**  
**COLLEGE SPIRIT DAY**  
*\*Highlighted Sessions/Events Noted in Red\**

Time	Audiology & Aural Rehabilitation (AAR) Post Oak A	Clinical & School-Based Disorders (CSD): Post Oak B	Co-sponsored by NSIG Medical-Based Disorders (MBD): Post Oak C	Highlighted Sessions: Post Oak D	Leadership & Professional Development (LPD): Post Oak E	Language, Literacy, & Cultural/Linguistic Diversity (LLC): Post Oak FG
12:30 pm		Countering Hegemonic Language Ideologies: Evaluating Bilingual Research in Speech-Language Pathology 12:45 pm - 1:45 pm	Apragmatism: Communication disorders associated with right hemisphere damage 12:30 pm - 1:30 pm			Electronic Books as Support for Vocabulary Expansion in Low SES Kindergarten Students 12:30 pm - 1:00 pm
1:00 pm	The Importance of Aural Rehabilitation in Modern Practice 1:00 pm - 1:30 pm					Moving Past Phonological Awareness: The Importance of Incorporating Morphology and Etymology in Literacy Intervention 1:15 pm - 2:15 pm
1:30 pm		Promoting Diversity and Equity for the SLP Using Diverse Children's Books and Materials 2:00 pm - 3:00 pm	Prepotent Response Inhibition and Resistance to Distractor to Interference in Bilingual Aphasia 1:45 pm - 2:45 pm	NIDCD Funding for Early Career Investigators 1:00 pm - 2:00 pm		
2:00 pm						We Need to Talk: Preparing for Difficult Conversations, and strategies to help the SLP 2:15 pm - 3:15 pm
2:30 pm						Vocabulary and Grammar: Language Maintenance in Bilingual Children with and without Developmental Language Disorders 2:30 pm - 3:30 pm
3:00 pm	Auditory Processing Disorders: It's More Than Just the Central Auditory Nervous System 2:00 pm - 4:00pm	African American English Articulation Tool 3:15 pm - 4:15 pm	Impact of Client Centered Gender Affirming Transgender Voice Therapy on Quality of Life 3:00 - 4:00 pm		Launching the First Undergraduate Journal in Linguistics and Speech-Language-Hearing-Communications Sciences to Re-Humanize both fields 3:30 pm - 4:00 pm	
3:30 pm						





**THURSDAY, MARCH 17, 2022**  
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4:00 pm	<b>Networking Break in Exhibit Hall</b> 4:00 pm - 4:30 pm Greenway Ballroom					
4:30 pm	<b>Donn F. Bailey Lecture:</b> ASD and the road to post-secondary settings: Unique challenges faced by African-American families and recommended practices 4:30 pm - 5:30 pm Post Oak D					
5:00 pm						
5:30 pm	<b>Networking &amp; Stretch Break</b>					
6:00 pm	<b>Opening Session</b> 6:00 pm - 7:30 pm Post Oak D					
7:30 pm	<b>Opening Reception</b> 7:30 pm - 8:30 pm Black Swan					
8:30 pm	<b>Music Bingo Mix &amp; Mingle</b> 8:30 pm - 10:00 pm Post Oak D					

## FRIDAY, MARCH 18, 2022

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8:00 am	Is Hearing a Luxury? 8:00 am - 8:30 am	Intersectionality and Stuttering: A Panel Discussion of the Experiences of Black Men Who Stutter 8:00 am - 9:00 am	Clinical Management of Dementia-Related Swallowing and Cognitive-Communication Deficits in SNF Setting 8:00 am - 10:00 am	The National Institutes of Health (NIH/NIDCD) 101 – What You Need to Know 8:00 am - 9:00 am	Microaggressions in Mentoring: Speak Up and Speak Out! 8:00 am - 9:00 am	Speech-Language Assessment in Linguistically Diverse Schools: A sociolinguistic approach 8:00 am - 9:00 am
8:30 am	Improving Systems of Care for Children with Hearing Loss and Other Developmental Disabilities 8:45 am - 9:45 am					
9:00 am	Practical Fundamentals of Audiology for Speech-Language Pathologists 10:00 am - 11:00 am	Chat with the Chair Students Only 9:15 am - 9:45 am	Using Their Voice: Selecting Culturally, Socially, and Linguistically Appropriate Voice Therapy Materials 10:15 am - 11:15 am	Ethical Leadership for SLPs and Audiologists (Ethics: Professional Development Requirement for ASHA) 9:30 am - 11:30 am	The Clinical Fellowship Experience – An Interactive Tutorial 9:15 am - 11:15 am	Community INreach: Best Practices for Community-Based Engagement & Research 10:30 am - 11:30 am
9:30 am						
10:00 am						
10:30 am		Solution Driven Collaborative Associations 10:30 am - 11:30 am				
11:00 am						
11:30 am	Networking & Stretch Break 11:30 am – 12:00 pm					
12:00 pm	LUNCH (On Your Own) 12:00 pm - 1:30 pm			Membership Meeting 12:00 pm - 2:00 pm	LUNCH (On Your Own) 12:00 pm - 1:30 pm	
1:30 pm						



## FRIDAY, MARCH 18, 2022

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2:00 pm	<b>Adapting Aural Rehabilitation to Meet New Demands: Designing and Implementing a Telehealth AR Program</b> 2:15 pm - 2:45 pm		<b>NSIG Meeting</b> 2:00 pm - 3:00 pm		<b>Cultural Humility in Clinical Supervision</b> 2:00 pm - 3:00 pm	
2:30 pm						
3:00 pm		<b>Assessment and Treatment for Childhood Apraxia of Speech</b> 2:00 pm - 4:00 pm	<b>Utilizing the IFC Model for Student-Athletes with Sport-Related Concussion: Structure/Function, Activity Limitations, Participation Restrictions, and Environmental, Racial and Cultural Factors</b> 3:00 pm - 4:00 pm	<b>NBASLH Student Chat: How to be a BOSS in your CFI!</b> 2:00 pm - 4:00 pm	<b>Uniting the Professions: Exploring Interprofessional Education (IPE) Opportunities in Preprofessional Training Programs</b> 3:15 pm - 4:15pm	<b>Education for Liberation: Why the Metric of Success for Black Children Must not be Assimilation to Whiteness</b> 2:00 pm - 4:00 pm
3:30 pm	<b>NBASLH Affiliates Meeting</b> 3:00 pm - 4:00 pm					
4:00 pm	<b>Political Action Meeting: Advocacy, Diversity, Equity and Leadership: Recipes for Success in Audiology and Speech-Language Pathology</b> 4:00 pm - 5:00 pm	<b>Clinical Perspectives on Culturally Responsive Care for Black and Latinx Children in Speech-Language Pathology</b> 4:15 pm - 4:45 pm	<b>Implementation Strategies for a Successful Level III NICU FEES Program</b> 4:15 pm - 5:15 pm		<b>Understanding Attitudes About Diversity in a CSD Student Body</b> 4:30 pm - 5:00 pm	<b>Hopi Skipi! Meepi! Strategies for Teaching Verbs to Children with and without Specific Language Impairment</b> 4:15 pm - 4:45 pm
4:30 pm						
5:00 pm						
6:00 pm		<b>Men of NBASLH Cocktail Hour (Omni Houston Hotel - La Reserve Whiskey Lounge) (Self-Led)</b> <b>Audiologists Cocktail Hour (Omni Houston Hotel - Birdies Bar) (Self-Led)</b>				
6:30 pm		<b>Pre-Gala Cocktails</b>				
7:00 pm		<b>Awards Gala</b> 7:00 pm - 11:30 pm Post Oak Ballroom				



## SATURDAY, MARCH 19, 2022

## NBASLH T-Shirt Day

*\*Highlighted Sessions/Events Noted in Red\**

Time	Audiology & Aural Rehabilitation (AAR) Post Oak A	Clinical & School-Based Disorders (CSD): Post Oak B	Co-sponsored by NSIG Medical-Based Disorders (MBD): Post Oak C	Highlighted Sessions: Post Oak D	Leadership & Professional Development (LPD): Post Oak E	Language, Literacy, & Cultural/Linguistic Diversity (LLC): Post Oak FG
8:00 am		Perceptions of African American English: Reducing the Potential for Misdiagnosis 8:00 am - 8:30 am			It's Time to Travel! Providing Therapy Services in Underdeveloped Countries 8:00 am - 9:00 am	The Value of Black and Brown Student Voices in Improving Inclusion in CSD Programs at Predominately White Institutions 8:00 am - 9:00 am
8:30 am	Improving Ecological Validity of Audiologic Testing with Auditory-Visual Speech-in-Noise Tasks 8:30 am - 9:00 am	The Diagnostic Accuracy of Bilingual PGU in Bilingual Spanish-Speaking Children with and Without Developmental Language Disorders 8:45 am - 9:15 am	Voice Therapy For The SLP Generalist: The 'Why' Behind The Exercises 8:45 am - 9:45 am	The Innovative Therapy Practice Owner: How to Develop Competence for Creative Thinking in Business 8:45 am - 9:45 am		
9:00 am					Implicit Bias in Speech-Language Pathology Students 9:15 am - 9:45 am	A Review of African American English Phonetic and Phonological Features Using Positive Terminology 9:15 am - 9:45 am
9:30 am	Chat with the Chair Professionals Only 9:30 am - 10:00 am					
10:00 am	Audiology Committee Meeting 10:00 am - 11:00 am	The impact of wearing a mask on stuttering: Quantitative and Qualitative results 10:00 am - 10:30 am	Exploring the Influence of Examiner Dialect on Speakers of African American English with Aphasia 10:00 am -10:30 am	Supervision and Top of the License Practice (Supervision: Professional Development Requirement for ASHA) 10:00 am - 12:00 pm	"I Still Can't Breathe": A Strategic Pathway to Dismantling Systemic Racism in a Communication Sciences and Disorders Program in Minnesota 10:00 am -11:00 am	Testing Very Preterm Black and White Children to Examine Potential Assessment Bias in Early Language Tests 10:00 am - 10:30 am
10:30 am						Unapologetically Us ... 10:45 am - 11:45 am





## SATURDAY, MARCH 19, 2022

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11:00 am			A Conscious Approach to Decannulation: Clinical Application of Speaking and Swallowing Valves with Disorders of Consciousness 10:45 am - 11:15 am	Supervision and Top of the License Practice (Supervision: Professional Development Requirement for ASHA) 10:00 am - 12:00 pm	Passing the Torch to the Next Generation: Strategies to Becoming an Exceptional Supervisor & Mentor 11:15 am - 12:15 pm	Unapologetically Us: Infusing Cultural and Linguistic Diversity into CSD programs at Mainstream Universities 10:45 am - 11:45 am
11:30 am			Determining Deserts for Medical Speech-Language Pathology Care in Rural Alabama 11:30 am - 12:00 pm			
12:00 pm	LUNCH (On Your Own) 12:00 pm - 1:00 pm					
12:30 pm	NBASLH Student-Mentor Luncheon 12:00 pm - 2:00 pm Post Oak D					
1:00 pm						
1:30 pm	The Lense of a CODA: Debunking the Myths of Black Deaf Culture 1:00 pm - 2:00 pm	Beyond Burnout: Getting good at stress by boosting Executive Function, cultivating mindfulness, and strengthening problem-focused coping 1:00 pm - 2:00 pm			The Implications of Mentorship with Students of Color in Graduate School Programs 1:00 pm - 2:00 pm	Using Evidence-Based Practice to Promote Global Health Equity in Sub-Saharan Africa 1:00 pm - 2:00 pm
2:00 pm	Networking & Stretch Break 2:00 pm - 2:30 pm					
2:30 pm	Poster Session/Closing Reception & Affiliates Open House 2:30 pm - 4:00 pm Landing					

# SESSION ABSTRACTS

Arranged in Chronological Order

## THURSDAY, MARCH 17TH

12:30 PM - 1:00 PM | POST OAK FG

### LLC01

Electronic Books as Support for Vocabulary Expansion in Low SES Kindergarten Students

† Teranesha Taylor

**SESSION FORMAT:** UNDERGRADUATE OR GRADUATE STUDENT FORUM

The use of e-books help build contextual knowledge to promote comprehension so that terms can be generalized. Currently, ASHA has no specific guidelines on the use of e-books in intervention, however, they do promote the use of specialized instruction for students with language impairments. Further research is required to determine the effectiveness of e-books as a tool used in the remediation of language impairments

## THURSDAY, MARCH 17TH

12:30 PM - 1:30 PM | POST OAK C

### MBD01

Apragmatism: Communication disorders associated with right hemisphere damage

† Margaret Blake, Shannon Sheppard, Jamila Minga, Ronelle Hewetson, Melissa Johnson, Petrea Cornwell

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

Apragmatism is a new label for the communication deficits associated with right hemisphere brain damage. The deficits are categorized into 3 areas: linguistic (words and syntax), paralinguistic (prosody), and extralinguistic (gestures, facial expression). Widespread use of this label will reduce the imprecise and inconsistent communication amongst professionals, which currently minimizes the seriousness and functional impact of the disorders. Examples of both expressive and receptive apragmatism that affects linguistic, paralinguistic and extralinguistic domains will be provided.

## THURSDAY, MARCH 17TH

12:45 PM - 1:45 PM | POST OAK B

### CSD01

Countering Hegemonic Language Ideologies: Evaluating Bilingual Research in Speech-Language Pathology

† Javier Jasso, Monica Hudnall, Belem López

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

The considerable increase in research about bilingual populations over the past few decades can inform service delivery and recommendations of bilingual children and their families. At the same time, there is a need to understand the historical context and deficit framing through which bilingual speakers are often studied. This presentation provides 1) a historical overview of bilingual research in the field of communication sciences; 2) highlights pervasive linguistic ideologies; and 3) provides recommendations for practitioners.

## THURSDAY, MARCH 17TH

1:00 PM - 1:30 PM | POST OAK A

### AAR01

The Importance of Aural Rehabilitation in Modern Practice

† David Frazier

**SESSION FORMAT:** DOCTORAL STUDENT RESEARCH FORUM

Most patients need help adjusting to hearing loss and making the best use of their hearing aids. This presentation will inform clinicians how to embed counseling and aural rehabilitation (AR) techniques in every appointment to provide individualized holistic hearing care, and this process starts with the initial introductions. AR educates your patients how to live and function with a hearing aid and hearing loss, without limiting their independence. This presentation illuminates the importance of AR and demonstrates how to effectively implement strategies in modern practice to increase patient acceptance and enjoyment of hearing aids.



## THURSDAY, MARCH 17TH

1:00 PM - 2:00 PM | POST OAK D

**HGH01****NIDCD Funding for Early Career Investigators**! *Andrea Kelly***SESSION FORMAT:** 1-HOUR ORAL SEMINAR

This session will provide information for early-career investigators seeking to obtain a grant from the National Institute on Deafness and Other Communication Disorders (NIDCD) for research focused on one or more of the areas within NIDCD's scientific mission: speech, language, voice, hearing, balance, smell, and taste. It will provide an overview of various funding opportunities appropriate for researchers early in their careers, including fellowships (F30, F31, and F32), career development awards (K01, K23, etc.), the loan repayment program (L30), the NIDCD-specific Early-Career Research award (R21), and Early-Stage Investigator considerations for R01 applications. A question-and-answer period will follow.

## THURSDAY, MARCH 17TH

1:15 PM - 2:15 PM | POST OAK FG

**LLC02****Moving Past Phonological Awareness: The Importance of Incorporating Morphology and Etymology in Literacy Intervention**! *Samantha Washington***SESSION FORMAT:** 1-HOUR ORAL SEMINAR

Many clinicians are aware of the role phonological awareness has on literacy development. However, morphological awareness becomes a more accurate predictor of and an effective intervention for decoding skills as children get older. The focus of this presentation is to emphasize the impact morphological awareness and etymology have on the development of literacy skills for monolingual and bilingual clients alike. Evidence-based interventions for increasing morphological awareness skills will also be discussed.

## THURSDAY, MARCH 17TH

1:45 PM - 2:45 PM | POST OAK C

**MBD02****Prepotent Response Inhibition and Resistance to Distractor to Interference in Bilingual Aphasia**! *Kenly Doyle***SESSION FORMAT:** UNDERGRADUATE OR GRADUATE STUDENT FORUM

Prepotent response inhibition (ability to suppress automatic responses) and resistance to distractor inhibition (ability to suppress distracting information presented alongside target stimuli) are examined in bilingual aphasia. Participants included Spanish-English bilingual-PWA and aged-matched bilingual adults (AMBA). All participants completed a non-verbal Stroop task and nonverbal Triad task. Results from the Stroop task revealed that bilingual-PWA are less efficient at resolving conflict compared to AMBA, whereas no group differences were observed on the Triad task, indicating that automatic processing may be disrupted in bilingual-PWA. To best support communication goals in Bilingual-PWA, SLPs need to provide language treatment designed for bilingual populations.

## THURSDAY, MARCH 17TH

2:00 PM - 3:00 PM | POST OAK B

**CSD02****Promoting Diversity and Equity for the SLP Using Diverse Children's Books and Materials**

*Dr. Stephen Enwefa, Dr. Regina Enwefa, Gabrielle Holland, Sandy Dorsey, Jasmine Brooks, Alexandria Brown, Divante Irby, Alacia Brew.*

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

The purpose of this presentation is to discuss the importance of diversity and equity within the field of speech-language pathology when it comes to the selection of materials used for children in therapy. This study discussed how speech-language pathologists can improve diversity by enhancing



their clinical bookshelves in speech therapy with diverse children's books. The need to increase the diversity of speech-language pathologists is becoming increasingly important around the world due to the increase in the changing demographics. Speech-language pathologists should be able to have access to diverse books beyond their schools, local libraries, and personal resources.

#### THURSDAY, MARCH 17TH

2:00 PM - 4:00 PM | POST OAK A

### AAR02

**Auditory Processing Disorders: It's More Than Just the Central Auditory Nervous System**

‡ *Dr. Jay Lucker*

**SESSION FORMAT:** 2-HOUR ORAL SEMINAR

Audiologists evaluate people having auditory processing disorders (APD) based on passing or failing tests. Audiologists may then conclude that the person has or does not have APD. Accommodations and treatments recommended may be the same for all people with APD. This presentation looks at auditory processing from a multisystem perspective in which various systems (not merely the central auditory pathways) are involved in successful processing of what we hear. Identification of specific types of auditory processing disorders as well as specific recommendations are presented relative to each specific type of APD found.

#### THURSDAY, MARCH 17TH

2:15 PM - 3:15 PM | POST OAK E

### LPD02

**We Need to Talk: Preparing for Difficult Conversations, and strategies to help the SLP**

‡ *Adanna Burrell*

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

Speech-Language Pathologist's confront difficult conversations in many settings; with parents, patients, and co-workers. Participants will learn how to use a powerful and straightforward

framework to tackle a variety of challenging and difficult conversations. Strategies will be shared on how to transition daunting situations into opportunities for building stronger relationships and improving outcomes.

#### THURSDAY, MARCH 17TH

2:30 PM - 3:30 PM | POST OAK FG

### LLC03

**Vocabulary and Grammar: Language Maintenance in Bilingual Children with and without Developmental Language Disorders**

‡ *Anny Castilla-Earls, Juliana Ronderos*

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

Typically, Spanish-speaking children acquire Spanish as their first language at home and begin learning English when they enroll in preschool or kindergarten. Under the right circumstances, many children become fluent speakers of two or more languages. Unfortunately, ample and continued support of bilingualism is not the norm in the U.S. In fact, most adults who grew up speaking Spanish at home end up with native English-proficiency but limited Spanish skills. In this presentation, I will share preliminary analyses of a longitudinal study examining the growth of Spanish and English in bilingual children with and without language disorders.

#### THURSDAY, MARCH 17TH

3:00 PM - 4:00 PM | POST OAK C

### MBD03

**Impact of Client Centered Gender Affirming Transgender Voice Therapy on Quality of Life**

‡ *Grace Hao, Taylor Willis, Megan Hollembaek*

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

A Transgender Voice Questionnaire (TVQ) was used as a measurement of transgender individual's "self-perception of vocal functioning and voice impact on their daily life". According to Hancock, Krissinger & Owen (2010), relationships between



a listener's perception of voice and the speaker's quality of life (QoL) have been explored in the realm of voice disorders, but not as thoroughly as it relates to the transgender population. Further research on the impact of factors such as pitch, listeners' perception, and clients' self-perception of their voice on QoL will bring the needed awareness and competent health care to transgender community.

#### THURSDAY, MARCH 17TH

3:15 PM - 4:15 PM | POST OAK B

### CSD03

#### African American English Articulation Tool

! Shanna Lee, Dr. Jay Lucker

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

The presenter will discuss preliminary data regarding the Lee Articulation Assessment Tool for African American Children's (LAATAAC) validity for AAE speakers. In a pilot study, the researcher designed a tool specifically for AAE speakers and discussed steps taken in designing it. The current study addressed the need for a culturally appropriate speech sound assessment tool for AAE speakers. The results of this study revealed that articulation tools designed for AAE speakers could facilitate more valid diagnostic outcomes than those that are not. Administration guidelines along with specifics regarding recording and scoring procedures will be discussed.

#### THURSDAY, MARCH 17TH

3:30 PM - 4:00 PM | POST OAK E

### LPD03

#### Launching the First Undergraduate Journal in Linguistics and Speech-Language-Hearing-Communications Sciences to Re-Humanize both fields

! Isabelle Barriere, Nancy Gauvin, Jonathan Nisenbaum, Margareth Lafontant, Cass Lowry

**SESSION FORMAT:** UNDERGRADUATE OR GRADUATE STUDENT FORUM

The under-representation of Black and Hispanic/Lx students in speech-language-pathology (16%) and linguistics (10%) graduate programs has detrimental consequences: a) under-representation among clinicians and researchers in communication sciences; b) while scientific theories aim to make claims that apply to all populations, much research is still conducted on socially valued varieties of English and other majority languages. This presentation will discuss a new initiative that aims to diversify the field—the publication of the first journal of undergraduate research in linguistics and speech-language-hearing-communication sciences—and the principle of Reciprocal Empowerment which underpins the journal and involves the participation of doctoral and undergraduate students.

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**THURSDAY, MARCH 17TH**

4:30 PM - 5:30 PM | POST OAK D

**HGH03**

ASD and the road to post-secondary settings: Unique challenges faced by African-American families and recommended practices.

‡ *Twyla Perryman*

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

Speech-language pathologists (SLPs) have multiple responsibilities as service providers for students with Communication Disorders such as Autism Spectrum Disorder, including helping to prepare students for the next phase in their lives. This session will discuss increasing involvement in transition planning among underserved populations by building self-determination and self-advocacy, communication competency, and addressing life skills.

**FRIDAY, MARCH 18TH**

8:00 AM - 8:30 AM | POST OAK A

**AAR03**

Is Hearing a Luxury?

‡ *Ashley Martin, Dr. Andi Toliver-Smith*

**SESSION FORMAT:** TECHNICAL SESSION

In this interactive presentation, you will learn about the findings of a research study performed in Little Rock, AR by a doctor of audiology student regarding low SES populations' knowledge of and access to audiology services. We will also have a discussion about the varying degree of access to audiology for underrepresented groups.

**FRIDAY, MARCH 18TH**

8:00 AM - 9:00 AM | POST OAK FG

**LLC04**

Speech-Language Assessment in Linguistically Diverse Schools: A sociolinguistic approach

‡ *Chelsea Privette, Leah Fabiano-Smith*

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

This session will provide an overview of sociolinguistic research on language and dialect acquisition and dialect variation in linguistically diverse environments. This research is then applied to models of speech-language development and evaluation in speech-language pathology, and a novel approach to comprehensive assessment using critically-informed sociolinguistic methods is presented. Results from a case series using the novel assessment method are presented and juxtaposed with traditional methods as well as the current literature on assessing bilingual (Spanish-English) and nonmainstream dialect (English) speaking children. Clinical and theoretical implications are discussed.



## FRIDAY, MARCH 18TH

8:00 AM - 9:00 AM | POST OAK B

**CSD04**

Intersectionality and Stuttering: A Panel Discussion of the Experiences of Black Men Who Stutter

‡ *Derek Daniels, Enjoli Richardson*

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

This presentation is intended to provide insight into the first-hand experiences of Black men who stutter. A brief overview on stuttering and intersectionality will be provided to frame the discussion. Following this, Black men who stutter will discuss their first-hand experiences by focusing on topics such as growing up years, family experiences, school experiences, employment experiences, therapeutic experiences, and additional social identities. Suggestions will be provided for how speech-language pathologists can better meet the needs of individuals who stutter from culturally diverse backgrounds.

## FRIDAY, MARCH 18TH

8:00 AM - 9:00 AM | POST OAK E

**LPD04**

Microaggressions in Mentoring: Speak Up and Speak Out!

‡ *Kimmerly Harrell, Karen Davis*

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

This session will look at the effects of microaggressions through the lens of mentoring within the discipline of communication sciences and disorders. Participants will increase their knowledge of microintervention techniques that can be used to disarm microaggressions through presentation and interactive case study analysis.

## FRIDAY, MARCH 18TH

8:00 AM - 9:00 AM | POST OAK D

**HGH05**

The National Institutes of Health (NIH/ NIDCD) 101 – What You Need to Know

‡ *Dr. Lana Shekim, Dr. Elyssa Monzack*

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

This presentation will provide information about the intramural and extramural research programs of the National Institute on Deafness and Other Communication Disorders (NIDCD) and the processes for obtaining research training or research funding.

## FRIDAY, MARCH 18TH

8:00 AM - 10:00 AM | POST OAK C

**MBD04**

Clinical Management of Dementia-Related Swallowing and Cognitive Communication Deficits in SNF Setting

‡ *J'Mia Kae Wade*

**SESSION FORMAT:** 2-HOUR ORAL SEMINAR

According to the CDC, approximately 47.8% of nursing home residents are diagnosed with Alzheimer's disease or other dementias. SLPs are often requested to serve as leaders in interdisciplinary dementia care at SNFs and are faced with the task to advocate, assess and treat patients with dementia ensuring services provided are clinically skilled and documented appropriately. With a disease process progressively in decline, traditional evaluation and treatment methods for swallowing and cognitive communication deficits may not be appropriate. This professional education seminar aims to provide the practicing SLP with a blueprint for the clinical management of dementia patients in SNF setting.



## FRIDAY, MARCH 18TH

8:45 AM - 9:45 AM | POST OAK A

**AAR04**

## Improving Systems of Care for Children with Hearing Loss and Other Developmental Disabilities

! Akilah Heggs

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

Recent research suggests there is a higher prevalence of Autism Spectrum Disorder (ASD) among Deaf/Hard of Hearing (DHH) individuals than in the general population with estimates as high as 1:59. Hearing loss and ASD in children can have similar characteristics which makes timely diagnosis more difficult. It is important for audiologists to recognize the interaction between conditions and implement strategies to provide families with appropriate interventions to optimize care for children with dual diagnoses. This presentation will discuss ways in which systems of care can be more responsive to the needs of children with HL + ASD/DD and their families.

## FRIDAY, MARCH 18TH

9:15 AM - 10:15 AM | POST OAK FG

**LLC05**

## Inclusive Literacy

! Indigo Young

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

Who gets to be good, beautiful, and powerful? Children's literature sends powerful messages about who belongs and who does not. Therefore, educators must identify and address bias in their teaching materials. Learn how to promote inclusion and belonging through literacy in this hands-on workshop.

## FRIDAY, MARCH 18TH

9:15 AM - 11:15 AM | POST OAK E

**LPD05**

## The Clinical Fellowship Experience – An Interactive Tutorial

! Jerrold Jackson, Amanda Gallagher, Gretchen Erhet-Hoshaw

**SESSION FORMAT:** 2-HOUR ORAL SEMINAR

In this interactive session, representatives from the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) will provide attendees with an overview of the 2020 Clinical Fellowship Skills Inventory, new rating scale, and CF Mentor requirements. Participants will evaluate case studies to increase familiarity with the updated skills inventory. This session will meet the 2 hours of professional development in the area of supervision requirement for Clinical Educators and Clinical Fellowship Mentors under the 2020 Standards.

## FRIDAY, MARCH 18TH

9:30 AM - 11:30 AM | POST OAK D

**HGH06**

## Ethical Leadership for SLPs and Audiologists

! Dr. Tommie L. Robinson Jr., Sharon Moss

**SESSION FORMAT:** 2-HOUR ORAL SEMINAR

This session is intended to provide an in-depth overview of the ASHA Code of Ethics, procedures for submitting ethical complaints, and available resources to minimize questionable ethical dilemmas across professional settings. Participants will engage in interactive exchanges to explore desired actions and decision-making with varied cases.



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Apraxia Kids is the leading nonprofit that strengthens the support systems in the lives of children with apraxia of speech (CAS). Since our inception in 2000, Apraxia Kids has provided support to tens of thousands of families and professionals.

We know that speech-language pathologists do not receive formal training on CAS when they are in school, so we provide opportunities to advance their education on apraxia through Intensive Trainings, National Conferences, On-Demand Webinars, and more. Through this, we hope that they are better able to treat these children because we believe every child deserves a voice!

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## FRIDAY, MARCH 18TH

10:00 AM - 11:00 AM | POST OAK A

**AAR08****Practical Fundamentals of Audiology for Speech-Language Pathologists**! *Shauntelle Cannon***SESSION FORMAT:** 1-HOUR ORAL SEMINAR

This session will provide both practical information and skills for SLPs to better serve their students who are hard of hearing and provide hands on experiences that will allow SLPs to become more familiar with various hearing technologies and more confident in their abilities to manage them.

## FRIDAY, MARCH 18TH

10:15 AM - 11:15 AM | POST OAK C

**MBD05****Using Their Voice: Selecting Culturally, Socially, and Linguistically Appropriate Voice Therapy Materials**! *Maurice Goodwin, Phoebe Crumpton, Teresa Procter***SESSION FORMAT:** 1-HOUR ORAL SEMINAR

Speech pathologists that treat voice disorders see patients across a spectrum of cultural, social, and linguistic backgrounds. However, the stimuli recommended for voice evaluation, and the materials selected for therapeutic intervention, often do not reflect the diversity of the populations that we treat. In this seminar, the presenters will describe the recommended protocol for voice evaluation and voice treatment and how this can be implemented with greater awareness of the social, cultural, and linguistic needs of the person presenting with a voice disorder.

## FRIDAY, MARCH 18TH

10:30 AM - 11:30 AM | POST OAK FG

**LLC06****Community INreach: Best Practices for Community-Based Engagement & Research**! *Jennifer Myers***SESSION FORMAT:** 1-HOUR ORAL SEMINAR

While community outreach has served as one method to improve active participation in clinical care and research within historically marginalized communities, efforts continue to fall short. This seminar presents a different paradigm, community inreach, which shifts the focus from a one-dimensional framework designed to address an assumed need (e.g., "What do I need to do to help this group because they are unable to help themselves?") to a multidimensional approach that fosters meaningful and sustainable change (e.g., "What support does this group need that will help promote its success from within?").

## FRIDAY, MARCH 18TH

2:00 PM - 3:00 PM | POST OAK E

**LPD06****Cultural Humility in Clinical Supervision**! *Katrina Miller***SESSION FORMAT:** 1-HOUR ORAL SEMINAR

Speech-Language Pathologists will serve as supervisors at least once in their careers. This may include the supervision of student clinicians, clinical fellows or speech pathology assistants. It is imperative that sensitivity and acknowledgement of individual's cultural differences be considered in the supervisory relationship. This presentation will discuss some of the cultural variables that may be encountered in these relationships, along with strategies to recognize and address one's own biases. Clinical scenarios will be presented to allow for an interactive discussion.





## FRIDAY, MARCH 18TH

2:00 PM - 4:00 PM | POST OAK FG

## LLC07

Education for Liberation: Why the Metric of Success for Black Children Must not be Assimilation to Whiteness

‡ *Dr. Dionna Latimer-Hearn, Dr. Yolanda Holt*

**SESSION FORMAT:** 2-HOUR ORAL SEMINAR

This course will address the myths and realities shaping the systemic and institutional disenfranchisement of minoritized people. Through the lenses of historical, philosophical, sociocultural, and legal frameworks, we identify the factors that shape internal and external perceptions of and attitudes towards African American people and African American language. We will equip speech and hearing science professionals with a set of tools to frame these narratives. With these same tools learners will be empowered to disrupt and dismantle oppressive systems and fully inhabit the spaces where we now only exist. We will be unapologetically us.

## FRIDAY, MARCH 18TH

2:00 PM - 4:00 PM | POST OAK B

## CSD05

Assessment and Treatment for Childhood Apraxia of Speech

‡ *Laura Moorer*

**SESSION FORMAT:** 2-HOUR ORAL SEMINAR

Childhood Apraxia of Speech (CAS) can be an elusive diagnosis even for seasoned practitioners. Research published in the last 5 years have provided clinicians with new techniques and strategies for diagnosing and treating CAS. Analysis of critical tasks for differential diagnosis and how to approach therapy using evidence based strategies for young children 2-10 years of age with motor planning challenges will be explored using case examples and videos.

## FRIDAY, MARCH 18TH

2:00 PM - 4:00 PM | POST OAK D

## STU02

How to be a BOSS in your CF!

‡ *Darius Thomas*

**SESSION FORMAT:** 2-HOUR ORAL SEMINAR

Are you looking for more information on starting your own practice? Do you have a need for training in business? Do you want to learn about time management, healthcare, and/or finances? This course is designed to provide participants with skills needed for life and career planning as well as the principles and practices necessary for developing and running a business.

## FRIDAY, MARCH 18TH

2:15 PM - 2:45 PM | POST OAK A

## AAR05

Adapting Aural Rehabilitation to Meet New Demands: Designing and Implementing a Telehealth AR Program

‡ *Cornetta Mosley*

**SESSION FORMAT:** TECHNICAL SESSION

This session will provide an overview of the state of the science as it pertains to telehealth and AR for older adult populations. The presenter will discuss the virtual AR program she designed and implemented clinically; she will also share the tools and resources she used to design and implement her program. Participants will have an opportunity to learn more about telehealth AR and will leave with tools and information to facilitate the development of an AR program at their clinical sites.



## FRIDAY, MARCH 18TH

3:00 PM - 4:00 PM | POST OAK C

**MBDO6**

Utilizing the IFC Model for Student-Athletes with Sport-Related Concussion: Structure/Function, Activity Limitations, Participation Restrictions, and Environmental, Racial and Cultural Factors

‡ *Alaina Davis*

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

SLPs have an important role in working with student-athletes who experience sport-related concussions including having knowledge of the International Classification of Functioning, Disability, and Health (ICF) Model (World Health Organization, 2001) to understand the impact of concussion symptoms on cognitive-communicative performance. Equally important, SLPs benefit from understanding the role of race and culture when applying the ICF model to concussion management. This presentation utilizes the ICF model and case studies to address the structural and functional impairment of concussion symptoms, discuss the associated activity limitations, participation restrictions, and environmental, racial, and cultural factors for student-athletes with concussion symptoms.

## FRIDAY, MARCH 18TH

3:15 PM - 4:15 PM | POST OAK E

**LPDO7**

Uniting the Professions: Exploring Interprofessional Education (IPE) Opportunities in Preprofessional Training Programs

‡ *Jerrold Jackson, Angela Blackwell, Erik Perez*

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

In this interactive session, three professionals from a multidisciplinary team (OT, SLP) will discuss opportunities to develop IPE learning experiences for preprofessionals in the disciplines of occupational therapy, physical therapy and speech-language pathology. Participants will explore options on how to develop modules for incorporating discipline exploration activities in graduate training programs or other settings.

## FRIDAY, MARCH 18TH

4:00 PM - 5:00 PM | POST OAK A

**HGHO7**

Advocacy, Diversity, Equity and Leadership: Recipes for Success in Audiology and Speech-Language Pathology

‡ *Regina Enwefa, Caprice Lee, Kimiko M. Pears, Daphne Talford-McDonald, Keena James Seward, Charlene Miott-Jones*

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

This session will discuss the significance of Diversity, Equity, and Inclusion (DEI) as they relate to the fields of audiology and speech-language pathology. Applications to clinical practice, research, and advocacy will be addressed. Methods and strategies to advocate for meaningful policy changes will be discussed.



## FRIDAY, MARCH 18TH

4:15 PM - 4:45 PM | POST OAK FG

**LLC08**

Hop! Skip! Meep! Strategies for Teaching Verbs to Children with and without Specific Language Impairment

‡ Kaley Birchfield, Alison Prael, Jena McDaniel

**SESSION FORMAT:** UNDERGRADUATE OR GRADUATE STUDENT FORUM

Although most literature focuses on children's noun learning, this study focuses on effective strategies for teaching verbs. Twenty-three, 3- to 6-year-old typically developing (TD) preschoolers and seven, 3- to 9-year-old children with specific language impairment (SLI) were taught novel, intransitive verbs using syntactic, semantic, and combined cues. Participants receptively identified and expressively labeled novel verbs. Across all conditions, participants learned novel verbs in a brief teaching session, although there were no significant differences between conditions. This study extends word-learning research by identifying three effective strategies for teaching verbs to children with and without with SLI.

## FRIDAY, MARCH 18TH

4:15 PM - 4:45 PM | POST OAK B

**CSD06**

Clinical Perspectives on Culturally Responsive Care for Black and Latinx Children in Speech-Language Pathology

‡ Marcela Dow

**SESSION FORMAT:** UNDERGRADUATE OR GRADUATE STUDENT FORUM

What are the factors considered by a speech-language pathologist when providing culturally responsive care to Black and Latinx children receiving speech and language services? This presentation focuses on how speech-language pathologists, with a minimum of two years of experience, define culturally responsive care and success in it, what factors help or hinder this success, and what tactics individuals use in their own practice to make it culturally responsive.

## FRIDAY, MARCH 18TH

4:15 PM - 5:15 PM | POST OAK C

**MBD07**

Implementation Strategies for a Successful Level III NICU FEES Program

‡ Lindsay Turner, Shayne Kimble

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

As we learn more about the efficacy of fiberoptic endoscopic evaluation of swallowing (FEES) in the neonatal and premature infant population, education about the requirements to establish a program in Neonatal Intensive Care Unit (NICU) is warranted. The purpose of this presentation is to provide information to guide SLPs in developing a multidisciplinary, family-centered NICU FEES program. Considerations and processes to program implementation on the department, hospital, and state levels will be highlighted.

## FRIDAY, MARCH 18TH

4:30 PM - 5:00 PM | POST OAK E

**LPD08**

Understanding Attitudes About Diversity in a CSD Student Body

‡ Elizabeth Cleveland, Abigail Moss, Mackenzie Jordan

**SESSION FORMAT:** UNDERGRADUATE OR GRADUATE STUDENT FORUM

This presentation will introduce participants to the results of a survey developed by student representatives of the Diversity, Equity, and Inclusion committee at the University of Central Arkansas. The survey was completed by a group of undergraduate and graduate Communication Sciences and Disorders students and the data collected from the survey was analyzed to identify various barriers that students face during their undergraduate and graduate studies. The presentation will discuss the rationale for this study and the study findings. Presenters will also discuss the clinical and educational implications of the results.



## SATURDAY, MARCH 19TH

8:00 AM - 8:30 AM | POST OAK B

## CSD07

Perceptions of African American English:  
Reducing the Potential for Misdiagnosis

! Tynashia Whitaker, Robert Mayo, Yolanda Holt

SESSION FORMAT: TECHNICAL SESSION

The child using African American English (AAE) can be misdiagnosed by an SLP as exhibiting a speech sound disorder and inappropriately referred for treatment. Such an error in the education system can waste precious resources and may stigmatize AAE-speaking children. Presumably, SLP's assessment skills are developed in graduate school, where they learn to differentiate a communication difference from a disorder. We examined graduate SLP students' ability to distinguish between AAE spoken by children with and without a speech sound disorder. Findings suggest that graduate SLP programs should provide additional focus on training students to distinguish between communication differences versus disorders.

## SATURDAY, MARCH 19TH

8:00 AM - 9:00 AM | POST OAK FG

## LLC09

The Value of Black and Brown Student Voices  
in Improving Inclusion in CSD Programs at  
Predominately White Institutions.

Candice Adams-Mitchell, Charles Ellis,  
Yasneli Lleo, Daylenis Clavijo, Justin Docal,  
Alessandra Rodrigues, Denisha Campbell

SESSION FORMAT: 1-HOUR ORAL SEMINAR

Black and brown students at predominately white institutions (PWI) traditionally represent a small percentage of students enrolled in SLP/A programs. The professions have made a concerted effort to recruit Black and Brown students into the profession, many continue to report a lack of inclusion in programs that consist of predominately White Females. In this presentation we will report the findings (key themes) obtained from a panel discussion of Black/Brown student focus groups related to inclusion. The findings offer information

for specific strategies to improve inclusion among Black/Brown students enrolled in SLP/A programs.

## SATURDAY, MARCH 19TH

8:00 AM - 9:00 AM | POST OAK E

## LPD09

It's Time to Travel! Providing Therapy Services  
in Underdeveloped Countries

! Maxine Woodhouse, Martine Harris

SESSION FORMAT: 1-HOUR ORAL SEMINAR

Am I ready to travel to provide therapeutic services? Or, am I just "doin' it for the 'gram"? What cultural considerations should I know? What are my first steps if I want to volunteer abroad? This seminar will discuss the necessity and importance of volunteering in underdeveloped countries. The emphasis will be on the expansion of the field of speech/language pathology through professional development, hands-on clinical practice, consideration of cultural perspectives, caregiver/training education and advocacy.

## SATURDAY, MARCH 19TH

8:30 AM - 9:00 AM | POST OAK A

## AAR07

Improving Ecological Validity of Audiologic  
Testing with Auditory-Visual Speech-in-Noise  
Tasks

! Emma Woolf

SESSION FORMAT: TECHNICAL SESSION

Difficulty understanding speech in the presence of background noise is one of the most common reasons for patients to seek audiologic services. This session will introduce common clinically utilized speech-in noise recognition tests and outline how they differ from real world communication environments. The presenter will describe an innovative auditory-visual task which may better represent patients' reported difficulties and explain how results from this task may alter individuals' rehabilitative options and strengthen patient-provider trust.



## SATURDAY, MARCH 19TH

8:45 AM - 9:15 AM | POST OAK B

**CSD08**

The Diagnostic Accuracy of Bilingual PGU in Bilingual Spanish-Speaking Children with and Without Developmental Language Disorders

‡ Michelle Hernandez, Anny Castilla-Earls

**SESSION FORMAT:** DOCTORAL STUDENT RESEARCH FORUM

The study examined the diagnostic accuracy of three approaches using Percentage of Grammatical Utterances (PGU) to identify Spanish-English bilingual children with and without developmental language disorder (DLD). Bilingual school-aged children completed story generation and story retell language samples tasks in English and Spanish. Findings indicated that all three PGU approaches had adequate to good diagnostic accuracy when combined with Mean Length Utterance (MLU). Using a bilingual PGU in combination with MLU in both languages was found to be the most statistically significant model for predicting group membership (sensitivity 91% and specificity 89%).

## SATURDAY, MARCH 19TH

8:45 AM - 9:45 AM | POST OAK C

**MBD08**

Voice Therapy For The SLP Generalist : The 'Why' Behind The Exercises

‡ Maurice Goodwin, Danielle Devore

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

Access to training in voice disorders and voice therapy is limited in the graduate school experience. However, once practicing, many speech pathologists are expected to have the tools necessary to treat a myriad of voice conditions. This seminar is aimed at reviewing the "why" behind the decisions we make in our treatment recommendations for voice disorders. The clinicians presenting this lecture are voice specialized clinicians practicing in the areas of pediatric and adult voice disorders who have a passion for making voice therapy more accessible to all clinicians.

## SATURDAY, MARCH 19TH

8:45 AM - 9:45 AM | POST OAK D

**HGH08**

The Innovative Therapy Practice Owner: How to Develop Competence for Creative Thinking in Business

‡ Ebony Green

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

Innovation is critical to the development of our profession. The innovative therapy practice owner solves societal issues in a sustainable and effective manner. As entrepreneurs, we have the ability to make our companies run more efficiently and change the landscape of employment in our field. Through innovative thinking, we can use connect our individual ideas and thoughts with the ideas of others to form successful speech language pathology therapy practices.

## SATURDAY, MARCH 19TH

9:15 AM - 9:45 AM | POST OAKD FG

**LLC10**

A Review of African American English Phonetic and Phonological Features Using Positive Terminology

‡ Shanna "Caprice" Lee, Dr. Jay Lucker

**SESSION FORMAT:** TECHNICAL SESSION

This presentation reviews a resource created for SLPs to use when assessing African American English speakers' speech sounds and synthesizes phonetic and phonological features of African American English (AAE) speech sound patterns across the literature, including examples and regional information. AAE patterns across studies were analyzed and synthesized into a chart format organized by phoneme-type (e.g., vowels, diphthongs, consonants, consonant clusters).





## SATURDAY, MARCH 19TH

9:15 AM - 9:45 AM | POST OAK E

## LPD10

## Implicit Bias in Speech-Language Pathology Students

! *Skyller Castello, Geoffrey Coalson***SESSION FORMAT:** UNDERGRADUATE OR GRADUATE STUDENT FORUM

The purpose of this study is to gain insight into implicit bias in speech-language pathology programs by evaluating students' perceptions towards two critical behaviors that reflect such bias: colorblindness and microaggression. Data from an online survey comprised of two established questionnaires (Color-Blind Racial Attitudes Scale, Acceptability of Racial Microaggressions Scale) completed by currently enrolled students will be reported, and potential mediating factors will be discussed. Investigating these potential areas of disconnect amongst SLP students may result in more effective methods for reducing pre-professional implicit bias and provide students of all races with a respectful and inclusive academic training environment.

## SATURDAY, MARCH 19TH

10:00 AM - 10:30 AM | POST OAK FG

## LLC11

## Testing Very Preterm Black and White Children to Examine Potential Assessment Bias in Early Language Tests

! *Lauren Prather, Nancy Creaghead, Amy Hobek, Jennifer Vannest, Lisa Hunter, Tamika Odum***SESSION FORMAT:** DOCTORAL STUDENT RESEARCH FORUM

SLPs provide early intervention (EI) to support speech/language development in children birth to 3 when there is a communication concern. However, there is a limited selection of assessments for these children and assessment tools to examine culturally and linguistically diverse (CLD) children fairly. This study will discuss potential: (1) differences

between the performance of Black and White very preterm children at 24 months corrected age based on the Communication and Symbolic Behavior Scale (CSBS), (2) influence of scorer bias on the CSBS, and (3) the relationship between the MacArthur Child Development Inventory (CDI) to the performance scores on the CSBS.

## SATURDAY, MARCH 19TH

10:00 AM - 10:30 AM | POST OAK C

## MBD09

## Exploring the Influence of Examiner Dialect on Speakers of African American English with Aphasia

! *Kennedy Guess, Janna B. Oetting, Lynn M. Maher***SESSION FORMAT:** TECHNICAL SESSION

This pilot study investigated the impact of examiner's dialect on the quantity and quality of narrative discourse in a bidialectal African American with mild aphasia. We elicited story retell and personal narratives under two conditions: one where the examiner spoke exclusively using GAE and the other where the examiner spoke exclusively in AAE. These were analyzed for differences in the density of AAE forms, verbal output, local coherence, and information content. A higher density of AAE forms in the personal narratives in both conditions and an increase in local coherence errors in the GAE condition were observed.



## SATURDAY, MARCH 19TH

10:00 AM - 10:30 AM | POST OAK B

**CSD09**

The impact of wearing a mask on stuttering:  
Quantitative and Qualitative results



*John A. Tetnowski, Sabiha Parveen, Valerie Freeman, Sherrie Norton, Jennifer T. Tetnowski*

**SESSION FORMAT:** TECHNICAL SESSION

Throughout the COVID-19 pandemic, many individuals have been asked to or volunteer to wear a mask or other facial protective device. The impact on communication has been described in media outlets, but few studies have evidence to support the description provided. Even fewer studies describe the impact on individuals with communication disorders and almost none that describe the impact on people who stutter. This study will present the results on perceptions by listeners, quantitative perceptions by speakers who stutter, and qualitative perceptions by speakers who stutter.

## SATURDAY, MARCH 19TH

10:00 AM - 11:00 AM | POST OAK E

**LPD11**

“I Still Can’t Breathe”: A Strategic Pathway  
to Dismantling Systemic Racism in a  
Communication Sciences and Disorders  
Program in Minnesota



*R. Danielle Scott*

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

The intention of this session is to provide an overview of a strategic pathway towards dismantling systemic racism in a Communication Sciences and Disorders Program in Minnesota. The presenter will shed light on the racial climate in Minnesota and discuss the critical need for diversifying the discipline of Communication Sciences and Disorders. The presenter will also explain how to implement a strategic task force to amplify the mission of cultural humility and anti-racism.

## SATURDAY, MARCH 19TH

10:00 AM - 12:00 PM | POST OAK D

**HGH09**

Supervision and Top of the License Practice

‡ *Lemmietta McNeilly, Cheval Bryant*

**SESSION FORMAT:** 2-HOUR ORAL SEMINAR

Practicing at the Top of the License involves speech-language pathologists making strategic clinical decisions to facilitate functional goal achievements as individuals communicate in different settings. This session will teach strategies for assessing and methods of supervising students, SLPA or SLPs as well as readiness to deliver speech-language services.

## SATURDAY, MARCH 19TH

10:45 AM - 11:15 AM | POST OAK C

**MBD10**

A Conscious Approach to Decannulation:  
Clinical Application of Speaking and  
Swallowing Valves with Disorders of  
Consciousness

‡ *Marilouise Nichols, Ashley Lopez*

**SESSION FORMAT:** TECHNICAL SESSION

As the breadth and depth of knowledge surrounding Disorders of Consciousness (DoC) rapidly expands, a call for change in our clinical practice is necessary, particularly regarding patients with tracheostomies. Patients within the DoC population are often tracheostomized longer because they may not demonstrate commonly accepted indicators of readiness for speaking and swallowing valve (SSV) placement or tracheostomy decannulation. However, the current literature, as well as principles of neuroplasticity, suggests early SSV placement in this population is crucial and should be highly prioritized in an effort to improve functional outcomes, increase patient's rehabilitative participation, progress toward decannulation, and reduce medical costs.



## SATURDAY, MARCH 19TH

10:45 AM - 11:45 AM | POST OAK FG

## LLC12

Unapologetically Us: Infusing Cultural and Linguistic Diversity into CSD programs at Mainstream Universities

! Eliza Thompson, Eusabia Mont

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

The current project outlines specific strategies that instructors can use to prepare to engage in effective discussions about diversity and inclusion with faculty and students to structure courses to integrate multicultural information and clinical implications in various CSD courses. Specific techniques regarding course content, working with students and how to build allies within faculty will be addressed. In addition, we outline strategies that instructors can use to retain support students from under-represented groups in CSD. Attendees will leave with concrete techniques and strategies that can be immediately implemented and fundamentally transform our understanding diversity, equity and inclusion.

## SATURDAY, MARCH 19TH

11:15 AM - 12:15 PM | POST OAK E

## LPD12

Passing the Torch to the Next Generation: Strategies to Becoming an Exceptional Supervisor & Mentor

! Alayna Townsend, Danielle Devore, Dionne Walker

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

How do we develop strong clinicians who are ready for the real clinical world? In addition to seeking candidates with proficient hard skills, employers also seek candidates with strong soft skills. This presentation will provide effective and practical supervision and mentorship strategies from our experiences as clinical supervisors in the university setting and the clinical world. We will discuss our triumphs and pitfalls of instilling hard and soft skills to clinicians. Emphasis will be placed on addressing key aspects of supervision including relationship building, communication skills, teambuilding, delivering feedback, collaborative models, multicultural considerations, and professionalism.



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## SATURDAY, MARCH 19TH

11:30 AM - 12:00 PM | POST OAK C

## MBD11

## Determining Deserts for Medical Speech-Language Pathology Care in Rural Alabama

‡ *Mariah Morton, Mary Sandage***SESSION FORMAT:** DOCTORAL STUDENT RESEARCH FORUM

With over 1.1 million rural residents, Alabama faces various challenges to achieving health equity, as disparities in access disproportionately affect African American rural residents. Given the substantial evidence of racially and geographically related health/healthcare disparities in the state, authors sought to systematically characterize the medical SLP workforce in non-metropolitan county-level healthcare facilities in Alabama. Results indicated limited access to medical SLP services indicative of deserts to behavioral communication and swallowing care for non-metropolitan residents in the state. The presentation will conclude with a discussion of potential solutions and future directions to mitigate the disparities in access specific to rural communities.

## SATURDAY, MARCH 19TH

1:00 PM - 2:00 PM | POST OAK B

## CSD11

## Beyond Burnout: Getting good at stress by boosting Executive Function, cultivating mindfulness, and strengthening problem-focused coping

‡ *Sucheta Kamath***SESSION FORMAT:** 1-HOUR ORAL SEMINAR

In these unprecedented challenging times marked by uncertainty, speech-language pathologists and audiologists have not been spared from experiencing unceasing stress, job dissatisfaction or even a burnout. Stress in general, prevents us from consistently assessing our personal

priorities, exploring repetitive faux-pas/failures, or investigating ways to improve self-efficacy under stressful conditions.

In this presentation, Sucheta will explore the interconnectivity between mind, brain, body, and breath to help discover that getting good at stress is not only possible, but desirable. She will share effective ways to reframe stress in order to employ evidence-based stress-busting strategies to bring “life-work” balance as it should be.

## SATURDAY, MARCH 19TH

1:00 PM - 2:00 PM | POST OAK E

## LPD13

## The Implications of Mentorship with Students of Color In Graduate School Programs

‡ *Denisha Campbell, Candice Adams-Mitchell***SESSION FORMAT:** 1-HOUR ORAL SEMINAR

This session is intended to provide graduate faculty and staff with tangible tools and resources in efforts to better support their students of color. With the growing number of BIPOC students enrolling in graduate level programs, it is becoming increasingly important to focus on the retention of those students. One such way to retain students is through quality mentorship efforts. The proposed session aims to provide supports for effective mentorship.



SATURDAY, MARCH 19TH

1:00 PM - 2:00 PM | POST OAK A

**AAR06**

The Lense of a CODA: Debunking the Myths of Black Deaf Culture

! Jasmine Beltrán

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

This session is the perfect example of blending the hearing and Deaf community. CSD professionals will be provided education on Deaf awareness and advocacy through the lens of a CODA (Child of Deaf Adults). This session is aimed to help spread awareness and education about what Deaf culture is in hopes of eliminating negative stereotypes and the neglect Deaf people face.

SATURDAY, MARCH 19TH

1:00 PM - 2:00 PM | POST OAK FG

**LLC12**

Using Evidence-Based Practice to Promote Global Health Equity in Sub-Saharan Africa

! Dr. Regina Enwefa, Dr. Stephen Enwefa, Sandy Dorsey

**SESSION FORMAT:** 1-HOUR ORAL SEMINAR

Inequities and disparities have existed for a long time in human society, for example in the economy, in health, and in health care. Current data indicate that inequities and disparities continue to exist around the world. The inequities and disparities in health and health care are large, pervasive, and costly. Health inequities have plagued not only the western world but sub-Saharan Africa. This study examined what global health looks like in sub-Saharan Africa, identified barriers to achieving health equity, and described how global health equity can impact change in sub-Saharan Africa.



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# POSTER PRESENTATIONS

## SEMINAR CSD10

### Dynamic vs Static Assessment in Assessing Language impairment with Bilingual Children

*Angela Gonzalez Angeles*

#### SESSION DESCRIPTION:

The purpose of this project is to accumulate evidence that dynamic assessment (DA) is a more reliable tool in diagnosing language impairments (LI) in bilingual children compared to static assessments. Six research studies were evaluated, five of which were experimental studies, and one of which was a meta-analysis. Evidence was clear that DA is a less biased and more reliable tool when assessing bilingual children with LI compared to static assessment.



## SEMINAR CSD12

### Vocal Health and Awareness and Occupational Voice Users: Social Media as a Health Literacy Tool

*Candice Adams-Mitchell, Madison Yoder, Jennifer White, Sarah Blakenship, Jenna Kasten, Nicole Garcia*

#### SESSION DESCRIPTION:

The present study investigates the use of the social media platform Instagram as a tool to educate occupational voice users about vocal hygiene. The specific population used in this study includes pastors, coaches, musicians, teachers, and work-out instructors who use their voice as an integral part of their career and have little to no professional vocal hygiene training. The aim of this study is to determine how effective social media is as a platform to educate occupational voice users about vocal hygiene.



## SEMINAR LLC13

### Computer-based Spanish Phonetic Transcription Training

*Ahmed Rivera-Campos, Jean Rivera Perez, Nydia Bou*

#### SESSION DESCRIPTION:

Spanish phonetic transcription of speech is an essential task for Speech-Language Pathologists working with bilingual (Spanish/English) clients to identify speech sound errors. Transcription skills are generally taught at the undergraduate with English being the language used for the application of what has been learned. Although Spanish and English share many speech sounds, not all knowledge and skills acquired and mastered for English transcriptions can be generalized to Spanish speech transcription. The purpose of this presentation is to describe a computer-based training for Spanish transcription to teach bilingual speech-language pathologists and students the necessary skills to transcribe a Spanish speech sample.



## SEMINAR LLC14

### Comparison of African American English in Story Retell using Bidialectal Stories

*Lauren Prather, Amy Hobek, Emerald Dunn*

#### SESSION DESCRIPTION:

Children's language skills, including home dialects, are resources from which to expand their overall language repertoires. Building on what children already know is a pedagogically sound approach for all children. Supporting children's home dialect as a resource in the classroom may be one support to address the black-white academic achievement gap. The purpose of this research is to compare African American English (AAE) use as measured by the Dialect Density Measure (DDM) and narrative features through retell of stories read in the home and school dialect.



**SEMINAR LLC15**
**Scores of Black Preterm Children on the MacArthur-Bates Communicative Development Inventory**

*Jasmine Robinson, Lauren Prather, Nancy Creaghead*

**SESSION DESCRIPTION:**

Early Intervention (EI) involves the services and support given to clients when there are early concerns regarding typical development, such as speech and language (ASHA, 2008). However, with the lack of diversity in the standardized samples of these early language assessments there is potential for misdiagnosis based on potential biases in these tests. This exploratory study examines the differences in test scores of black and white very preterm children from MacArthur Bates Communicative Inventory. The findings of this study resulted in significant difference between the scores for black & white very preterm children on the CDI Vocabulary Production Sub-Test.


**SEMINAR LLC16**
**The Subjective Impact of Post Traumatic Stress on Cognitive-Communication in Spanish-Speaking Bilingual Children & Adults**

*Jennifer Myers, Sulare Telford-Rose, Nell Drummy, Brittney Ford, Bejani Turley, Deja Bulluck*

**SESSION DESCRIPTION:**

The effects of trauma on cognitive-communication has been vastly understudied regarding bilingual individuals. This survey study aims to address this critical gap by investigating the reported impact of trauma on language and cognition among bilingual children and adults. The expected findings will provide relevant information for clinicians and demonstrate the need for standard-of-care practices that are sensitive to the impact of post-traumatic stress on cognitive-communication among bilingual individuals.


**SEMINAR LLC17**
**Morphosyntactic and phonological features of Anguillian English and Anguillian English Creole in two teenage female speakers**

*Amber Franklin, Eskarsy Canales, Emerson Hoover, Haley Snyder*

**SESSION DESCRIPTION:**

Anguilla is an island located in the Eastern Caribbean. This study analyzes the connected spontaneous speech samples of two female Anguillian teenagers, one speaker of Standard Anguillian English and one speaker of Anguillian English Creole. Frequency of occurrence of various morphosyntactic and phonological features will be contrasted between the speakers.


**SEMINAR LLC18**
**Being Bilingual is a Superpower: A Unique Bilingual Virtual Camp Experience**

*Emma Levine, Sisan Cuervo, Nancy Creaghead*

**SESSION DESCRIPTION:**

This session describes a four-week bilingual (Spanish/English) virtual summer camp that provided young Hispanic dual language learners the opportunity to be immersed in a completely bilingual environment while building confidence about being bilingual. Instruction of the camp was completely bilingual and the children were able to code-switch between languages throughout the entirety of each session. This camp showed the feasibility of a completely virtual camp that can connect DLLs around the country in a completely immersed bilingual environment emphasizing the value of bilingualism. Best practices when working virtually with dual language learners will be discussed.



### SEMINAR LLC19

#### Examining SLP's Implementation of Literacy Supports for Culturally & Linguistically Diverse Populations

*Denisha Campbell*

##### SESSION DESCRIPTION:

This study aims to identify the role that speech language pathologists (SLPs) have in supporting the literacy development of culturally and linguistically diverse (CLD) students. The following research questions were posed: (1) How confident are SLPs with supporting the unique needs of CLD students' literacy development? Is there a correlation between linguistic background, implementation and confidence? (2) What beliefs and ideas do SLPs hold about CLD students? How does this relate to the previous trainings they've received? and (3) What themes exist in the challenges and resources that SLPs report when working with CLD students.



### SEMINAR LLC20

#### The Implications of Mentorship with Students of Color In Graduate School Programs

*Denisha Campbell, Candice Adams-Mitchell, Denisha Campbell*

##### SESSION DESCRIPTION:

This session is intended to provide graduate faculty and staff with tangible tools and resources in efforts to better support their students of color. With the growing number of BIPOC students enrolling in graduate level programs, it is becoming increasingly important to focus on the retention of those students. One such way to retain students is through quality mentorship efforts. The proposed session aims to provide supports for effective mentorship.



### SEMINAR LLC21

#### Low-tech vs. High-tech AAC and the Impact on Social Communication

*Sarah Robso*

##### SESSION DESCRIPTION:

This project sought to compile evidence regarding low-tech and high-tech AAC and determine which modality can more readily support social communication for children with complex communication needs.



### SEMINAR LLC22

#### SLPs' Perspectives While Working with Culturally and Linguistically Diverse (CLD) Clients with AAC Needs

*Ruixia Yan, Sheila Bridges-Bond, Haley Smith, Zhaojing Liu*

##### SESSION DESCRIPTION:

SLPs have been serving an increasing number of clients and families from CLD backgrounds. Also, clinicians must be culturally-responsive in knowing which services can be accommodated to fill the needs of the CLD clients with AAC needs. Previous research suggests that inadequate service received by CLD clients with AAC needs may be the result of SLPs' lack of awareness, knowledge, etc. of the multilingual and multicultural issues. However, few studies explored the evidence for this assumption. Therefore, the current study examines SLPs' perspectives while working with CLD clients with AAC needs and discusses the accommodations that can be adapted.



### SEMINAR LLC23

#### The Impact of American Sign Language on Literacy Development in Deaf and Hard of Hearing Students: A Systematic Review

*Kinya Embry*

##### SESSION DESCRIPTION:

This presentation identifies and analyzes the current literature on English literacy outcomes of Deaf and hard of hearing (DHH) students who use American Sign Language (ASL). Participants will learn about the impact of access to ASL and its influence on the development of English literacy skills for this population. Discussion will be centered around results yielded from the systematic review to include intervention approaches to best support DHH students who do not already have ASL proficiency.



### SEMINAR LLC24

#### Isolated Morphological Awareness Training for Elementary School Students

*Mikala Bowen*

##### SESSION DESCRIPTION:

Morphological awareness is a metalinguistic skill—necessitating an ability to “treat language as an object of thought.” (Carlisle 2010). The purpose of this study is to propose a framework for isolated morphological awareness instruction in elementary school based on the question “What is the effect of isolated morphological awareness training on the literacy skills of typically-developing elementary school students as compared to solely traditional classroom instruction?”



### SEMINAR LLC25

#### Word-Initial /l/ Patterns in African American Speaking Children

*Riley Cantrell, Hyunju Chung*

##### SESSION DESCRIPTION:

Preliminary findings of the current study showed that word-initial /l/ produced by AAVE-speaking children were perceived as more nasalized sounds compared to /l/ produced by MAE-speaking children. This finding is important which could aid in our understanding as to why AAVE-speakers word-initial /l/ is perceived differently from those of MAE-speaker. The broader impact of the study will also be discussed. We can reduce the number of misdiagnoses. Finding that AAVE speaker may produce a more nasalized /l/ in word initial position, clinicians can use this information to provide more accurate evaluations and reduce misdiagnosis of AAVE children.



### SEMINAR MBD13

#### Differential Language Recovery in Patients with Global Aphasia

*Yasneli Lleo, Candice Adams-Mitchell, Molly Jacobs, Charles Ellis*

##### SESSION DESCRIPTION:

Studies of aphasia recovery have primarily emphasized language recovery during the first 12-months post-stroke onset. Studies emphasizing recovery during the first year have traditionally aligned with the belief that the greatest amount of recovery occurs within the first year. More recent studies suggest recovery extends well beyond the first year and many persons with aphasia (PWA) show improvements past one-year. In this study we will present longitudinal data examining the recovery trajectory of two PWA who were initially diagnosed with global aphasia and followed over a two-year period.



# SEMINAR MBD14

## The Relationship Between Aphasia Impairment and Communication Confidence in Mild Aphasia.

Zaria Smith, Candice Adams-Mitchell, Molly Jacobs, Charles Ellis, Kiyannah Brooks, Jovon Howard

### SESSION DESCRIPTION:

Aphasia is a post-stroke condition that can dramatically impact a person with aphasia's (PWA) communication abilities. An emerging literature suggests level of aphasia impairment can have a dramatic impact on their communication confidence. In this study of twelve PWA we found that communication of confidence was negatively correlated with level of aphasia impairment even in the mildest forms of aphasia. These findings suggesting that communication confidence is primary driven by impairment and even small improvements (reductions in impairment) can correspond to improvements large gains in individual confidence for communication.

# SEMINAR MBD15

## Racial Disparities in Aphasia in Performance on the Philadelphia Naming Test

Aryanna Burkes, Candice Adams-Mitchell, Molly Jacobs, Charles Ellis

### SESSION DESCRIPTION:

Racial disparities have been consistently reported in disorders of communication. On such area, aphasia, has been studied extensively and recent reports using comprehensive measures such as the Western Aphasia Battery-Revised (WAB-R) have shown lower scores among African Americans compared to whites. In this study we examined racial differences using Philadelphia Naming Test. Data for the study were obtained from the Moss Aphasia Psycholinguistics Project Database (MAPPD). Group comparisons indicated that African American persons with aphasia (PWA) exhibited greater aphasia impairment than White PWA even after adjusting for sociodemographic characteristics such as age, education and socioeconomic status.



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### SEMINAR MBD16

#### An Examination of the Worldwide Burden of Aphasia

*Ayanna Frederick, Candice Adams-Mitchell, Molly Jacobs, Charles Ellis*

##### SESSION DESCRIPTION:

Aphasia is a post-stroke condition that significantly impacts the person with aphasia (PWA) overall level of independence and participation in society. Despite the common occurrence of aphasia, little is known about the worldwide burden of aphasia. While the incidence of aphasia is well reported in high income countries, information regarding aphasia is rarely reported in low-income countries. In this presentation we report the results of a systematic review of stroke/aphasia studies reporting rates of aphasia among countries around the globe to estimate the worldwide burden of aphasia.



### SEMINAR MBD17

#### The Language of Pain in Children with Sickle Cell Disease

*Nicole Garcia, Candice Adams-Mitchell*

##### SESSION DESCRIPTION:

In the current study, outpatient data was collected using the Adolescent Pediatric Pain Tool (APPT). The sample focuses on the pain descriptors of the 113 participants including 58 males and 55 females. The patients ranged from ages 8 to 24 years old, with 106 of the participants accounting as Black/African American. Recorded pain descriptors from the APPT were analyzed to determine whether there is a difference in the language amongst gender, age, and genotype of individuals with sickle cell disease (SCD). Identifying the differences will allow further research to be conducted on the influence SCD may have on language development.



### SEMINAR MBD18

#### Effect of Proloquo2Go and Visual Communication Board to Improve Communication Among Adults with Expressive Aphasia

*Dr. Jorri Henderson, SLPD, CCC-SLP, Dr. Toupazer Jordan, ClinScD, CCC-SLP, Dr. Nola Radford, Ph.D., CCC-SLP, BCS-F*

##### SESSION DESCRIPTION:

The current case study was to examine the effectiveness of a low-tech (communication board) compared to high tech (Proloquo2) for female participants, ages 61 and 81, who presented with severe, nonfluent aphasia from a cerebrovascular accident. Both participants showed increases in communication, with the older participant preferring the communication board.



### SEMINAR MBD19

#### The Cost of Change in Quality of Life in Aphasia

*Valeria Gonzalez, Candice Adams-Mitchell, Molly Jacobs, Charles Ellis*

##### SESSION DESCRIPTION:

Aphasia-related quality of life (QOL) is an important metric of aphasia treatment effectiveness. Although tools have been designed to measure QOL in persons with aphasia (PWA) they are frequently used to measure improved outcomes. In this study we measure post-aphasia treatment change in QOL with emphasis on the efficiency and cost of change. We found that PWA that exhibited the most severe aphasia impairment reported larger improvements in QOL than those at lower impairment levels. Similarly, the average cost of improvement in QOL was lower for those more severe aphasia.

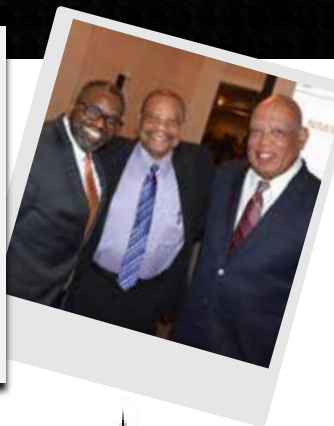
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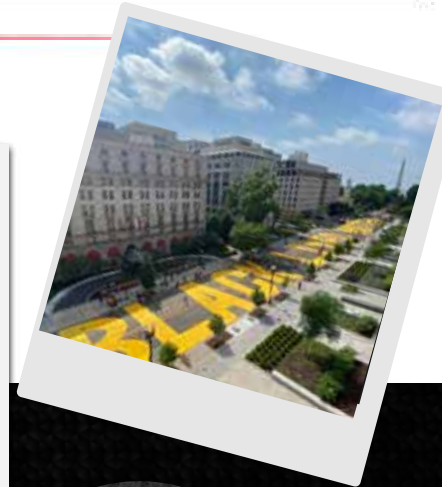


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## HOW TO SUBMIT FOR CREDIT

When you complete your attendance at the NBASLH Convention, visit [www.nbaslh.org](http://www.nbaslh.org) and to complete the "Online CE Reporting Form".

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Report your continuing education hours for ASHA or just for NBASLH record keeping, using the Online CE Reporting Form. It's fast, easy and electronic, saving you time! You will be able to enter your session attendance information into the Online CE Reporting Form when you complete your attendance at the Convention. The deadline to report your hours earned is **April 1, 2022**.

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Garvin Romane, CE Administrator



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# CE TRACKER FORM

Session Time	ID	Session Title	Room	✓	CEU
<b>THURSDAY, MARCH 17, 2022</b>					
12:30 pm - 1:00 pm	LLC1	Electronic Books as Support for Vocabulary Expansion in Low SES Kindergarten Students	Post Oak FG		0.05
12:30 pm - 1:30 pm	MBDo1	Apraxism: Communication disorders associated with right hemisphere damage	Post Oak C		0.10
12:45 pm - 1:45 pm	CSDo1	Countering Hegemonic Language Ideologies: Evaluating Bilingual Research in Speech-Language Pathology	Post Oak B		0.10
1:00 pm - 1:30 pm	AARo1	The Importance of Aural Rehabilitation in Modern Practice	Post Oak A		0.05
1:00 pm - 2:00 pm	HGHo1	NIDCD Funding for Early Career Investigators	Post Oak D		0.10
1:15 pm - 2:15 pm	LLCo2	Moving Past Phonological Awareness: The Importance of Incorporating Morphology and Etymology in Literacy Intervention	Post Oak FG		0.10
1:45 pm - 2:45 pm	MBDo2	Prepotent Response Inhibition and Resistance to Distractor to Interference in Bilingual Aphasia	Post Oak C		0.10
2:00 pm - 3:00 pm	CSDo2	Promoting Diversity and Equity for the SLP Using Diverse Children's Books and Materials	Post Oak B		0.10
2:00 pm - 4:00 pm	AARo2	Auditory Processing Disorders: It's More Than Just the Central Auditory Nervous System	Post Oak A		0.20
2:15 pm - 3:15 pm	LPDo2	We Need to Talk: Preparing for Difficult Conversations, and strategies to help the SLP	Post Oak E		0.10
2:30 pm - 3:30 pm	LLCo3	Vocabulary and Grammar: Language Maintenance in Bilingual Children with and without Developmental Language Disorders	Post Oak FG		0.10
3:00 pm - 4:00 pm	MBDo3	Impact of Client Centered Gender Affirming Transgender Voice Therapy on Quality of Life	Post Oak C		0.10
3:15 pm - 4:15 pm	CSDo3	African American English Articulation Tool	Post Oak B		0.10
3:30 pm - 4:00 pm	LPDo3	Launching the First Undergraduate Journal in Linguistics and Speech-Language-Hearing-Communications Sciences to Re-Humanize both fields	Post Oak E		0.05
4:30 pm - 5:30pm	HGHo3	Donn Bailey Lecture: ASD and the road to post-secondary settings: Unique challenges faced by African-American families and recommended practices	Post Oak D		0.10
6:00 pm - 7:30 pm	HGHo4	Opening Session	Post Oak D		0.15

Session Time	ID	Session Title	Room	✓	CEU
<b>FRIDAY, MARCH 18, 2022</b>					
8:00 am - 8:30 am	AARo3	Is Hearing a Luxury?	Post Oak A		0.05
8:00 am - 9:00 am	LLCo4	Speech-Language Assessment in Linguistically Diverse Schools: A sociolinguistic approach	Post Oak FG		0.10
8:00 am - 9:00 am	CSDo4	Intersectionality and Stuttering: A Panel Discussion of the Experiences of Black Men Who Stutter	Post Oak B		0.10
8:00 am - 9:00 am	LPDo4	Microaggressions in Mentoring: Speak Up and Speak Out!	Post Oak E		0.10
8:00 am - 9:00 am	HGHo5	The National Institutes of Health (NIH/NIDCD) 101 – What You Need to Know	Post Oak D		0.10
8:00 am - 10:00 am	MBDo4	Clinical Management of Dementia-Related Swallowing and Cognitive Communication Deficits in SNF Setting	Post Oak C		0.20
8:45 am - 9:45 am	AARo4	Improving Systems of Care for Children with Hearing Loss and Other Developmental Disabilities	Post Oak A		0.10
9:15 am - 10:15 am	LLCo5	Inclusive Literacy	Post Oak FG		0.10
9:15 am - 11:15 am	LPDo5	The Clinical Fellowship Experience – An Interactive Tutorial	Post Oak E		0.20
9:30 am - 11:30 am	HGHo6	Ethical Leadership for SLPs and Audiologists (Ethics: Professional Development Requirement for ASHA)	Post Oak D		0.20
10:00 am - 11:00 am	AARo8	Practical Fundamentals of Audiology for Speech-Language Pathologists	Post Oak A		0.10
10:15 am - 11:15 am	MBDo5	Using Their Voice: Selecting Culturally, Socially, and Linguistically Appropriate Voice Therapy Materials	Post Oak C		0.10
10:30 am - 11:30 am	LLCo6	Community INreach: Best Practices for Community-Based Engagement & Research	Post Oak FG		0.10
2:00 pm - 3:00 pm	LPDo6	Cultural Humility in Clinical Supervision	Post Oak E		0.10
2:00 pm - 4:00 pm	LLCo7	Education for Liberation: Why the Metric of Success for Black Children Must not be Assimilation to whiteness	Post Oak FG		0.20
2:00 pm - 4:00 pm	CSDo5	Assessment and Treatment for Childhood Apraxia of Speech	Post Oak B		0.20
2:00 pm - 4:00 pm	STUo2	NBASLH Student Chat: How to be a BOSS in your CF!	Post Oak D		0.20
2:15 pm - 2:45 pm	AARo5	Adapting Aural Rehabilitation to Meet New Demands: Designing and Implementing a Telehealth AR Program	Post Oak A		0.05
3:00 pm - 4:00 pm	MBDo6	Utilizing the IFC Model for Student-Athletes with Sport-Related Concussion	Post Oak C		0.10
3:15 pm - 4:15 pm	LPDo7	Uniting the Professions: Exploring Interprofessional Education (IPE) Opportunities in Preprofessional Training Programs	Post Oak E		0.10



Session Time	ID	Session Title	Room	✓	CEU
4:00 pm - 5:00 pm	HGHo7	Advocacy, Diversity, Equity and Leadership: Recipes for Success in Audiology and Speech-Language Pathology	Post Oak A		0.10
4:15 pm - 4:45 pm	LLCo8	Hop! Skip! Meep! Strategies for Teaching Verbs to Children with and without Specific Language Impairment	Post Oak FG		0.05
4:15 pm - 4:45 pm	CSDo6	Clinical Perspectives on Culturally Responsive Care for Black and Latinx Children in Speech-Language Pathology	Post Oak B		0.05
4:15 pm - 5:15 pm	MBDo7	Implementation Strategies for a Successful Level III NICU FEES Program	Post Oak C		0.10
4:30 pm - 5:00 pm	LPDo8	Understanding Attitudes About Diversity in a CSD Student Body	Post Oak E		0.05
<b>SATURDAY, MARCH 19, 2022</b>					
8:00 am - 8:30 am	CSDo7	Perceptions of African American English: Reducing the Potential for Misdiagnosis	Post Oak B		0.05
8:00 am - 9:00 am	LLCo9	The Value of Black and Brown Student Voices in Improving Inclusion in CSD Programs at Predominately White Institutions.	Post Oak FG		0.10
8:00 am - 9:00 am	LPDo9	It's Time to Travel! Providing Therapy Services in Underdeveloped Countries	Post Oak E		0.10
8:30 am - 9:00 am	AARo7	Improving Ecological Validity of Audiologic Testing with Auditory-Visual Speech-in-Noise Tasks	Post Oak A		0.05
8:45 am - 9:15 am	CSDo8	The Diagnostic Accuracy of Bilingual PGU in Bilingual Spanish-Speaking Children with and Without Developmental Language Disorders	Post Oak B		0.05
8:45 am - 9:45 am	MBDo8	Voice Therapy For The SLP Generalist : The 'Why' Behind The Exercises	Post Oak C		0.10
8:45 am - 9:45 am	HGHo8	The Innovative Therapy Practice Owner: How to Develop Competence for Creative Thinking in Business	Post Oak D		0.10
9:15 am - 9:45 am	LLCo10	A Review of African American English Phonetic and Phonological Features Using Positive Terminology	Post Oak FG		0.05
9:15 am - 9:45 am	LPDo10	Implicit Bias in Speech-Language Pathology Students	Post Oak E		0.05
10:00 am - 10:30 am	LLCo11	Testing Very Preterm Black and White Children to Examine Potential Assessment Bias in Early Language Tests	Post Oak FG		0.05
10:00 am - 10:30 am	MBDo9	Exploring the Influence of Examiner Dialect on Speakers of African American English with Aphasia	Post Oak C		0.05
10:00 am - 10:30 am	CSDo9	The impact of wearing a mask on stuttering: Quantitative and Qualitative results	Post Oak B		0.05
10:00 am - 11:00 am	LPDo11	"I Still Can't Breathe": A Strategic Pathway to Dismantling Systemic Racism in a Communication Sciences and Disorders Program in Minnesota	Post Oak E		0.10
10:00 am -12:00 pm	HGHo9	Supervision and Top of the License Practice (Supervision: Professional Development Requirement for ASHA)	Post Oak D		0.20

Session Time	ID	Session Title	Room	✓	CEU
10:45 am - 11:15 am	MBD10	A Conscious Approach to Decannulation: Clinical Application of Speaking and Swallowing Valves with Disorders of Consciousness	Post Oak C		0.05
10:45 am - 11:45 am	LLC12	Unapologetically Us: Infusing Cultural and Linguistic Diversity into CSD programs at Mainstream Universities	Post Oak FG		0.10
11:15 am - 12:15 pm	LPD12	Passing the Torch to the Next Generation: Strategies to Becoming an Exceptional Supervisor & Mentor	Post Oak E		0.10
11:30 am - 12:00 pm	MBD11	Determining Deserts for Medical Speech-Language Pathology Care in Rural Alabama	Post Oak C		0.05
1:00 pm - 2:00 pm	CSD11	Beyond Burnout: Getting good at stress by boosting Executive Function, cultivating mindfulness, and strengthening problem-focused coping	Post Oak B		0.10
1:00 pm - 2:00 pm	LPD13	The Implications of Mentorship with Students of Color In Graduate School Programs	Post Oak B		0.10
1:00 pm - 2:00 pm	AAR06	The Lense of a CODA: Debunking the Myths of Black Deaf Culture	Post Oak A		0.10
1:00 pm - 2:00 pm	LLC12	Using Evidence-Based Practice to Promote Global Health Equity in Sub-Saharan Africa	Post Oak FG		0.10

## POSTER SESSIONS

		<b>Highlighted Posters:</b> Spend a minimum of 15 minutes at each poster presentation. The maximum allowed is 6 posters			
2:30 pm - 4:00 pm	CSD10	Dynamic vs Static Assessment in Assessing Language impairment with Bilingual Children	The Landing		
2:30 pm - 4:00 pm	CSD12	Vocal Health and Awareness and Occupational Voice Users: Social Media as a Health Literacy Tool	The Landing		
2:30 pm - 4:00 pm	LLC13	Computer-based Spanish Phonetic Transcription Training	The Landing		
2:30 pm - 4:00 pm	LLC14	Comparison of African American English in Story Retell using Bidialectal Stories	The Landing		
2:30 pm - 4:00 pm	LLC15	Scores of Black Preterm Children on the MacArthur-Bates Communicative Development Inventory	The Landing		
2:30 pm - 4:00 pm	LLC16	The Subjective Impact of Post Traumatic Stress on Cognitive-Communication in Spanish-Speaking Bilingual Children & Adults	The Landing		
2:30 pm - 4:00 pm	LLC17	Morphosyntactic and phonological features of Anguillian English and Anguillian English Creole in two teenage female speakers	The Landing		
2:30 pm - 4:00 pm	LLC18	Being Bilingual is a Superpower: A Unique Bilingual Virtual Camp Experience	The Landing		
2:30 pm - 4:00 pm	LLC19	Examining SLP's Implementation of Literacy Supports for Culturally & Linguistically Diverse Populations	The Landing		

2:30 pm - 4:00 pm	LLC20	The Implications of Mentorship with Students of Color In Graduate School Programs	The Landing		
2:30 pm - 4:00 pm	LLC21	Low-tech vs. High-tech AAC and the Impact on Social Communication	The Landing		
2:30 pm - 4:00 pm	LLC22	SLPs' Perspectives While Working with Culturally and Linguistically Diverse (CLD) Clients with AAC Needs	The Landing		
2:30 pm - 4:00 pm	LLC23	The Impact of American Sign Language on Literacy Development in Deaf and Hard of Hearing Students: A Systematic Review	The Landing		
2:30 pm - 4:00 pm	LLC24	Isolated Morphological Awareness Training for Elementary School Students	The Landing		
2:30 pm - 4:00 pm	LLC25	Word-Initial /l/ Patterns in African American Speaking Children	The Landing		
2:30 pm - 4:00 pm	MBD13	Differential Language Recovery in Patients with Global Aphasia	The Landing		
2:30 pm - 4:00 pm	MBD14	The Relationship Between Aphasia Impairment and Communication Confidence in Mild Aphasia	The Landing		
2:30 pm - 4:00 pm	MBD15	Racial Disparities in Aphasia in Performance on the Philadelphia Naming Test	The Landing		
2:30 pm - 4:00 pm	MBD16	An Examination of the Worldwide Burden of Aphasia	The Landing		
2:30 pm - 4:00 pm	MBD17	The Language of Pain in Children with Sickle Cell Disease	The Landing		
2:30 pm - 4:00 pm	MBD18	Effect of Proloquo2Go and Visual Communication Board to Improve Communication Among Adults with Expressive Aphasia	The Landing		
2:30 pm - 4:00 pm	MBD19	The Cost of Change in Quality of Life in Aphasia	The Landing		
			<b>TOTAL</b>		

**\*\*DISCLOSURES FOR ALL PRESENTERS CAN BE FOUND ON THE NBASLH WEBSITE AND AT THE BEGINNING OF EACH PRESENTATION AS PROVIDED BY THE PRESENTER.**

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