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**43<sup>RD</sup> ANNUAL NBASLH  
CONVENTION**  
March 25 - 27, 2021

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

191 CLARKSVILLE ROAD PRINCETON JUNCTION, NJ 08550

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



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# NBASLH CARES

NBASLH's community based initiative



## COMMUNITY OUTREACH

Each year during convention NBASLH members give back to the community of our host city through donations.



**Brittani Hightower**  
Committee Chair

## HIGH SCHOOL RECRUITMENT

NBASLH members engage with the local community by raising awareness of the professions with high school students of color with

the long term goal of increasing cultural diversity amongst speech-language pathologists and audiologists.

Sign up on [nbaslh.org](http://nbaslh.org) OR email: [nbaslhcares@nbaslh.org](mailto:nbaslhcares@nbaslh.org)





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March 25, 2021

Hello NBASLH!

With countless hours of meeting and planning as well as an immeasurable dose of **creativity** and **flexibility** of our convention planning team under the **dynamic leadership** of the **2021 NBASLH convention co-chairs, Lauren Hastings and Lauren Prather**, I am absolutely honored to welcome you to the **2021 NBASLH Virtual Convention!**

Last year I excitedly hoped to welcome you to the place I call 'home' – Houston! But, due to the pandemic, the NBASLH Board of Directors – for the first time to our knowledge – canceled the 2020 convention with the safety of our registrants, exhibitors, and their families at the forefront of our minds. Although the 2020 NBASLH Convention did not occur, I want to still take a moment to acknowledge and thank the 2020 NBASLH Convention co-chairs - Darius Thomas-Wallace and Lauren Hastings – for having planned what would have undoubtedly been a phenomenal convention. Thank you for your service last year! Your effort and planning have not gone unnoticed.

Increased awareness in 2020 to racial and ethnically driven inequality as well as the need for greater attention towards cultural inclusivity and humility makes what was set to be last year's theme - **"Expanding the Views of Cultural Diversity, Ethics, and Professionalism"** – still relevant and appropriate for this year's convention. Whether your needs are related to language or aural rehabilitation, medical-based disorders or audiology or even leadership and professional development, there are sessions for you. Virtually, take advantage of the professional content that you will have access to over these next three days. In addition to gaining professional knowledge, I encourage you to take advantage of the virtual avenues to connect with other registrants across disciplines, across gender, across race or ethnicity, or across generations.

I also thank each of you who virtually contributed to this year's **NBASLH Cares** initiative. It is amazing to see the footprint we are leaving in Houston through NBASLH's donation of children's books to a Title 1 designated elementary school in the Houston area. This is one way that NBASLH continues to meet the needs of our Black communities. Let our efforts during the convention ignite a spark in you to continue spreading NBASLH's initiatives to Black communities in your area.

As I go into my first NBASLH Convention as chair of the NBASLH Board of Directors, I cannot help but reflect on my very first NBASLH Convention 20 years ago in Milwaukee, Wisconsin. Throughout my NBASLH journey, I have observed NBASLH evolve over the years while maintaining our mission to be a "viable mechanism through which the needs of black professionals, students and individuals with communication disorders can be met" and continuing to be the premier professional and scientific association addressing the communication interests and concerns of black communication science and disorders professionals, students and consumers.

Enjoy the convention!

Sincerely,

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





## 2021 NBASLH CONVENTION PLANNING COMMITTEE

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March 25, 2021

Welcome to the 2021 National Black Association for Speech-Language and Hearing (NBASLH) Convention!

We have spent several hours of calls, zoom meetings, texts, and emails to plan 2020 AND 2021 NBASLH Convention. We would like to acknowledge the 2020 Convention chair, **Darius Thomas-Wallace**, for all of his hard work and dedication in planning the 2020 NBASLH Convention.

This year's Convention theme is "Expand the Views of Cultural Diversity, Ethics, and Professionalism". As an organization that encompasses individuals from different backgrounds, regions, settings, and ages; this year's theme reflects our commitment as an organization to increase cultural competence and awareness in academia, research, and clinical service delivery. In addition, this year's theme demonstrates our ability, as professionals and students, to learn from one another as we strive to deliver best practices in order to achieve optimal outcomes for those we serve.

Over the last 43 years, NBASLH members have made tremendous contributions in research, teaching, and practice, resulting in impacts in many sectors of society. We hope you are prepared for 2 ½ days of seminars, receptions, and networking events. This year, we are focusing on five areas in our field: Audiology & Aural Rehabilitation, Clinical and School-Based Issues, Medical-Based Disorders, Language, Literacy, & Cultural Diversity, and Leadership & Professional Development. You will have a plethora of options to choose from as we have 70 sessions, which include 29 one-hour seminars, 6 two-hour seminars, 7 technical seminars, 10 undergrad/graduate research forums, 3 doctoral forums, and 15 poster sessions.

For the second year, as part of the 2021 NBASLH Cares initiative, we will continue the organization's efforts to contribute to the recruitment of minority students. On Wednesday, March 24th, NBASLH members will go virtually into one local high school to talk about the professions of speech-language pathology and audiology. This initiative was birthed out of the noticeable lack of racial and ethnic diversity in professionals within our fields. Additionally, we are continuing our second annual book drive, where the organization/group with the most books will be announced at the Awards Ceremony.

Excitedly, you will be able to meet your professional development requirements for the ASHA 2020 audiology and speech-language pathology certification standards as we have planned the supervision session for Friday, March 26th from 9:30 am - 11:30 am and the ethics session for Saturday, March 27th from 10:00 am - 12:00 pm.

Now that you have some of the highlights of our jam-packed Convention, take a moment to browse your program to review all the exciting sessions, events, and other important Convention news. You can also stay up to date with changes and Convention happenings by following us on social media @NBASLH and please use the hashtag #NBASLHConvention when sharing on social media!

Enjoy the convention!

Sincerely,

**Lauren Hastings**  
Lauren Hastings, M.S., CCC-SLP

**Lauren Prather**  
Lauren Prather, Ph.D(c), CCC-SLP

March 25, 2021

Dear Students of NBASLH,

Greetings and Welcome to the 2021 NBASLH Virtual Convention! We hope you are ready to have a great convention, especially since this is our first time in Virtually! If you are a first-time student attendee, Welcome! We hope you feel the love of NBASLH by experiencing an abundance of making connections with peers and mentors, meeting new friends, and being enriched with some fantastic information from the sessions you attend. For the returning student attendees, Welcome Back! We hope you continue to build your connections with the friends and mentors you have met from previous conventions and that you are continuing to develop your mentoring map while enhancing your CSD psyche from the fantastic sessions you attend.

As the Student Representatives, one of our roles is to organize sessions that cater to us. These sessions help us navigate our field as we become future SLPs, AuDs, PhDs, and SLPDs. Listed below are the sessions that were organized, specifically for our student needs.

However, before we highlight our events in detail, we want to acknowledge our past 2018-2020 Student Representative, Lauren Prather. Thank you, Lauren, for leading the way and guiding us. We understand that your time was shortened due to the unforeseen pandemic as the 2020 Convention was canceled. Thank you for all your effort and planning! We know that your events for us would have undoubtedly been phenomenal. Your service last year has not gone unnoticed.

#### **Twilight NBASLH Trivia Night**

*Thursday, March 25th, 2021, 8:30-10:30pm*

In place of our annual EBS Praxis Bowl, we decided to continue the tradition virtually with a NBASLH Trivia Night. We have coordinated a Kahoot Platform full of questions about NBASLH, Speech Pathology and Audiology. There will be prizes and many more surprises. This event will be a great way to engage and connect with each other, rep your universities and colleges, and to JUST HAVE FUN!!

#### **Student Chat: Being A Student in a COVID World**

*Friday, March 26th, 2021, 2-4pm*

The COVID-19 pandemic has completely changed what it means to be a student. SLP and AuD students have been forced to attend class and give therapy from their own home. They have also been tasked with being on the front

line in clinics and hospitals still providing care despite the very real risks associated with the virus. The adjustment from the normalcy of being around classmates, professors, and supervisors to being isolated at home or behind protective gear can have negative effects on students' mental health. This session will highlight tips and strategies on navigating being a student clinician/researcher in a COVID world guided by licensed mental health consultant LeLynda Briggs, MSC, NCC, PLMHP.

#### **Student/Mentor Luncheon: Mentorship 101**

#### **STUDENT-MENTOR CAFFEINATED CHAT: FOSTERING THE VIRTUAL MENTOR/MENTEE RELATIONSHIP**

Our annual collaboration with ASHA's Multicultural Affairs Office aims to discuss the changes in the student mentor relationship caused by the ongoing global pandemic.

Students and professionals have been forced online and social isolation has impacted our networking and professional development opportunities. Guest speaker Dawn Cotter-Jenkins will host group discussions on how to foster and maintain long distance, virtual student-mentor relationships during these uncertain academic/clinical times.

All participants will receive a \$10 Starbucks gift card, the possibility to win exciting prizes and the opportunity to purchase discounted specially designed student T-shirts from Coffee and Communication. Discount code will be provided at the chat.

We hope you get to attend and enjoy the sessions that are planned for you all. We encourage you all to enjoy the NBASLH 2020 experience and go home with some great take a ways, new friends, and mentors. Always remember that you all, our students, are important to NBASLH!

NBASLH STUDENTS ROCK!!

With Warm Regards,

Kennedy K. Guess



Dr. Shauntelle Cannon-Williams, AuD





March 25, 2021

## Welcome Message from the Audiology Representatives

Welcome Audiologists and Audiologists to be!

We are SO excited to represent you as NBASLH's first permanent board seat for Audiology and first student representative for Audiology. We plan to play an important role in NBASLH's growth and impact on the field of audiology and hearing science. 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 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 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.

Below are the listed sessions and forums that were organized to cater to our audiology students' and professionals' needs.



**Jasmine Simmons,**  
**AuD, CCC-A**  
Audiology Affairs Chair



**Shauntelle Cannon-Williams,**  
**AuD, CCC-A**  
Audiology Student Representative

## THURSDAY, MARCH 25, 2021

1:30 pm – 2:30 pm

### **AARo2: Where are we?: Recruiting and Retaining Audiologists of Color**

*Presenters:* Jasmine Simmons, AuD, CCC-A & Shauntelle Cannon, AuD

3:00 pm – 4:00 pm

### **AARo1: Chat with the Chair for audiology students and professionals**

*\*Broadcast on Facebook live for non-convention registrants\**

## FRIDAY, MARCH 26TH, 2021

8:00 am – 9:00 am

### **AARo3: Army Audiology - Leadership, Program Management, Opportunities Galore: Best Career Decision I Ever Made**

*Presenting Author:* Virginia Bailey, AuD

9:15 am – 9:45 am

### **AARo4: Children's English/Spanish Speech Recognition Test**

*Presenting Author:* Lauren Calandruccio, PhD, CCC-A

10:45 am – 11:15 am

### **AARo5: Audiology Forum: A Deaf Audiologist's Journey!**

*Presenting Author:* Jasmine Simmons, AuD., CCC-A

6:00 pm - 7:00 pm

### **Audiologists Mixer**

## SATURDAY, MARCH 27, 2021

8:30 am – 9:30 am

### **AARo6: Being Black in Audiology - Discussing Racism Towards Black Audiologists and Black Audiology Students**

*Presenting Author:* Jocelyn Tubbs, AuD

# Schedule At A Glance

THURSDAY, MARCH 25TH

Time	Event
12:00 pm - 12:30 pm	Welcome from Convention Chairs
12:30 pm - 4:00 pm	NBASLH Virtual Lobby
12:30 pm - 4:00 pm	Convention Seminars & Forums
4:00 pm - 4:30 pm	Networking Break
4:30 pm - 5:30 pm	Donn F. Bailey Lecture
5:30 pm - 6:00 pm	Networking Break
5:30 pm - 6:00 pm	NBASLH Virtual Lobby
6:00 pm - 7:30 pm	Opening Session
7:30 pm - 8:30 pm	Opening Reception
7:30 pm - 10:00 pm	NBASLH Virtual Lobby
8:30 pm - 10:00 pm	Twilight NBASLH Trivia Night

FRIDAY, MARCH 26TH

Time	Event
7:45 am - 8:00 am	Welcome from Convention Chairs
8:00 am - 12:00 pm	NBASLH Virtual Lobby
8:00 am - 11:30 am	Convention Seminars & Forums
9:30 am - 11:30 am	Supervision (ASHA PD Requirement)
11:30 am - 12:00 pm	Networking Break
<b>12:00 am - 1:00 pm</b>	<b>Lunch Break</b>
12:00 pm - 1:30 pm	NBASLH Membership Meeting (Members Only)
1:45 pm - 2:45 pm	Neurogenic SIG Meeting
1:45 pm - 6:00 pm	Convention Seminars & Forums
1:45 pm - 7:00 pm	NBASLH Virtual Lobby
2:00 pm - 4:00 pm	Student Chat
3:00 pm - 4:00 pm	Affiliates Meeting
6:00 pm - 7:00 pm	Men of NBASLH & Audiologists Cocktail Hour (Self-Led)
7:00 pm - 9:00 pm	Awards Ceremony

SATURDAY, MARCH 27TH

Time	Event
7:45 am - 8:00 am	Welcome from Convention Chairs
8:00 am - 3:30 pm	NBASLH Virtual Lobby
8:00 am - 3:30 pm	Convention Seminars & Forums
10:00 am - 12:00 pm	Ethics (ASHA PD Requirement)
<b>12:00 pm - 1:00 pm</b>	<b>Lunch Break</b>
12:00 pm - 2:00 pm	NBASLH Student-Mentor Caffeinated Chat
2:00 pm - 2:30 pm	Networking Break
3:30 pm - 4:00 pm	Affiliate Open House
4:00 pm - 4:30 pm	Closing Session



# Sponsorships

We would like to thank all of our SPONSORS who helped make the 2021 NBASLH convention an amazing experience!

## NBASLH Advocates

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T-Mobile Accessibility (Awards Ceremony)

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University of Houston (Opening Mixer)

The Speech Pathology Group (Zoom & Scholarship)

Master Clinician Network (Scholarship)

Language & Literacy Practices (Scholarship)

## NBASLH Supporters

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## NBASLH Friends

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(Inside Front Cover Ad)



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# General Information

## 1. ATTIRE & ATTENDEE ETIQUETTE

Thursday, March 25th                      Collegiate  
 Friday, March 26th: Gala Attire   Semi-Formal  
 Saturday, March 27th                      NBASLH T-Shirt

In the sessions, you will have the ability to turn on your camera for the presenter to see your face. We are encouraging attendees to use the chat box to comment and ask questions. If you want to use your microphone to ask a question, you will have to ask permission.

## 2. CONFERENCE ASSISTANCE

Should you need assistance during the conference, please email either of the following:

- [Convention@nbaslh.org](mailto:Convention@nbaslh.org)
- [NBASLHtech.assistance@gmail.com](mailto:NBASLHtech.assistance@gmail.com)

## 3. CONVENTION TRACK ACRONYMS

AAR - Audiology & Aural Rehabilitation  
 CSD - Clinical & School-Based Disorders  
 LLC - Language, Literacy, & Cultural/Linguistic Diversity  
 LPD - Leadership & Professional Development  
 MBD - Medical-Based Disorders

## 4. ELECTRONIC DEVICE COURTESY

Please be considerate of the speakers and other attendees and turn off or silence your cell phones and other electronic devices.

## 5. 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 NBASLH Convention 2021!

## 6. SESSION CHANGES AND CANCELLATIONS

Both oral sessions and poster presentations are subject to change due to cancellations or presenter changes. Please refer to the session information listed in the NBASLH Convention booklet. Presenters who must cancel a session should send written notification to [NBASLHConvention@gmail.com](mailto:NBASLHConvention@gmail.com) as soon as possible.

## 7. SOCIAL MEDIA

NBASLH's 2021 Convention is an opportunity to inspire and connect with your colleagues. Make social media part of your experience and become part of the NBASLH story on social media!

- **Facebook:** National Black Association for Speech Language Hearing  
[www.facebook.com/nbaslh/](https://www.facebook.com/nbaslh/)
- **Instagram:** @nbaslh  
<https://www.instagram.com/nbaslh/>
- **Twitter:** @nbaslh  
<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 the intellectual property rights and copyrights to their materials.



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# Highlighted Sessions

## The SLPs Role in Providing Trauma Informed Care



**Presenters** (from left to right): Mary Bayliss & Kelley Bronsink

**Day/Time:** Thursday, March 25th: 12:30 pm - 1:30 pm

Supports and interventions beneficial to SLPs working with individuals impacted by trauma. We will discuss neurological impacts of trauma, and discuss children of color caught in the school-to-confinement pipeline receiving SPED support with a trauma-history. We will offer practical strategies and demonstrate the significance of SLPs role in building resiliency.

## Disorders of Awareness after Right Hemisphere Brain Damage (NSIG)



**Presenter:** Maragret Lehman Blake, Ph.D., CCC-SLP

**Day/Time:** Thursday, March 25th: 3:00 pm - 4:00 pm

Anosognosia, or reduced awareness of deficits, is not uncommon after right hemisphere stroke. It is associated with poorer compliance with rehabilitation and poorer activity- and participation-level outcomes. Despite the potential negative impact, according to a recent survey the vast majority of SLPs do not formally assess awareness. This session will address characteristics of anosognosia and recommendations for evidence-based assessment and treatment. Characteristics will include differentiation between implicit and explicit awareness as well as emergent vs. anticipatory awareness and other personal and stroke-related factors that can impact the presentation and severity of anosognosia. For assessment, a variety of questionnaires and structured interviews will be discussed, including several that are free or low-cost. Treatments that are supported by research that will be discussed include metacognitive strategies, experiential exercises, and video/verbal feedback.



## Donn F. Bailey Lecture - Assessing Black Children's Narrative Language



**Presenters:** Monique Mills, PhD, CCC-SLP

**Day/Time:** Thursday, March 25th: 4:30 pm - 5:30 pm

*The current study examines ways in which the language of school-age Black children's language is evaluated informally and formally, thereby improving academic assessment of this group. We explore differences in ratings of children's narrative language between teachers and non-teachers and between Black and White raters.*

**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.

## The Other Side of the Table: SLPs and Juvenile Justice



**Presenters:** Shameka Stanford, Ph.D., CCC-SLP/L

**Day/Time:** Thursday, March 25th: 1:00 pm - 2:00 pm

*This workshop will introduce and actively immerse participants in the experiences of youth going through the criminal/juvenile justice system in order to take a deeper look at how our clinical approach can negatively or positively impact youth placed at-risk for involvement with the justice system's societal outcomes.*

## African American English: Origins to Clinical Implications



**Presenters** (from left to right):

Kyomi Gregory, Linda Redmond Taylor, Megan-Brette Hamilton, Brandi Newkirk-Turner, and Monique Mills

**Day/Time:** Friday, March 26th: 4:00 pm - 6:00 pm

*This panel discussion focuses on the theories used to explain African American English (AAE). Other significant aspects of this seminar will include the presentation of information on clinical assessment, treatment related to AAE, and an understanding of the current research, and implications for speakers of AAE.*

# 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 Lauren Prather, who will highlight all of the events. Then you will be further greeted by the Chair of the NBASLH Board of Directors, Dr. Kia Johnson. To keep with a NBASLH tradition, you will be singing along with a choir as they serenade us with the National Anthem and the Black National Anthem. This year, the keynote speaker is Dr. Elise Davis-McFarland, a Fellow of the American Speech-Language Hearing Association and Past ASHA President for 2018.



Dr. Davis-McFarland began her career as a pediatric speech-language pathologist in North Carolina. She taught in the speech-language pathology program at the University of Houston, and she developed the interdisciplinary graduate communication sciences and disorders program at the Medical University of South Carolina. Not only has she served as Vice President of Trident Technical College but she has taught at the Medical College of Southern Africa in South Africa and has consulted on graduate communications program development in three countries. Her podcast *All Things Ethics* features interviews with speech-language pathologists, audiologists, and researchers in 10 areas of communication science and disorders, audiology, and research.

An ASHA Fellow, Dr. Davis-McFarland has expertise in multicultural communication issues in diverse populations, and infant and toddler communication development and disorders. She has conducted and published research on speech and language development in children with HIV/AIDS. Her ASHA service includes membership on the Committee on Practice Guidelines for Speech-Language Pathologists and Audiologists, the Professional Practices Committee, and the ASHA-International Association of Physicians in AIDS CARE Committee. She served as coordinator for DIV 14 and is a member of the Multicultural Issues Board and Board of Ethics. She also chaired ASHA's Committee on Honors.

Dr. Elise Davis-McFarland served as a member of the NBASLH Board of Directors during 1995-2004 and as the Board chair from 2004-2006. In 2017 she was elected President-Elect of the American Speech-Language Association and served as president of ASHA in 2018. She is an ASHA Fellow, has received Honors from the South Carolina Speech-Language and Hearing Association, and was honored to receive NBASLH's Eugene Wiggins Leadership Award. Dr. Davis-McFarland's tenure as ASHA's President saw the development of a certification program for speech-language pathology and audiology assistants, the successful implementation of the Value of the CCC's campaign, development of an interstate compact for interstate practice, and a joint international conference with the Philippines.

Please join the convention chairs at the Opening Mixer immediately following the Opening Session.



# Awards Ceremony

*The Annual Awards allow NBASLH to honor colleagues and community leaders.*

## AWARDS

### AFFILIATE OF THE YEAR AWARD

Affiliates are the grassroots of the National Black Association for Speech, Language, and Hearing (NBASLH) and serve as local organizations closely associated with the NBASLH. Affiliates provide members of the speech-language pathology and audiology professions with opportunities to come together to identify common interests and achieve common goals. 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.

### NBASLH STUDENT TRAVEL STIPEND AWARD

The NBASLH Board of Directors offers four (4) student travel awards to assist in attending the annual convention. This year the award will cover the recipients full registration since it will be a virtual convention.

## SCHOLARSHIPS

### DOTCOM THERAPY

In an effort to increase diversity and representation in the therapy industry, specifically the speech-language and hearing field, DotCom Therapy is proud to announce our newest initiative alongside the National Black Association for Speech-Language and Hearing (NBASLH). DotCom Therapy will be providing three separate scholarships for members of NBASLH who are committed to using technology (teletherapy) in order to equalize access to therapy services. Three students will receive \$1,000 scholarship.

### SPEECH PATHOLOGY GROUP

The Speech Pathology Group (SPG) takes great pride in its philanthropic endeavors and provides contributions to various Special Education organizations, professional organizations, and Universities within our community. SPG is proud to offer 3 students full registration to the 2021 NBASLH Annual Convention.

### MASTER CLINICIAN NETWORK

The Master Clinician Network is excited to offer a \$2,000 scholarship to go to one student member of NBASLH who has demonstrated leadership potential with reference to increasing diversity in the discipline of communication sciences and disorders.

### LANGUAGE & LITERACY PRACTICES

The Culturally Responsive, Trauma Informed, Globally Engaged 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 will receive \$1,000 scholarship.

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

This scholarship 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.

# Award Recipients

*The Annual Awards allow NBASLH to honor colleagues and community leaders.*

## 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. The Scholar-Mentor Award was established to recognize those distinguished professionals who have demonstrated outstanding mentoring skills with students through research, clinical, administrative and/or academic activities.

This year's recipient is **Jairus-Joaquin Matthews**.

Jairus-Joaquin Matthews, PhD CCC-SLP, is an assistant professor at the University of West Georgia in the department of Communication Sciences and Professional Counseling. He conducts research on a variety of issues related to cultural and linguistic diversity including the recruitment and retention of underrepresented students, the experiences of men in women-majority professions, and perceptions of speech-language pathologists in serving persons who are transgender.

Dr. Matthews completed his undergraduate degree in speech-language pathology at Tennessee State University, his master's degree in speech-language pathology at Miami University, and his doctorate in language and literacy education at the University of Georgia.

As a certified and licensed speech-language pathologist, Dr. Matthews has practiced in public schools, geriatric home health, private practice, and the hospital setting. He has also worked with business professions on accent training and professional athletes on communication training.

## WILLIAM T. SIMPKINS, JR. SERVICE AWARD



The William T. Simpkins, Jr. Service Award is given to an individual within our organization who has distinguished himself/herself through service to NBASLH.

The recipient of this year's award is **Dr. Byron Ross**.

Byron Ross is an Instructional Associate Professor in the Department of Communication Sciences and Disorders at the University of Houston. His clinical and research interests include late talkers, pragmatic language disorders in children, adolescents, and young adults with autism spectrum disorders, and intervention techniques using augmentative/alternative communication.

Dr. Ross also directs a peer mentoring program for students at UH with autism spectrum disorder that he developed in 2016. He served two terms on the NBASLH Board of Directors, Chair of the Awards and Scholarship Committee, reviewer for JNBASLH and conference session reviewer, and he currently serves as a member of the Awards and Scholarship committee and a Power to Empower mentor.



## 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.

This year's recipient is **Melanie Bivens**.

Melanie Bivens, a Fort Worth native, is the youngest child of the late Reverend Roy W. Bivens Sr. and his widow Mrs. Betty Joyce Green Bivens. Melanie is what you call a "Miracle Baby". During her mom's pregnancy, due to medications received because of a serious bout with asthma, Melanie was expected to be a child with special needs. Melanie's only handicap is that she's hearing impaired which has not stopped her from praising God and being a great musician. Melanie was nine years of age when she began to play for Sunday School,

Baptist Training Union, the Little Angels & Youth Choir, and assisted her mother with the Adult Choirs at the Sweet Home Missionary Baptist Church, founded by her late father. She is now entering her 38th year in Church Music Ministry!!!

Melanie is a "PROUD" member of The Fountain of Praise, Dr. Remus E. & Rev. Mia K. Wright, Pastors. Where she is an active in the Worship Arts Ministry, Assistant Choir Director for The Houston Mass Choir (GMWA), & Director for The Women's Chorus at The Fort Bend Church, Pastor Byron C. Stevenson. Melanie is known for her dynamic Music Workshops as she inspires musicians, singers, and church leaders here locally and around the globe (Johannesburg & Cape Town, South Africa, & Canada) to pursue their passion for Ministry in Music.

## M. 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. The recipient of this year's award is **Cathy Runnels**.

Speech-Language Pathology has been a passion throughout Cathy's life. While her sole career, she has worked in many areas of the profession providing services in medical, educational, and now, in the business sector. As CEO of Accent on Speech LLC, Cathy's experiences combine to serve clients seeking therapy along with professional adults and companies seeking training to strengthen ways to communicate their brands and services.

Cathy grew up in Dallas, Texas and attended Chapman University in Orange, California for undergraduate training, and Syracuse University in New York for the Master of Science degree. Her first job was at Harlem Hospital in NYC then the University of the District of Columbia when she moved to the DC area. She held various clinical and administrative positions in Montgomery County Public Schools in Maryland. In 2003, She began full-time work in my practice, Accent of Speech, a company based in the Washington DC metroplex with a global reach. Syracuse University honored her as Alumna of the Year (2011) and she have been active in ASHA becoming Fellow in 2014.

## 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 is the Loyola University MD Affiliate Chapter.

# Student Travel Stipend Award

NBASLH Student Travel Stipend: The NBASLH Executive Board is pleased to announce the recipients of this year's Travel Stipends. Our recipients this year are:  
Sade Johnson, Rachelle Felix, Victoria Jones, and Rebeca More

SADE JOHNSON



Sade Johnson is from Lawrenceville, Georgia. Sade received her bachelor's degree in speech communication with a minor in psychology from Georgia State University in Atlanta, Georgia. Currently, she is a first year graduate student in the Masters of Communication Science program at Case Western Reserve University. Outside of the classroom, Sade' Assists in research with traumatic brain injuries in juvenile offenders and pediatrics. She has a special interest in aphasia, adult cognitive communication disorders and dysphagia. Sade' hopes to one day be a mentor and supervisor to aspiring clinicians as a way to give back to the field that she loves!

VICTORIA JONES



Victoria Jones is a native from Byram, MS. She obtained her B.S in Communicative Disorders from Jackson State University and is graduating with her M.S in Speech-Language Pathology this May from Faulkner University. Victoria has recently presented her master's level thesis research at last year's ASHA Convention. She is a member of NSSLHA, NBASLH, and Alpha Kappa Alpha Sorority, Incorporated. Victoria's plans post-graduation includes continuing to dedicate countless hours to servicing those with disabilities and one day having a private practice. She works by the quote: "We all die. The goal isn't to live forever. The goal is to create something that will."

RACHELLE FELIX



Rachelle Felix is a first year Master's student at Howard University studying Speech and Language Pathology. Previously, Rachelle received a Bachelor of Science in Family, Youth and Community Sciences from the University of Florida and a Post-Baccalaureate in Communication Sciences at Jacksonville University. Professionally, Rachelle joined Teach for America Jacksonville Corps in 2013 where she taught Algebra 1. After completing her two-year term, she became the Assistant Director and Teacher Support Liaison for Math Nation where she impacted students and teachers in various states. Currently, Rachelle serves as a Graduate Assistant at Howard University and enjoys volunteering at local organizations

REBECA MORE



Rebeca Mora is a second-year graduate student at Lehman College in the Bronx, New York. She is a student clinician in the Adult Bilingual Neurogenic clinic in her program. She also is the co-president of Lehman's NSSLHA Chapter. Her current interests in the field are family-centered practices in Early Intervention and neurogenic disorders including aphasia. Reading for fun is her new way to reduce stress. Rebeca finds it an honor to be a part of NBASLH for the second year in a row. The knowledge and relationships that she has gained through this association are irreplaceable.



# Scholarship Recipients

*The Annual Scholarships allow NBASLH to honor colleagues and community leaders.*

## DOTCOM THERAPY



DotCom Therapy will distribute 3 separate, \$1000 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), please share with us why you feel access to speech therapy services is important for all students and why you are passionate about teletherapy as an option for service provision. Additionally, please tell us why diversity in the teletherapy industry is important to you and how you will work to encourage diversity in the field.

The recipients of this year's scholarship are:

- **Neal Glover**
- **Sarah Mulu Robso**
- **Mariah Emery**

## MASTER CLINICIAN NETWORK



Resha Conroy is a graduate student at New York University (NYU) in the Communicative Sciences and Disorders department. She entered the field of speech-language pathology as a mid-career changer. Resha worked as a charter school

and nonprofit administrator in the District of Columbia and New York City. Her work in education reform allowed her to see the connection between Communicative Disorders and academic success, particularly for Black students, which led her to pursue a Master of Science in speech-language pathology.

As a graduate clinician, Resha is committed to creating and using culturally responsive and relevant therapy materials with all her clients. Her academic commitment has afforded her opportunities to serve at NYU as a Student Ambassador and a peer mentor to incoming graduate students of color, which she recognizes as a critical component of student retention. In her personal life, Resha is a mother of two young children and serves as the founder or co founder of many organizations that support and empower Black families and children..

## LANGUAGE & LITERACY PRACTICES

### SAKINA SALEMOHAMED



Sakina Salemohamed is currently a senior at the University of Minnesota, majoring in speech-language-hearing sciences. She plans to pursue a masters degree in communication sciences and disorders to eventually become a speech-language pathologist. She is extremely passionate about the CSD field and is particularly interested in working with children. As an Indian-Muslim woman, she hopes to combat the lack of representation in the speech-pathology field and advocate for people of color as well as add to the cultural diversity that this field so desperately needs! Outside of her studies, she enjoys playing volleyball, travelling, and spending time with my friends and family.

### LEVI OFOE



Levi C Ofое is a doctoral candidate in the Department of Speech, Language and Hearing Sciences at Indiana University, Bloomington. He received his undergraduate and master of philosophy in linguistics degrees from University of Ghana. Later, he received his master's degree in speech-language pathology from University of Florida and completed his clinical fellowship at a skilled nursing facility in Port Charlotte, Florida. Levi's current research interests include the study of spoken language production in people who stutter, speech-language development in bilinguals and multilinguals, and counselling issues in communication disorders.

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

### JASMINE WILSON



Jasmine Wilson is a 2nd year graduate student at NYU. She is working to receive a Masters of Science in Communicative Sciences and Disorders and scheduled to graduate at the end of next summer. She also works as a speech language pathologist assistant in an inner city public school. She would like to work in a medical setting post graduation, and hope to give back to her community and other medically underserved areas.



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# Social & Networking

*Networking Break & NBASLH Virtual Lobby: 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 25

### NBASLH Virtual Lobby

12:30 pm - 4:30 pm  
7:30 pm - 10:00 pm

### Networking Break

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

## Friday, March 26

### NBASLH Virtual Lobby

8:00 am - 12:00 pm  
1:45 pm - 7:00 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

## Saturday, March 27

### NBASLH Virtual Lobby

8:00 am - 3:30 pm

### Networking Break

2:00 pm - 2:30 pm

### Closing Session

4:00 pm - 4:30 pm



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# Exhibitor Hall

NBASLH extends a sincere "Thank You" to this year's Exhibitors. Please take a few minutes to express your thanks to the vendors as you visit their exhibitor profiles. If you want to learn more about their company or university, click "yes" under the "Want to learn more?"

## - A -

ASHA  
Aspire Products, LLC  
Austin ISD

## - B -

Baylor University

## - C -

Coffee & Communication

## - E -

Early Childhood Intervention (ECI)  
of North Central Texas

## - J -

Jackson Therapy Partners

## - K -

Kennedy Krieger Institute

## - L -

Los Angeles Unified School District

## - R -

Real Food Blends  
RehabCare/Kindred Hospital  
Rehabilitation Services

## - S -

The Parish School  
The Speech Pathology Group, Inc.  
The Stepping Stones Group

## - T -

TherapyEd  
T-Mobile

## - U -

University of Houston

## THURSDAY, MARCH 25, 2021

\*Highlighted Sessions/Events Noted in Red\*

Time	Audiology & Aural Rehabilitation (AAR)	Medical-Based Disorders (MBD)	Leadership & Professional Development (LPD)	Clinical & School-Based Disorders (CSD)	Language, Literacy, & Cultural/Linguistic Diversity (LLC)
12:00 pm	Welcome from the Convention chairs				
12:30 pm	Chat with the Chair: Audiology Students and Professionals Only 12:30 pm - 1:30 pm	Exploring Our Role in Sickle Cell Management 12:30 pm - 2:30 pm	Perspectives of Multiple Minority Identities (Poster - 30 minutes) 12:30 pm - 1:00 pm	The SLPs role in providing Trauma Informed Care 12:30 pm - 1:30 pm	Examining Speech Disfluencies in Narrative Samples 12:30 pm - 1:00 pm
1:00 pm			What Do I Do Now? Solving Ethical Dilemmas 1:00 – 2:00 pm		Exploring Racial Discourse in Young Children 1:15 pm - 2:15pm
1:30 pm	AUDIOLOGY FORUM Where are we? Recruiting and Retaining Audiologists of Color 1:00 pm - 2:30 pm	Cerebral Palsy Among African American Children (Poster -30 minutes) 2:45 pm - 3:15 pm	Pandemic Supervision: Using A Mindful Model 2:00 pm -3:00 pm	Clinical Aspects of Locked-in Syndrome 1:45 - 2:15 pm	AAVE & Classroom Teacher Systematic Review 2:30 - 3:00 pm
2:00 pm					
2:30 pm	Exhibitor Spotlight			Private Practice Management of ASD AA Males 2:30 – 3:30 pm	Performance of Guyanese Children on a Test of Language 3:15 pm - 3:45 pm
3:00 pm	Chat with the Chair: SLP Students Only 3:00 - 4:00 pm	Disorders of Awareness after Right Hemisphere Brain Damage (NSIG) 3:00 - 4:00 pm	Cultural Competence in the University Curriculum (Poster - 30 Minutes) 3:15 pm - 3:45 pm	Exhibitor Spotlight	
3:30 pm					
4:00 pm	Networking Break in Exhibit Hall   4:00 pm - 4:30 pm				
4:30 pm	Donn F. Bailey Lecture: Assessing Black Children's Narrative Language 4:30 pm - 5:30 pm				
5:00 pm					
5:30 pm	Networking & Stretch Break				
6:00 pm	Opening Session   6:00 pm - 7:30 pm				
7:30 pm	Opening Reception   7:30 pm - 8:30 pm				
8:30 pm	Twilight NBASLH Trivia Night   8:30 pm - 10:00 pm				



FRIDAY, MARCH 26, 2021

\*Highlighted Sessions/Events Noted in Red\*

Time	Audiology & Aural Rehabilitation (AAR)	Medical-Based Disorders (MBD)	Leadership & Professional Development (LPD)	Clinical & School-Based Disorders (CBD)	Language, Literacy, & Cultural/Linguistic Diversity (LLC)
8:00 am	Army Audiology — Leadership, Program Management, Opportunities Galore: Best Career Decision I Ever Made 8:00 – 9:00 am	Early Career in Medical Speech Pathology 8:00 am - 9:00 am	Expanding Culturally Diverse Voices in Leadership 8:00 am – 9:00 am	Implementation of AAC: Practical Tips for School-Based Speech-Language Pathologists using Teletherapy 8:00 am -9:00 am	Language Attitudes of Anguillian Teenagers 8:00 am - 8:30 am
8:30 am					Being Black and Stuttering 8:45 am - 9:15 am
9:00 am	Children's English/Spanish Speech Recognition Test 9:15 am - 9:45 am	Risk Factors of Parkinson's Disease Among TBI Surv (Poster - 30 minutes) 9:15 am - 9:45 am		Exhibitor Spotlight	
9:30 am				Clinic Facilities: 911, What's the Emergency? 9:30 am - 10:30 am	Effects of Phonemic Awareness & Word Recognition 9:30 am - 10:30 am
10:00 am	A Deaf Audiologist's Journey! 10:45 am -11:15 am	Multidisciplinary Management of Adult Professional Voice Users 10:00 - 11:00 am	Supervision and Top of the License Practice (Supervision: Professional Development Requirement for ASHA) 9:30 am - 11:30 am	SLPs in Urban Schools: A Model for Reintegration 10:30 am - 11:30 am	Effect of Age/Language Variation on Microstructure 10:30 am - 11:00 am
10:30 am					
11:00 am			Exhibitor Spotlight		
11:30 am	Networking & Stretch Break 11:30 – 12:00 pm				
12:00 pm	LUNCH (On Your Own) 12:00 pm - 1:30 pm Membership Meeting 12:00 - 1:30 pm				

## FRIDAY, MARCH 26, 2021

\*Highlighted Sessions/Events Noted in Red\*

Time	Audiology & Aural Rehabilitation (AAR)	Medical-Based Disorders (MBD)	Leadership & Professional Development (LPD)	Clinical & School-Based Disorders (CBD)	Language, Literacy, & Cultural/ Linguistic Diversity (LLC)
1:30 pm	Chat with the Chair: Professionals Only: 1:45 pm - 2:15 pm	NSIG Meeting 1:45 pm - 2:45 pm	2020 Clinical Fellowship – An Interactive Tutorial 1:45 pm - 3:45 pm	Exhibitor Spotlight	SLPs’ Working with CLD Children with AAC Needs 1:45 pm - 2:45 pm
2:00 pm					
2:30 pm	Exhibitor Spotlight	Importance of Proverbs Among Black Older Adults 3:00 pm - 3:30 pm		NBASLH Student Chat 2:00 pm - 4:00 pm	
3:00 pm	NBASLH Affiliates Meeting 3:00 pm – 4:00 pm				
3:30 pm					
4:00 pm	African American English: Origins to Clinical Implications 4:00 pm to 6:00 pm	Return to Learn for HBCU Student Athletes with TBI 3:45 pm - 4:45 pm	Recruitment of Black Males: Student Perspectives 4:00 pm - 5:00 pm		Self-Perceived Social Communication Skills in High schoolers on the Autism Spectrum 3:45 pm - 4:45 pm
4:30 pm					
5:00 pm		CLD Implications with Pediatric Feeding 5:00 pm - 5:30 pm			Minority Student Experiences with Inclusion 5:00 pm - 6:00 pm
5:30 pm					
6:00 pm	Men of NBASLH Cocktail Hour (Self-Led) Audiologists Cocktail Hour (Self-Led)				
7:00 pm	Awards Ceremony 7:00 pm - 9:00 pm				



## SATURDAY, MARCH 27, 2021

\*Highlighted Sessions/Events Noted in Red\*

Time:	Language, Literacy, & Cultural/ Linguistic Diversity (LLC)	Medical-Based Disorders (MBD)	Leadership & Professional Development (LPD)	Clinical & School-Based Disorders (CSD)	Language, Literacy, & Cultural/ Linguistic Diversity (LLC)
8:00 am	<b>Exhibitor Spotlight</b>	<b>Treating Transgender Voice: Multiple Perspectives</b> 8:00 am - 8:30 am	<b>Ready to Lead? Create Positive Team Engagement</b> 8:00 am - 9:00 am	<b>Exhibitor Spotlight</b>	
8:30 am		<b>Exhibitor Spotlight</b>			
9:00 am	Being Black in Audiology: Discussing Racism Towards Black Audiologists and Black Audiology Students 8:30 am - 9:30 am	Healthcare Access Disparities in Voice Treatment 8:45 am - 9:15 am			Successfully Navigating Assessment of English Language Learners 8:00 am - 10:00 am
9:30 am	Rare Vocabulary Production in School-age Narrators from Low-income Communities 9:30 am - 10:00 am	Effectiveness of a Computer Application on Declarative Memory 9:15 am - 10:15 am	<b>More Than an Assistant: An Overview</b> 9:15 am - 10:15 am	<b>The Word Gap Theory: A Critical Review:</b> 9:00 am - 10:00 am	
10:00 am		<b>Exhibitor Spotlight</b>			
10:30 am	Accommodating Spanish Variation in Assessment 10:15 am - 10:45 am	Competitive Cheerleaders Knowledge of Concussion 10:30 am - 11:00 am	<b>A Self-Analysis of Significant Learning in CSD</b> 10:30 am - 11:00 am	<b>Ethical Leadership for SLPs and Audiologists (Ethics: Professional Development Requirement for ASHA)</b> 10:00 am - 12:00 pm	It's Lit! Redefining "Black Slang" for SLPs 10:15 am - 10:45 am
11:00 am	A Spanish Vocabulary App- Based Parent Training (Poster) 11:00 am - 11:30 am	Transgender Voice Management Under ICF Model 11:15 am - 11:45 am	<b>Computerized LSA for AAE Speakers (Poster)</b> 11:15 am - 11:45 am		Perceptions of Attributes of MAE & AAE 11:00 am - 11:30 am
11:30 am					
12:00 pm					
12:30 pm					
LUNCH (On Your Own)   12:00 pm - 1:00 pm NBASLH Student-Mentor Caffeinated Chat   12:00 pm - 2:00 pm					

## SATURDAY, MARCH 27, 2021

\*Highlighted Sessions/Events Noted in Red\*

Time:	Language, Literacy, & Cultural/Linguistic Diversity (LLC)	Medical-Based Disorders (MBD)	Leadership & Professional Development (LPD)	Clinical & School-Based Disorders (CSD)	Language, Literacy, & Cultural/Linguistic Diversity (LLC)
1:00 pm	Equity, Implicit bias & Personal Blind-spots 1:00 pm - 2:00 pm	Real Food Nutrition for People on Feeding Tubes 1:00 pm - 2:00 pm	<b>The Other Side of the Table: SLPs &amp; Juv Justice</b> 1:00 pm - 2:00 pm	Promoting Implementation of Diverse Picture Books (Poster) 1:00 - 2:00 pm	The Quasi-Bilingual SLP 1:00 pm - 2:00 pm
2:00 pm	Networking & Stretch Break 2:00 - 2:30 pm				
2:30 pm	Comparison of African American English in Story Retell using Bidialectal Stories (Poster) 2:30 pm - 3:00 pm	Third Person Singular -s, In Popular Songs (Poster) 2:30 pm - 3:00 pm	Story Retell Macrostructure of AA Children (Poster) 2:30 pm - 3:00 pm	Speech Patterns on the Island of Anguilla (Poster) 2:30 pm - 3:00 pm	CREAATting Culturally Competent AAC Specialists (Poster) 2:30 pm - 3:00 pm
3:00 pm	<b>Exhibitor Spotlight</b>	Hemorrhagic Stroke and Aphasia Among the Black Population (Poster) 3:00 pm - 3:30 pm	<b>Exhibitor Spotlight</b>	<b>Exhibitor Spotlight</b>	Measuring Lexical Diversity in Children with SLI: (Poster) 3:00 pm - 3:30 pm
3:30 pm	<b>Affiliates Open House   3:30 - 4:00 pm</b>				
4:00 pm	<b>Closing Session   4:00 pm - 4:30 pm</b>				





# NBASLH 2022 CONVENTION

MARCH 17-19, 2022  
HOUSTON, TX



**Lauren Hastings**  
*Convention Chair*



**Joy Lennon**  
*Convention Co-Chair*

THIRD TIME'S A CHARM



# Seminars

Arranged in Chronological Order

**LLC01** ♦ 12:30 pm - 1:00 pm

## Examining Speech Disfluencies in Narrative Samples

👤 *Emily Starling, Kia Johnson, Monique Mills, and Enjoli Richardson*

Speech disfluencies were examined from story generation narratives of school-age African-American children with no variation, some variation and strong variation from Mainstream American English. The frequency and type of speech disfluencies as well as speech rate will be tabulated and compared to Johnson and Mills (2019).

**Instructional Level: Introductory**

**LPD01** ♦ 12:30 pm - 1:00 pm

## Perspectives of Multiple Minority Identities

👤 *Jean Rivera Perez, Ahmed Rivera Campos, and Lynita Yarbrough*

The purpose of this research is to understand the experiences of speech-language pathologists (SLPs) with multiple minority identities (MMI). Preliminary findings suggest that individuals with MMI experience cumulative challenges around each of their identities which negatively impact their academic and professional development. A more in-depth analysis will be discussed.

**Instructional Level: Introductory**

**MBD01** ♦ 12:30 pm - 2:30 pm

## Exploring Our Role in Sickle Cell Management

👤 *Candice Adams-Mitchell*

Sickle cell disease is a category of blood disorders marked by the presence of sickle cell hemoglobin. It is estimated that more than 300,000 babies are born with SCD annually. SLP's and audiologists should have knowledge of the widely variable symptomatology of this disease and its impact on communicative function.

**Instructional Level: Introductory**

**CSD01** ♦ 12:30 pm - 1:30 pm

## The SLP's Role in Providing Trauma Informed Care

👤 *Mary Bayliss and Kelley Bronsink*

Supports and interventions beneficial to SLPs working with individuals impacted by trauma. We will discuss neurological impacts of trauma, and discuss children of color caught in the school-to-confinement pipeline receiving SPED support with a trauma-history. We will offer practical strategies and demonstrate the significance of SLPs role in building resilience.

**Instructional Level: Introductory**



**LPD02** ♦ 1:00 pm - 2:00 pm  
(WITHDRAWN)

### What Do I Do Now? Solving Ethical Dilemmas



*Elise Davis-McFarland*

Ethical practice requires discernment and decision making when there is the possibility or reality of an ethical issue. Having the tools to solve ethical dilemmas can be the difference between violating ASHA's Code of Ethics and having a positive outcome.

**Instructional Level: Intermediate**

**LLC02** ♦ 1:15 pm - 2:15 pm

### Exploring Racial Discourse in Young Children



*Camilo Maldonado III, Rasheedah Ingram, and De'Andra Taylor*

This study investigated the ways in which a diverse group of preschoolers negotiated race-related discourses. Initially, conversations were innocuous, focusing on differences such as skin tone. Eventually, discourses evolved and race became an issue of contention involving exclusionary bias, ultimately contributing to the children's more articulated understanding of race.

**Instructional Level: Introductory**

**CSD02** ♦ 1:45 pm - 2:45 pm

### Clinical Aspects of Locked-in Syndrome



*Tyler Wyatt and Gloriajean Wallace*

Locked-in Syndrome is a rare neurological disorder in which there is a complete loss of voluntary motor control excluding vertical eye movements. This presentation will provide a detailed description and analysis of locked-in syndrome including its clinical manifestations, diagnostic procedures, and possible courses of action for affected individuals.

**Instructional Level: Intermediate**

**LPD04** ♦ 2:00 pm - 3:00 pm

### Pandemic Supervision: Using A Mindful Model



*Angela Grice, Olivia Hardy, Ciara Monteiro*

According to ASHA, a central premise of supervision is that effective clinical teaching involves, the development of self-analysis, self-evaluation, and problem-solving skills on the part of the individuals being supervised. The efficacy of mindfulness has been the focus of recent research. Incorporating mindfulness into the supervision of graduate students has been discovered to increase self-awareness, lower stress, develop clinical decision making, and reduce compassion fatigue/burnout. As a result of the recent pandemic, many professionals are experiencing increased stress and exposure to trauma. This makes it paramount to examine the current mode of supervision in order to re-envision and facilitate appropriate clinical education. In this presentation, panelists include a graduate clinical supervisor and three former graduate student clinicians, who were supervised using a mindful supervision model while providing services during the COVID-19 pandemic. The panelists will examine and compare the components of the mindful supervision model to the traditional model, discuss the benefits of its use, and provide personal perspectives.

**Instructional Level: Introductory**

**LLC03** ♦ 2:30 pm - 3:00 pm

### AAVE & Classroom Teacher Systematic Review




*Catherine McGough and Laura Wilson*

This systematic review analyzes how teachers promote positive outcomes for AAVE-speaking students. The seventeen articles indicate student-directed critical language pedagogy improved outcomes, enhanced the effectiveness of contrastive analysis. Corrective feedback did not increase student fluency in Mainstream American English and negatively affect wellbeing. Limited teacher knowledge of AAVE negatively affected outcomes.

**Instructional Level: Introductory**

### CSD03 ♦ 2:30pm-3:00pm

#### AAC accessibility in the U.S. vs. other countries

 *Hamsa Raman, Suma Suswaram*

Augmentative and Alternative Communication (AAC) significantly accelerates prognosis in persons with communication disorders (Logan et al., 2017). However, access to AAC differs between Low- and Middle- Income Countries (LMICs) and other countries (Srinivasan et al., 2011). Understanding research status is critical to advance the field of AAC. My research compared AAC literature from the U.S. and LMIC to amplify the need for research focusing on AAC accessibility across the globe. The results suggest there is a lack of studies with a focus on AAC accessibility both in the U.S. and LMICs. The presentation will discuss definitions and components of AAC accessibility, the lack of AAC accessibility and training across the globe, and discuss the effects of limited AAC research on children's communication development.

**Instructional Level: Introductory**

### MBD02 ♦ 2:45 pm - 3:15 pm

#### Cerebral Palsy Among African American Children

 *Sade Williams, Chelsea Corona, Teairra Strozier, and Gloriajean Wallace*

A potentially crippling disease, cerebral palsy can impact both fine and gross motor skills needed for essential and purposeful movements. African American children are 30% more likely to be diagnosed with this condition than children of any other ethnicity.

**Instructional Level: Introductory**

### LPD04 ♦ 3:15 pm - 3:45 pm

#### Cultural Competence in the University Curriculum

 *Lisa Price and Mercy Muguimi*

Increasing cultural competence and awareness of racial privilege in college students takes a concerted effort. We used theoretical models to analyze our university curriculum and design activities to infuse throughout our programs. We will share a survey tool to measure student outcomes and resources that helped make change possible.

**Instructional Level: Introductory**

### MBD03 ♦ 3:00 pm - 4:00 pm

#### Disorders of Awareness after Right Hemisphere Brain Damage (\*NSIG Highlighted Session)

 *Maragret Lehman Blake*

Anosognosia, or reduced awareness of deficits, is not uncommon after right hemisphere stroke. It is associated with poorer compliance with rehabilitation and poorer activity- and participation-level outcomes. Despite the potential negative impact, according to a recent survey the vast majority of SLPs do not formally assess awareness. This session will address the characteristics of anosognosia and recommendations for evidence-based assessment and treatment. Treatments that are supported by research that will be discussed include metacognitive strategies, experiential exercises, and video/verbal feedback.

**Instructional Level: Intermediate**

### LLC04 ♦ 3:15 pm - 3:45 pm

#### Performance of Guyanese Children on a Test of Language

 *Sulare Rose and Emily FitzMaurice*

This research study examines the appropriateness of the DELV-NR for evaluating the linguistic competencies of Guyanese Creole Speaking Children.

**Instructional Level: Intermediate**

### HGH01 ♦ 4:30 pm - 5:30 pm

#### Donn F. Bailey Lecture - Assessing Black Children's Narrative Language

 *Monique Mills, Leslie Moore, Somin Kim, and Rong Chang*

The current study examines ways in which the language of school-age Black children's language is evaluated informally and formally, thereby improving academic assessment of this group. We explore differences in ratings of children's narrative language between teachers and non-teachers and between Black and White raters.

**Instructional Level: Intermediate**

**LLC05 ♦ 8:00 am - 8:30 am****Language Attitudes of Anguillian Teenagers***Amber Franklin and Keisha Lindsay*

This study presents findings from a language attitudes survey and interview administered to 20 teenaged speakers of Anguillian English Creole. Results revealed some tension in the attitudes toward Anguillian English. Respondents disagreed with the statement that Anguillians spoke English “correctly” yet expressed pride and belonging associated with the dialect.

**Instructional Level: Introductory****AAR03 ♦ 8:00 am - 9:00 am****Army Audiology - Leadership, Program Management, Opportunities Galore: Best Career Decision I Ever Made***Virgina Bailey*

Military Audiology is an area that is not always considered by AuD students or licensed audiologists. From the 4th year externship to the leadership opportunities available, the goal of this presentation is to share facts and personal experiences related to serving as an Army Audiologist.

**Instructional Level: Introductory****LPD05 ♦ 8:00 am - 9:00 am****Expanding Culturally Diverse Voices in Leadership***Jamila Harley*

As the profession evolves to more person-centered it is important that more culturally diverse voices are in roles of leadership. These voices must strategically navigate the path to leadership development and be poised for professional opportunities when they arise to effectively impact policy, advocacy, accessibility to resources, and service-delivery.

**Instructional Level: Introductory****MBD04 ♦ 8:00 am - 9:00 am****Early Career in Medical Speech Pathology***Maurice Goodwin and Lauren Sharpe-Payne*

This seminar is geared towards the student or early career speech pathologist looking to gain further knowledge of the skills necessary to develop competency in the areas of Medical Speech Pathology.

**Instructional Level: Introductory****CSD04 ♦ 8:00 am - 9:00 am****Implementation of AAC: Practical Tips for School-Based Speech-Language Pathologists using Teletherapy***Brittney Goodman Pettis*

Successful clinical management of speech-language disordered African American males with a co-morbid condition of Autism Spectrum Disorder in today's sociopolitical climate requires an approach rooted in cultural competency.

**Instructional Level: Introductory****LLC06 ♦ 8:45 am - 9:15 am  
(WITHDRAWN)****Being Black and Stuttering***Aleesha Rowe, John Tetnowski, Jennifer Tetnowski, and Ryan Nelson*

This presentation describes the results of a qualitative study of the attitudes, beliefs, and stigmas of being a person who stutters that is also black. Major themes and sub-themes related to the identity of both characteristics are described and detailed. Research and clinical implications will be discussed.

**Instructional Level: Intermediate**



**AAR04 ♦ 9:15 am - 9:45 am****Children's English/Spanish Speech Recognition Test**

 *Lauren Calandrucchio, Lori Leibold, Emily Buss, Ryan McCreery, and Jacob Oleson*

The Children's English/Spanish Speech (ChEgSS) recognition test assesses masked-word identification for English-speaking, Spanish-speaking, and bilingual (Spanish/English) children. Two competing maskers are included for each test language. ChEgSS can be administered by monolingual English-speaking clinicians. The purpose, development, and information on the clinical trial of the test will be presented.

**Instructional Level: Intermediate**

**MBD05 ♦ 9:15 am - 9:45 am****Risk Factors of Parkinson's Disease Among TBI Survivors**

 *Taylor Ngo, Railen Parker, Jairus Warren, and Gloriajean Wallace*

Patients with (TBI) have a higher incidence of Parkinson's Disease in comparison to those with non-TBI trauma. The goal of this presentation is to help ensure the individuals will understand the risks of TBI in African Americans, explain how TBI and Parkinson's are related, and explain signs of Parkinson's Disease.

**Instructional Level: Introductory**

**LLC07 ♦ 9:30 am - 10:30 am****Effects of Phonemic Awareness & Word Recognition**

 *Denise Davis, Kenneth Simpson, and Lena Caesar*

The purpose of the study was to determine if explicit training in sight words and phonemic awareness affect reading fluency (ORF) in secondary students with language impairments. Four students diagnosed with specific learning disability participated in the study. Results suggested that intervention in basic reading may increase their ORF skills.

**Instructional Level: Intermediate**


**LDP06 ♦ 9:30 am - 11:30 am****Supervision and Top of the License Practice (Professional Development Requirement for ASHA)**

 *Lemmietta McNeilly and Cheval Bryant*

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.

**Instructional Level: Intermediate**


**CSD05 ♦ 9:30 am - 10:30 am****Clinic Facilities: 911, What's the Emergency?**

 *Zaneta Ponton and Katrina Miller*

In a university clinic that serves clients across the lifespan, clinical supervisor's and graduate clinician's should be prepared to encounter emergencies of varying types. Campus clinic emergency planning can be complex when considering the many roles inherent in university clinical settings and service provision.

**Instructional Level: Introductory**

**MBD06 ♦ 10:00 am - 11:00 am****Multidisciplinary Management of the Adult Professional Voice Users**

 *Maurice Goodwin, Yin Yiu, Jolie Rocke, Shulunda Gibson, A. Jan Taylor, and Danielle Devore*

Research has shown that professional voice users are at an increased risk of voice disorders. The goal of this presentation is to demonstrate how a multidisciplinary model of management for the PVU leads to improved outcomes for the patient and collaboration between healthcare and voice professionals.

**Instructional Level: Intermediate**


**CSD06 ♦ 10:30 am - 11:30 am****SLPs in Urban Schools: A Model for Reintegration**

 *Tamika LeRay*

Many urban districts have excelled in early identification and intervention of students with special needs. However, less programmatic emphasis is dedicated to transitioning and exiting students from special education (speech therapy) services. This presentation proposes a framework for possible reintegration (exit) planning for speech therapy services. This presentation is geared toward individuals who are serving in administrative or school leadership roles.

**Instructional Level: Intermediate**

**LLC08 ♦ 10:30am-11:00am****Effect of Age/Language Variation on Microstructure**

 *Isabelle Francois, Monique Mills*

Narrative language assessments are a recommended tool as they provide a natural assessment context. Narrative language can be measured at the macrostructural and microstructural level, with microstructure offering the strongest evidence for developmental growth (Mills, 2015). Narrative microstructure offers insight into semantic and syntactic production, complexity and accuracy in a way that is culturally-fair in school-age children who speak AAE (Mills, 2015). Measures of syntax such as the Developmental Sentence Scoring (DSS) and the Index of Productive Syntax (IPSyn) provide a more detailed picture of complex grammatical forms children employ as they grow older. The purpose of the current study was to answer the following questions: 1. Do Black children's DSS scores vary as a function of age and dialect variation? 2. Do Black children's IPSyn scores vary as a function of age and dialect variation? Based on prior research, we hypothesize IPSyn is not a sensitive measure of syntax beyond the age of 48 months (Oetting, 2010). The research on age-related differences in DSS performance is scant (Reed, 1998), however our results align with those studies: We found no age-related differences on DSS.

**Instructional Level: Introductory**

**LPD07 ♦ 1:45 pm - 3:45 pm****2020 Clinical Fellowship – An Interactive Tutorial**

 *Jerrold Jackson and Gretchen Ehret Hoshaw*

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.

**Instructional Level: Intermediate**

**LLC10** ♦ 1:45 pm - 2:45 pm**SLPs' Working with CLD Children with AAC Needs***Ruixia Yan, Sheila Bridges-Bond, Zhaojing Liu*

Augmentative and alternative communication (AAC) can facilitate communication and enhance participation and independence for people with complex communication needs (ASHA, 2010; Costello & Shane, 2016; Ganz et al., 2012; Schlosser & Wendt, 2008; Solomon-Rice, Soto, Robinson, 2018; Thomas-Stonell, Robertson, Oddson, & Rosenbaum, 2016). AAC devices should support users who speak other languages and dialects. AAC devices are important to help clients with disabilities to have access to academic and social opportunities. Also, there has been an increase in the number of children and families from culturally and linguistically diverse (CLD) backgrounds being served by clinicians and educators worldwide (Arnaiz & Soto, 2003; Jordaan, 2008; Williams & McLeod, 2012). Therefore, it is important for service providers to gain cultural knowledge of the variety of settings AAC users are in, as well as the attitudes toward the use of AAC in order to maximize their clients communication skills (Townsend, Harris, & Bland-Stewart, 2012).

**Instructional Level: Intermediate****STU03** ♦ 2:00 pm - 4:00 pm**NBASLH Student Chat: Being a Student in a COVID World***Kennedy Guess, Shauntelle Cannon-Williams, LeLynda Briggs*

The COVID-19 pandemic has completely changed what it means to be a student. SLP and AuD students have been forced to attend class and give therapy from their own home. They have also been tasked with being on the front line in clinics and hospitals still providing care despite the very real risks associated with the virus. The adjustment from the normalcy of being around classmates, professors, and supervisors to being isolated at home or behind protective gear can have negative effects on students' mental health. This session will highlight tips and strategies on navigating being a student clinician/researcher in a COVID world guided by licensed mental health consultant LeLynda Briggs, MSC, NCC, PLMHP.

**Instructional Level: Introductory****MBD07** ♦ 3:00 pm - 3:30 pm**Importance of Proverbs Among Black Older Adults***Franchesca Arcy, Khalia Kirton, and Alaina Davis*

This study aims to determine the importance of proverb use from the perspectives of older adults within the Black community including persons who are African American and from African and Caribbean countries and to develop an inventory of culturally familiar proverbs for use with older adults who have cognitive-communicative disorders.

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**Instructional Level: Introductory**



**LLC11 ♦ 3:45 pm - 4:45 pm****Self-perceived Social Communication Skills in High School Graduates on the Autism Spectrum***Aieshea Banks*

Utilizing semi-structured interviews, this qualitative research examines how young adults with autism perceive their social communication skills, how their perceptions influence their feelings regarding their ability to perform adult social roles and their attitudes toward receiving communication support. Results will be reported along with clinical implications and future research direction.

**Instructional Level: Introductory****MBD08 ♦ 3:45 pm - 4:45 pm****Return to Learn for HBCU Student Athletes with TBI***Alaina Davis*

The purpose of this study was to assess the cognitive-communicative skills of culturally diverse student-athletes with and without concussion. Participants include culturally diverse student-athletes were given pre-season and post-season or post-concussion cognitive-communicative assessments. Preliminary results indicate cognitive-communicative deficits that impact return-to-learn in student-athletes post-concussion.

**Instructional Level: Advanced****LPD08 ♦ 4:00 pm - 5:00 pm****Recruitment of Black Males: Student Perspectives***Deana Lacy McQuitty, Jairus-Joaquin Matthews, Derron Matthews, Javan Marshall, and Kevante Drew*

A panel of African American male students at the high school, undergraduate, and graduate levels will describe their motivations, experiences, and challenges as race and gender minority students in CSD. They will offer solutions for recruiting and retaining a diverse pool of future professionals from their perspective.

**Instructional Level: Intermediate****LLC09 ♦ 4:00 pm - 6:00 pm****African American English: Origins to Clinical Implications***Kyomi Gregory, Linda Redmond Taylor, Megan-Brette Hamilton, Brandi Newkirk-Turner, and Monique Mills*

This panel discussion focuses on the theories used to explain African American English (AAE). Other significant aspects of this seminar will include the presentation of information on clinical assessment, treatment related to AAE, and an understanding of the current research, and implications for speakers of AAE.

**Instructional Level: Intermediate****LLC12 ♦ 5:00 pm - 6:00 pm****Minority Student Experiences with Inclusion***Emma Davidson and Suma Suswaram*

Graduate students from minority backgrounds experience isolation because of the lack of support and mentorship from faculty and peers at Predominately White Institutions (PWI; Brunnsma et al, 2017). The field of Communication Sciences and Disorders (CSD) is among the least diverse professions, yet, research on minority graduate student experiences is limited. Understanding

student experiences is critical for developing stronger recruitment and retention programs necessary for increasing diversity in CSD. Using a qualitative research design, the current study explores experiences of ten minority graduate students from nine PWIs in the United States. Results revealed that all participants felt isolated at their academic institutions. The presentation will share specific experiences of students with inclusion and suggest strategies for developing diverse, equitable, and inclusive strategies to support minority students in CSD at PWIs.

**Instructional Level: Intermediate**

**LLC13 ♦ 8:00 am - 10:00 am****Successfully Navigating Assessment of English Language Learners***Jacquelynn Rodriguez*

Conducting a bilingual speech and language evaluation can be a complex and difficult process for both monolingual and bilingual speech-language pathologists. Many speech-language pathologists feel underprepared to serve the needs of English language learners. This presentation outlines evidence based strategies that ALL speech-language pathologists can contribute to a bilingual evaluation.

**Instructional Level: Introductory****LPD09 ♦ 8:00 am - 9:00 am****Ready to Lead? Create Positive Team Engagement***Adanna Burrell*

Building an engaged team as a current and future leader can be challenging and provide growth opportunities. This session will focus on evidence-based approaches to create a positive culture, help teammates feel connected, engaged, and align various communication styles for patient and family success.

**Instructional Level: Intermediate****MBD10 ♦ 8:00 am - 8:30 am****Treating Transgender Voice: Multiple Perspectives***Lindsay Smith, Jennifer Tetnowski, and John Tetnowski*

The purpose of the research is to understand the process of voice and communication services for transgender and gender diverse populations. This research study/project will contribute to the existing knowledge by providing insight toward understanding the process of voice and communication services for these populations.

**Instructional Level: Introductory****AAR06 ♦ 8:30 am - 9:30 am****Being Black in Audiology- Discussing Racism Towards Black Audiologists and Black Audiology Students***Jocelyn Tubbs*

Racism aimed towards Black people within the United States was prevalent long before the events of the year 2020. However, with the rise of the Black Lives Matter movement across the country, many Audiologists who identify as Black or African American united together to work towards facilitating change within our field. With less than 4% of the Audiology population being Black/AA, it is often difficult to find representation among audiology leadership roles, preceptors, and students. Joining together to share experiences has helped bring generations of Black/AA Audiologists closer and more prepared for a diverse future. This opportunity allows for many voices to finally be heard as one.

**Instructional Level: Introductory**

**MBD11 ♦ 8:45 am - 9:15 am****Healthcare Access Disparities in Voice Treatment***Mariah Morton and Mary Sandage*

Healthcare disparities address differences between groups in access to and use of care and quality of care. The extent to which healthcare disparities exist within SLP related to voice disorders is unknown. The objective of this study was to develop a theoretical framework to characterize the elements leading to healthcare access disparities for treatment of voice disorders. Methods: A scoping review was conducted using the Preferred Reporting Items for Systematic Review and Meta-Analysis Extension for Scoping Reviews. Results: The database search resulted in 614 sources being screened and the development of a theoretical framework of seven underlying components (availability, patient bias, clinician bias, timeliness, awareness, preference and appropriateness) of healthcare disparities. Conclusion: Theoretical framing of healthcare disparities among individuals with voice disorders is requisite to identify solutions that may mitigate these disparities.

**Instructional Level: Introductory****LPD10 ♦ 9:15 am-10:15 am****More Than an Assistant: An Overview***Jerrold Jackson and Lisa Wolf*

Assistants in communication sciences and disorders (CSD) have been documented with the American Speech-Language Hearing Association (ASHA) since the 1960s. In 2020, ASHA launched the Assistants Certification Program which provides an opportunity for audiology and speech-language pathology assistants to be identified as professionals that are dedicated to the highest level of service and establishes a consistent level of knowledge and skill. The purpose of this presentation is to define the professional roles and responsibilities of assistants in CSD, discuss potential career opportunities, provide participants with insights into assistant certification programs and state licensure, and highlight the value of working with audiology and speech-language pathology assistants.

**Instructional Level: Introductory****CSD07 ♦ 9:00 am - 10:00 am****The Word Gap Theory: A Critical Review***Amy Hobek, Lauren Prather, Jasmine Beltran, Emerald Dunn, and Mariah Emery*

This presentation provides a critical review of the research supporting the “word gap” theory, as well as the research that offers contrasting theories and evidence of the cultural and linguistic strengths children from minority backgrounds bring to the educational environments that can be used to enhance language/literacy development and learning.

**Instructional Level: Introductory****MBD12 ♦ 9:15 am - 10:15 am****Effectiveness of a Computer Application on Declarative Memory***Dawn Stanley, Kenneth Simpson, Kennetha S. Mentor*

Despite memory being the hallmark of dementia, there have been attempts to rehabilitate the deficit. The aim of this investigation was to examine the declarative memory system by determining the effectiveness of Constant Therapy. Overall findings suggested that both participants demonstrated a decline in performance as the task difficulty increased.

**Instructional Level: Intermediate****LLC14 ♦ 9:30 am - 10:00 am****Rare Vocabulary Production in School-age Narrators from Low-income Communities***Monique Mills and Jamie Mahurin-Smith*

This study was designed to assess the utility of a tool for automated analysis of rare vocabulary use in the spoken narratives of a group of school-age children from low-income communities.

**Instructional Level: Intermediate**



**CSD08** ♦ 10:00 am - 12:00 pm**Ethical Leadership for SLPs and Audiologists (Professional Development Requirement for ASHA)***Tommie L. Robinson, Jr. and Sharon Moss*

This session is designed to link ethical practice to leadership. Participants will be given examples and case studies to explore as well as engage in discussion and role play to help in understanding the broad impact of ethical leadership.

**Instructional Level: Intermediate****LLC15** ♦ 10:15 am - 10:45 am**Accommodating Spanish Variation in Assessment***Mariajosé Bosanko and Jann Oetting*

The field of sociolinguistics has identified widespread phonological and morphosyntactic variation in Latin American Spanish. This presentation describes how this variation relates to challenges speech-language pathologists face when assessing Spanish/English bilingual children and examines the use of the ITALK to learn about children's Spanish variation, English, and risk for impairment.

**Instructional Level: Introductory****LLC16** ♦ 10:15 am - 10:45 am**It's Lit! Refining Black Slang***Erica Roberson, Shameka Stanford*

This presentation will discuss SLP's knowledge of social dialects (slang) used by African American teens. This presentation will also discuss the presence of intergenerational gaps that exist between "iGeneration" teens and Millennial, Baby-Boomer, and Gen-X speech-language pathologists. Additionally, potential solutions to addressing these gaps will be discussed.

**Instructional Level: Introductory****MBD13** ♦ 10:30 am - 11:00 am**Competitive Cheerleaders Knowledge of Concussion***Keilettia Alford and Rachelle Felix*

This study aims to determine the knowledge of competitive cheerleaders of color on their awareness and attitudes about cognitive-communicative symptoms associated with concussion before and after implementation of an educational session including the role of the SLP in concussion assessment and management.

**Instructional Level: Introductory****LPD11** ♦ 10:30 am - 11:00 am**A Self-Analysis of Significant Learning in CSD***Jacqueline Weed and Alaina Davis*

This presentation aims to identify aspects of the Taxonomy of Significant Learning model from a self-analysis perspective based on cognitive styles. A first-year graduate student analyzes the processes engaged for learning academic curriculum and translating theories into clinical practice through the significant learning model and cognitive style theory.

**Instructional Level: Introductory****LLC17** ♦ 11:00 am - 11:30 am**A Spanish Vocabulary App-Based Parent Training***Jean Rivera Perez, Irmgard Payne, Alice Regalado*

This research examined the effectiveness of a computer-based training for parents to enhance Spanish vocabulary in dual language learners with language delay. Three parents were trained on vocabulary strategies (completion, distancing, and questions), and asked to read to their children. Multiple baseline indicates changes across participants and behaviors.

**Instructional Level: Introductory**

**LLC18** ♦ 11:00 am - 11:30 am**Perceptions of Attributes of MAE & AAE***Makayla Watson-Wales and Alison Hendricks*

Perceptions of African American English (AAE) use are often negative in the general population; little is known about perceptions of attributes of speakers of different dialects among students training to become SLPs. Using sociolinguistic methods, we investigate perceptions of speakers using mainstream and non-mainstream dialects by students in SLP programs.

**Instructional Level: Intermediate****MBD14** ♦ 11:15 am - 11:45 am**Transgender voice management under ICF model (WITHDRAWN)***Kelyn Hall, Grace Hao, and Madison Freeman*

This presentation will discuss the transgender voice and communication assessment and management in the context of ICF model. The impact of the contextual factors, including the environmental factors and the personal factors, on the health conditions in the transgender population will also be discussed.

**Instructional Level: Intermediate****LPD12** ♦ 11:15 am - 11:45 am**Computerized LSA for AAE Speakers***Nan Bernstein Ratner and Courtney Overton*

Language Sample Analysis (LSA) is a critical component of assessment for child language disorders; however, some LSA measures may bias against AAE speakers. Using the DELV (2014) corpus, AAE-speaking children did not score significantly lower on most LSA measures from MAE-speaking peers; however, additional non-biased LSA measures are needed.

**Instructional Level: Intermediate****STU04** ♦ 12:00 pm - 2:00 pm**NBASLH Student-Mentor Caffeinated Chat: Fostering The virtual mentor/mentee relationship***Kennedy Guess and Shauntelle Cannon-Williams*

A mentorship relationship holds a high esteem of value which is enriching for both the mentor and mentee. This chat is aimed to provide students and mentors a chance to collaborate, network, and engage with one another in a lunch and learn format.

**Instructional Level: Introductory****LLC20** ♦ 1:00 pm - 2:00 pm**The Quasi-Bilingual SLP***Ebony Green*

The Quasi Bilingual SLP: Strategies to Enhance Basic Spanish Skills You Already Have For More Effective Client and Family Interactions" will teach practical skills to the clinician with limited Spanish proficiency in order to overcome language barriers in initial client-clinician interactions.

**Instructional Level: Introductory****LLC19** ♦ 1:00 pm - 2:00 pm**Equity, Implicit bias & Personal Blind-spots***Sucheta Kamath*

Executive Function engages the brain's self-guiding system to move clinicians from rigidity to openness, indifference to compassion and leniency to firm-flexibility while handling challenging situations. The session will address ways to reduce the impact of implicit bias, bridge the cultural mismatch, and use EF lens to enhance personal efficacy.

**Instructional Level: Intermediate**

**MBD15** ♦ 1:00 pm - 2:00 pm**Real Food Nutrition for People on Feeding Tubes***Jennifer Piazza*

Blenderized diets for tube feeding have become more mainstream as more research supports their use in pediatrics and adults. This presentation will discuss complications experienced by patients on enteral formulas, review common ingredients in commercial tube feeding formulas, and present research studies supporting improved outcomes with blenderized diets.

**Instructional Level: Introductory****CSD09** ♦ 1:00 pm - 1:30 pm**Promoting Implementation of Diverse Picture Books***Sierrah Harris and Amanda Owen Van Horne*

This research raises awareness of the need to represent diverse racial backgrounds in picture books in treatment. Participants will learn about the issues of representation and its importance, report on a survey to describe current practice, and describe available resources that SLPs can seek to alter their practice.

**Instructional Level: Introductory****LPD13** ♦ 1:00 pm - 2:00 pm**The Other Side of the Table: SLPs and Juvenile Justice***Shameka Stanford*

This two-hour workshop will introduce and actively immerse participants in the experiences of youth going through the criminal/juvenile justice system in order to take a deeper look at how our clinical approach can negatively or positively impact youth placed at-risk for involvement with the justice system's societal outcomes.

**Instructional Level: Introductory****LLC22** ♦ 2:30 pm - 3:00 pm**CREAATting Culturally Competent AAC Specialists***Sheila Bridges-Bond, Ruixia Yan, Erica Bradley, Rhondrea Henderson, Abbey Johnson*

CREATT (culturally responsive early intervention assistive technology training) was funded in 2002 as an OSEP training grant. Seventeen years later, CREAATT, has continued to train graduate specialists. This study examines competency data and the changing trends of AAC service delivery to CLD families reported by practicing CREAATT specialists.

**Instructional Level: Intermediate****LPD14** ♦ 2:30 pm - 3:00 pm**Story Retell Macrostructure of AA Children***Jasmine Beltrán, Mia Kimmons, Nancy A. Creaghead*

Story retells were elicited from 33 African American preschool children. Children produced stories with macrostructure elements and story grammar conventions that are similar to those found by other researchers for this age group. They demonstrated knowledge of dialogue by imitating the words of the character in a different voice.

**Instructional Level: Intermediate****MBD16** ♦ 2:30 pm - 3:00 pm**Third Person Singular -s, In Popular Songs***Morgan Mays, Lashaun Ramsey, Kyra Johnson, and Brandi Newkirk-Turner*

This study's purpose was to examine third person singular -s in popular songs to determine what children may learn about this structure from songs they may hear. Lyrics were analyzed. Findings related to what children may learn about the AAE grammar, specifically third person singular -s, from songs are discussed.

**Instructional Level: Introductory**



**LLC21 ♦ 2:30 pm - 3:00 pm****Comparison of African American English in Story Retell using Bidialectal Stories***Lauren Prather and Emerald Dunn*

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 (Cheatham, Armstrong, Santos, 2009; Murray 1997). The purpose of this research is to compare AAE use as measured by the Dialect Density Measure (DDM) and narrative features through the retelling of stories read in the home and school dialect.

**Instructional Level: Introductory****LLC23 ♦ 3:00 pm - 3:30 pm****Measuring Lexical Diversity in Children with SLI***Elgustus Polite*

Number of different words (NDW) scores from 54 children (27 SLI, 27 TD-A) were compared to determine the extent to which this measure is able to differentiate between the two groups. Findings differed based on how NDW was calculated (utterances vs. tokens). The implications of these findings will be discussed.

**Instructional Level: Intermediate****CSD10 ♦ 2:30 pm - 3:00 pm****Speech Patterns on the Island of Anguilla***Amber Franklin, Chloe Turner, Cheryl Arline*

Anguilla is an island located in the Eastern Caribbean. This study uses the GFTA-3 to document dialectal speech patterns among two groups of Anguillian English speakers: 5-7 year olds and teenagers. Results indicate a wider range of dialectal variation among the 5-7 year olds than among the teenagers.

**Instructional Level: Intermediate****MBD17 ♦ 3:00 pm - 3:30 pm****Hemorrhagic Stroke and Aphasia Among the Black Populations***Bernice Hammond-Chiasson and Gloriajean Wallace*

Cerebrovascular attacks occur when a blood vessel is ruptured which may result in a condition known as aphasia, a communication disorder resulting from injury to specific areas in the brain. This presentation will provide information about prevalence, risks and outcomes associated with hemorrhagic stroke for individuals within the Black community.

**Instructional Level: Intermediate**

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Garvin Romane, *CE Administrator*



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speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.



# Convention Tracker Form

Session Time	Session ID	Session Title	✓	CEU
THURSDAY, MARCH 25, 2021				
12:30 pm - 2:30 pm	MBDo1	Exploring Our Role in Sickle Cell Management		0.20
12:30 pm - 1:00 pm	LPDo1	Perspectives of Multiple Minority Identities		0.05
12:30 pm -1:30 pm	CSDo1	The SLPs role in providing Trauma Informed Care		0.10
12:30 pm - 1:00 pm	LLCo1	Examining Speech Disfluencies in Narrative Samples		0.05
1:00 pm - 2:00 pm	LPDo2	What Do I Do Now? Solving Ethical Dilemmas (WITHDRAWN)		0.10
1:15 pm - 2:15 pm	LLCo2	Exploring Racial Discourse in Young Children		0.10
1:30 pm - 2:30 pm	AARo2	Speak Up!: Recruiting and Retaining Audiologists		0.10
1:45 pm - 2:15 pm	CSDo2	Clinical Aspects of Locked-in Syndrome		0.05
2:00 pm - 3:00 pm	LPDo3	Pandemic Supervision: Using A Mindful Model		0.10
2:30 pm - 3:00 pm	CSDo3	AAC accessibility in the U.S. vs. other countries		0.05
2:30 pm - 3:00 pm	LLCo3	AAVE & Classroom Teacher Systematic Review		0.05
2:45 pm - 3:15 pm	MBDo2	Cerebral Palsy Among African American Children		0.05
3:00 pm - 4:00 pm	MBDo3	Disorders of Awareness after Right Hemisphere Brain Damage (NSIG)		0.10
3:15 pm - 3:45 pm	LPDo4	Cultural Competence in the University Curriculum		0.05
3:15 pm - 3:45 pm	LLCo4	Performance of Guyanese Children on a Test of Language		0.05
4:30 pm - 5:30 pm	HGHo1	Donn F. Bailey Lecture - Assessing Black Children's Narrative Language		0.10
FRIDAY, MARCH 26, 2021				
8:00 am - 9:00 am	AARo3	Army Audiology - Leadership, Program Management, Opportunities Galore: Best Career Decision I Ever Made		0.10
8:00 am - 9:00am	CSDo4	Implementation of AAC: Practical Tips for School-Based Speech-Language Pathologists using Teletherapy		0.10
8:00 am - 9:00 am	MBDo4	Early Career in Medical Speech Pathology		0.10

Session Time	Session ID	Session Title	✓	CEU
8:00 am - 9:00 am	LPDo5	Expanding Culturally Diverse Voices in Leadership		0.10
8:00 am - 8:30 am	LLCo5	Language Attitudes of Anguillian Teenagers		0.05
8:45 am - 9:15 am	LLCo6	Being Black and Stuttering (WITHDRAWN)		0.05
9:15 am - 9:45 am	AARo4	Children's English/Spanish Speech Recognition Test		0.05
9:15 am - 9:45 am	MBDo5	Risk Factors of Parkinson's Disease Among TBI Survivors		0.05
9:30 am - 10:30am	CSDo5	Clinical Facilities: 911, What's the Emergency?		0.10
9:30 am - 10:30 am	LLCo7	Effects of Phonemic Awareness & Word Recognition		0.10
9:30 am - 11:30 am	LPDo6	<b>Supervision and Top of the License Practice (Supervision: Professional Development Requirement for ASHA)</b>		0.20
10:00 am - 11:00 am	MBDo6	Multidisciplinary Management of Adult Professional Voice Users		0.10
10:30 am - 11:30 am	CSDo6	SLPs in Urban Schools: A Model for Reintegration		0.10
10:30 am - 11:00 am	LLCo8	Effect of Age/Language Variation on Microstructure		0.05
10:45 am - 11:15 am	AARo5	Audiology Forum: A Deaf Audiologist's Journey!		0.05
1:45 pm - 2:45 pm	LLC10	SLPs' Working with CLD Children with AAC Needs		0.10
1:45 pm - 3:45 pm	LPDo7	2020 Clinical Fellowship – An Interactive Tutorial		0.20
2:00 pm - 4:00 pm	STUo3	NBASLH Student Chat: Being a Student in a COVID World		0.20
3:00 pm - 3:30 pm	MBDo7	Importance of Proverbs Among Black Older Adults		0.05
3:45 pm - 4:45 pm	MBDo8	Return to Learn for HBCU Student Athletes with TBI		0.10
3:45 pm - 4:45 pm	LLC11	Self-Perceived Social Communication Skills of High School Graduates on the Autism Spectrum		0.10
4:00 pm - 6:00 pm	LLCo9	<b>African American English : Origins to Clinical Implications</b>		0.20
4:00 pm - 5:00 pm	LPDo8	Recruitment of Black Males: Student Perspectives		0.10
5:00 pm - 5:30 pm	MBDo9	CLD Implications with Pediatric Feeding		0.05
5:00 pm - 6:00 pm	LLC12	Minority Student Experiences with Inclusion		0.10
<b>SATURDAY, MARCH 27, 2021</b>				
8:00 am - 8:30 am	MBDo10	Treating Transgender Voice: Multiple Perspectives		0.05
8:00 am - 9:00 am	LPDo9	Ready to Lead? Create Positive Team Engagement as a New Leader		0.10
8:00 am - 10:00 am	LLC13	Successfully Navigating Assessment of English Language Learners		0.20
8:30 am - 9:30 am	AARo6	Being Black in Audiology- Discussing Racism Towards Black Audiologists and Black Audiology Students		0.10

Session Time	Session ID	Session Title	✓	CEU
8:45 am - 9:15 am	MBD11	Healthcare Access Disparities in Voice Treatment		0.05
9:00 am -10:00 am	CSD07	The Word Gap Theory: A Critical Review		0.10
9:15 am - 10:15 am	MBD12	Effectiveness of a Computer Application		0.10
9:15 am - 10:15 am	LPD10	More Than an Assistant: An Overview		0.10
9:30 am - 10:00 am	LLC14	Rare Vocabulary Production in School-age Narrators from Low-income Communities		0.05
10:00 am - 12:00 pm	CSD08	<b>Ethical Leadership for SLPs and Audiologists (Ethics: Professional Development Requirement for ASHA)</b>		0.20
10:15 am - 10:45 am	LLC15	Accommodating Spanish Variation in Assessment		0.05
10:15 am - 10:45 am	LLC16	It's Lit! Redefining "Black Slang" for SLPs		0.05
10:30 am - 11:00 am	MBD13	Competitive Cheerleaders Knowledge of Concussion		0.05
10:30 am -11:00 am	LPD11	A Self-Analysis of Significant Learning in CSD		0.05
11:00 am -11:30 am	LLC17	A Spanish Vocabulary App-Based Parent Training		0.05
11:00 am - 11:30 am	LLC18	Perceptions of Attributes of MAE & AAE		0.05
11:15 am - 11:45 am	MBD14	Transgender voice management under ICF model (WITHDRAWN)		0.05
11:15 am - 11:45 am	LPD12	Computerized LSA for AAE Speakers		0.05
12:00 pm - 2:00 pm	STU04	NBASLH Student-Mentor Caffeinated Chat		0.20
1:00 pm - 2:00 pm	LLC19	Equity, Implicit bias & Personal Blind-spots		0.10
1:00 pm - 2:00 pm	MBD15	Real Food Nutrition for People on Feeding Tubes		0.10
1:00 pm - 2:00 pm	LPD13	<b>The Other Side of the Table: SLPs and Juvenile Justice</b>		0.10
1:00 pm - 1:30 pm	CSD09	Promoting Implementation of Diverse Picture Books		0.05
1:00 pm - 2:00 pm	LLC20	The Quasi-Bilingual SLP		0.10
2:30 pm - 3:00 pm	LLC21	Comparison of African American English in Story Retell using Bidialectal Stories		0.05
2:30 pm - 3:00 pm	MBD16	Third Person Singular -s, In Popular Songs		0.05
2:30 pm - 3:00 pm	LPD14	Story Retell Macrostructure of AA Children		0.05
2:30 pm - 3:00 pm	CSD10	Speech Patterns on the Island of Anguilla		0.05
2:30 pm - 3:00 pm	LLC22	CREAATting Culturally Competent AAC Specialists		0.05
3:00 pm - 3:30 pm	MBD17	Hemorrhagic Stroke and Aphasia Among the Black Population		0.05
3:00 pm - 3:30 pm	LLC23	Measuring Lexical Diversity in Children with SLI:		0.05



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– Marlene B. Salas-Provance, PhD, CCC-SLP, FASHA



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