



National Black Association
for Speech-Language and Hearing

NBASLH 43rd Annual Convention Goes Virtual!

We are excited to invite you to join us as we head into a virtual convention world. Our convention will be held online March 25-27, 2021!



2021 Planning Committee

- Brittani Hightower - NBASLH Cares
- Joy Lennon - Awards / Scholarships
- Lauren Prather - Public Relations
- Derek Daniels - Call for Papers
- Garvin Romane - Continuing Education Administrator
- Iris Johnson-Arnold - Volunteers
- Jarin Hawkins - Photography
- Latoya Roberts - Review Course Coordinator
- Lauren Hastings - Exhibitors / Sponsorships
- Kennedy Guess and Shauntelle Cannon - Student Activities
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<p>APPROVED PROVIDER</p>  <p>ASHA CONTINUING EDUCATION AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION</p>	<p>The National Black Association for Speech-Language & Hearing is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in 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.</p>
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This course is offered for 1.75 ASHA CEUs
(Various Level, Professional Area).

NBASLH would like to thank the following organizations, universities, and business for volunteering.



National Black Association
for Speech-Language and Hearing

NBASLH Presentations

Thursday March 25th:

Seminar 1

Thursday March 25th, 12:30pm-2:30pm

Exploring Our Role in Sickle Cell Management

Candice Adams-Mitchell

Session Format: 2-Hour Oral Seminar

Track: Medical-Based Disorders

Abstract:

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.

Learner Outcomes:

1. Define and discuss the various types of Sickle Cell Disease
2. Describe the communicative, neuropsychological and audiological implications of Sickle Cell Disease
3. Discuss the SLP and Audiologist's role in treating children and adults with Sickle Cell Disease.

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
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Seminar 2

Thursday March 25th, 12:30pm-1:00pm

Perspectives of Multiple Minority Identities

Jean Rivera Perez, Ahmed Rivera Campos, Lynita Yarbrough

Session Format: Poster Presentation - 30 Minutes

Track: Leadership & Professional Development

Abstract:

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 with negatively impact their academic and professional development. A more in-depth analysis will be discussed.

Learner Outcomes:

1. Define what are multiple minority identities
2. Discuss challenges faced by individuals with multiple minority identities
3. Discuss events that support individuals with multiple minority identities

Financial Disclosures:

We received salaries as full time employees at Texas Christian University.

Non-financial Disclosures:

None



Seminar 3

Thursday March 25th, 12:30-1:30pm

SLPs Role in Providing Trauma Informed Care

Mary Bayliss, Kelley Bronsink

Session Format: 1-Hour Oral Seminar

Track: Clinical & School-Based Disorders

Abstract:

This presentation focuses on the communication, supports, and interventions that may be beneficial for speech language pathologists working with individuals who have a trauma history. As research shows, children with high ACEs and who are exposed to chronic toxic stressors, are at a higher risk for developmental delays, communication impairments, learning disabilities, mental health diagnosis, or finding themselves in an unending-cycle in the juvenile justice system. This presentation will allow time to present the neurological impacts of trauma and how that affects communication, behavior, and social interactions. We will also discuss the high prevalence of children of color caught in the school-to-confinement pipeline who are receiving special education support and have been impacted by trauma. Throughout our time together we will offer practical strategies to use during therapy sessions or in classrooms. We will end our time together practicing strategies and demonstrating the significance of SLPs in building safe connections to open our students' access to hope and resilience.

Learner Outcomes:

1. By the end of the presentation, the audience is expected to describe: Neurological Impacts of Trauma: Experiencing trauma, especially chronic trauma, can alter the way a brain develops and how a person reacts to a variety of situations.
2. By the end of the presentation, the audience is expected to describe: Connections Between: Race, Trauma, and Juvenile Justice System : Trauma disproportionately impacts black youth compared to white youth; repeated trauma may result in behaviors that ultimately set a tone for individuals to encounter the Juvenile Justice System rather than receiving appropriate interventions.
3. By the end of the presentation, the audience is expected to describe: Practical Strategies and Resiliency Techniques to Utilize in Speech Therapy: Strategies adapted from other disciplines including social work/counseling may be beneficial when trying to understand an individual with a trauma history and how to accomplish a beneficial therapy session & Hope in Resilience: Research has shown individuals who demonstrate resilience may not be as heavily impacted by trauma and the subsequent juvenile justice pathways.

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
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Seminar 4

Thursday, March 25th 12:30pm-1:00pm

Examining Speech Disfluencies in Narrative Samples

Chenelle Walker, Kia Johnson, Monique Mills, Enjoli Richardson

Session Format: Undergrad / Graduate Student Research Forum - 30 Minutes

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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).

Learner Outcomes:

1. The participant will be able to identify the types of disfluencies commonly produced by a bidialectal child who does not stutter.
2. The participant will be able to describe why bidialectal children are at a higher risk for a misdiagnosis of stuttering.
3. The participant will be able to discuss the importance of considering disfluency type rather than solely considering frequency when diagnosing stuttering in a bidialectal speaking child.

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
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Seminar 5 - WITHDRAWN

Thursday, March 25 1:00pm-2:00pm

What Do I Do Now? Solving Ethical Dilemmas

Elise Davis-McFarland

Session Format: 1-Hour Oral Seminar

Track: Leadership & Professional Development

Abstract:

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.

Learner Outcomes:

1. Participants will be able to discuss the most prevalent ethics issues ASHA members experience.
2. Participants will be able to develop a process for identifying potential ethical conflicts.
3. Participants will be able to implement a process for a resolving potential ethical conflict.

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
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Seminar 6

Thursday, March 25th 1:15PM-2:15PM

Exploring Racial Discourse in Young Children

Camilo Maldonado III, Rasheedah Ingram

Session Format: 1-Hour Oral Seminar

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

1. Participants will explain the roles that adults play in mediating racial discourses in children.
2. Participants will discuss the ways in which they can better guide developmentally appropriate conversations surrounding race.
3. Participants will describe how they will defuse potentially incendiary racial interactions they witness within childhood interactions.

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
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Seminar 7

Thursday, March 25th 1:45pm-2:15pm

Clinical Aspects of Locked-in Syndrome

Tyler Wyatt, Gloriajean Wallace

Session Format: Undergrad / Graduate Student Research Forum - 30 Minutes

Track: Clinical & School-Based Disorders

Abstract:

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.

Learner Outcomes:

1. Participants will be able to describe the 3 types/forms of locked-in syndrome.
2. Participants will be able to explain the mechanism behind a computer-brain interface system and how it allows for locked-in patients to effectively communicate.
3. Participants will be able to describe the clinical manifestations/symptoms involved and how they overlap with similar disorders.

Financial Disclosures:

None

Non-financial Disclosures:

None



Seminar 8

Thursday March 15th, 2:00pm-3:00pm

Pandemic Supervision: Using A Mindful Model

Angela Grice, Olivia Hardy, Ciara Monteiro

Session Format: 1-Hour Oral Seminar

Track: Leadership & Professional Development

Abstract:

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.

Learner Outcomes:

1. Identify the components of the mindful supervision model.
2. Compare/Contrast the traditional model and the mindful model of supervision.
3. Discuss the benefits/challenges of mindful supervision.

Financial Disclosures:

Angela M. Grice maintains a private practice.

Non-financial Disclosures:

Angela M. Grice has no relevant non-financial relationships to disclose.



National Black Association
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Seminar 9

Thursday March 25th, 2:30pm-3:00pm

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

Hamsa Raman, Suma Suswaram

Session Format: Undergrad / Graduate Student Research Forum - 30 Minutes

Track: Clinical & School-Based Disorders

Abstract:

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.

Learner Outcomes:

1. Define components of AAC accessibility.
2. Identify the lack of training and education in the field of AAC.
3. Discuss the need for accessibility focused AAC research with cross-national views.

Financial Disclosures:

Hamsa Raman is currently a student.

Non-financial Disclosures:

None



Seminar 10

Thursday March 25th, 2:30pm-3:00pm

AAVE & Classroom Teacher Systematic Review

Catherine McGough, Laura Wilson

Session Format: Undergrad / Graduate Student Research Forum - 30 Minutes

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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 effectiveness of contrastive analysis. Corrective feedback did not increase student fluency in Mainstream American English and negatively affected wellbeing. Limited teacher knowledge of AAVE negatively affected outcomes.

Learner Outcomes:

1. The participant will be able to give at least three detailed examples of how teachers can create a classroom culture that supports the psychological wellbeing of AAVE speaking students.
2. The participant will be able to give at least three detailed examples of how teachers can increase an AAVE speaking student's engagement with classroom material.
3. The participant will be able to describe the relationship between a student's fluency in Mainstream American English and how that affects access to classroom learning.

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
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Seminar 11

Thursday, March 25th, 2:45pm-3:15pm
Cerebral Palsy Among African American Children

Sade Williams, Chelsea Corona, Teairra Strozier, Dr. Gloriajean Wallace

Session Format: Poster Presentation - 30 Minutes

Track: Medical-Based Disorders

Abstract:

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.

Learner Outcomes:

1. To be able to discuss the prevalence of cerebral palsy among African American children
2. Identify leading risk factors for cerebral palsy
3. Describe how cerebral palsy affects speech and language structures and function

Financial Disclosures:

None

Non-financial Disclosures:

None



Seminar 12

Thursday March 25th, 3:00pm-4:00pm

Disorders of Awareness after Right Hemisphere Brain Damage

Margaret Lehman Blake

Session Format: 1-Hour Oral Seminar

Track: Medical-Based Disorders

Abstract:

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.

Learner Outcomes:

1. Contrast implicit and explicit awareness.
2. Identify three factors that impact awareness of deficit.
3. Describe two treatment approaches for disorders of awareness.

Financial Disclosures:

I hold a faculty position at the University of Houston and receive a salary from UH.

I am the author of a book and video courses about right hemisphere brain damage and receive royalties from Plural Publishing and Northern Speech Services

Non-financial Disclosures:

None



National Black Association
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Seminar 13

Thursday March 25th, 3:15pm-3:45pm

Cultural Competence in the University Curriculum

Lisa Price, Mercy Muguimi

Session Format: Poster Presentation - 30 Minutes

Track: Leadership & Professional Development

Abstract:

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.

Learner Outcomes:

1. Describe models of cultural instruction that can be used to teach important concepts about race, culture, and language
2. Design classroom activities, assignments, and other experiences that can improve students' awareness of their own beliefs and biases
3. Explain methods for measuring student outcomes

Financial Disclosures:

Lisa Hammett Price - Professor at Indiana University of Pennsylvania - author receives a salary from the university

Mercy Muguimi - no financial relationship

Non-financial Disclosures:

Lisa Hammett Price - Employed by Indiana University of Pennsylvania and will discuss the curriculum at this institution; Professional affiliation with ASHA

Mercy Muguimi - Current student at Indiana University of Pennsylvania and will discuss the curriculum at this institution



National Black Association
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Seminar 14

Thursday, March 25th 3:15pm-3:45pm

Performance of Guyanese Children on a Test of Language

Sulare Rose, Emily FitzMaurice

Session Format: Technical Session - 30 Minutes

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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

Learner Outcomes:

1. The participants will be able to discuss whether the DELV-NR is culturally and linguistically appropriate in assessing children who speak Guyanese Creole.
2. The participants will be able to list demographic variables that impact testing outcomes in children who speak Guyanese Creole
3. The participants will be able to identify items on the DELV-NR that were and were not appropriate for the Guyanese Creole Speaking Children.

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
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Seminar 15

Thursday, March 25th, 4:30pm-5:30pm

Assessing Black Children's Narrative Language

Monique Mills, Leslie Moore, Somin Kim, Rong Chang

Session Format: 1-Hour Oral Seminar

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

1. Discuss the effect of children's AAE production on ratings of narrative quality from teachers and parents
2. Relate and describe adult's language ideologies with their ratings of children's narrative language
3. Describe the implications of cultural differences in narration for language assessment in educational contexts

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
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Seminar 17

Friday 3/26, 8:00am-9:00am

Implementation of AAC: Practical Tips for School-Based Speech-Language Pathologists using Teletherapy

Brittney Goodman Pettis

Session Format: 1-Hour Oral Seminar

Track: Clinical & School-Based Disorders

Abstract:

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.

Learner Outcomes:

1. The participants will describe how to become insurance providers for SLP services.
2. Participants will describe how an independent evaluator works and ensures school collaboration.
3. Participants will list two important factors to consider for cultural competence.

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
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Seminar 18

Friday 3/26, 8:00am-9:00am

Early Career in Medical Speech Pathology

Maurice Goodwin, Lauren Sharpe-Payne

Session Format: 1-Hour Oral Seminar

Track: Medical-Based Disorders

Abstract:

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.

Learner Outcomes:

1. Define clinical competence in the many areas of Medical Speech Pathology
2. Identify most common clinical disorders and the necessary training for competent evaluation and treatment.
3. Create personal education plan for increasing competence in Medical Speech Pathology

Financial Disclosures:

Full-time Clinical Salaries for both presenting clinicians.

Non-financial Disclosures:

None



National Black Association
for Speech-Language and Hearing

Seminar 19

Friday 3/26, 8:00am-9:00am

Expanding Culturally Diverse Voices in Leadership

Jamila Harley

Session Format: 1-Hour Oral Seminar

Track: Leadership & Professional Development

Abstract:

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.

Learner Outcomes:

1. Explain the relationship between the ASHA Code of Ethics and personal branding
2. List key resources available within the profession to enhance or develop leadership skills, advance their careers and provide excellence in personal branding
3. Explain effective strategies in obtaining a mentor as well as the importance of mentorship

Financial Disclosures:

Jamila Perry Harley, M.Ed CCC-SLP receives a salary as an employee of ASHA.

Non-financial Disclosures:

None



National Black Association
for Speech-Language and Hearing

Seminar 20

Friday 3/26, 8:00am-8:30am

Language Attitudes of Anguillian Teenagers

Amber Franklin, Keisha Lindsay

Session Format: Technical Session - 30 Minutes

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

1. Participants will be able to describe the phonological and morphological features of Anguillian English Creole.
2. Participants will be able to discuss the construct of language attitudes and approaches to language attitudes research.
3. Participants will be able to identify factors associated with Anguillian teenagers’ attitudes toward Anguillian English Creole.

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
for Speech-Language and Hearing

Seminar 21 - WITHDRAWN

Friday 3/26, 8:45am-9:15am

Being Black and Stuttering

Aleesha Rowe, John Tetnowski, Jennifer Tetnowski, Ryan Nelson

Session Format: Undergrad / Graduate Student Research Forum - 30 Minutes

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

1. The learner will describe stigma as it relates to stuttering
2. The learner will describe the potential stigma of being both black and a person who stutters
3. The learner will describe the positive and negative attitudes of being a person who stutters that is also black and how they relate to research and intervention

Financial Disclosures:

All presenters are funded through an internal grant from the University of Louisiana-Lafayette.

Non-financial Disclosures:

John Tetnowski is a Board member of the National Stuttering Association and a member of the Coordinating Committee for ASHA-SIG4.



National Black Association
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Seminar 22

Friday, March 25th 9:15am – 9:45am

Children's English/Spanish Speech Recognition Test

Lauren Calandruccio, Lori Leibold, Emily Buss, Ryan McCreery, Jacob Oleson

Session Format: Technical Session - 30 Minutes

Track: Audiology & Aural Rehabilitation

Abstract:

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.

Learner Outcomes:

1. Describe important factors that are considered when developing a bilingual speech perception test tool
2. List the steps required to transform a laboratory test into a clinical instrument
3. List the features of the ChEgSS test

Financial Disclosures:

Funded by NIH-NIDCD R01DC015056

Non-financial Disclosures:

None



National Black Association
for Speech-Language and Hearing

Seminar 23

Friday 3/26, 9:15am-9:45am

Risk Factors of Parkinson's Disease Among TBI Survivors

Taylor Ngo, Railen Parker, Jairus Warren, Gloriajean Wallace

Session Format: Poster Presentation - 30 Minutes

Track: Medical-Based Disorders

Abstract:

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.

Learner Outcomes:

1. Explain 2 reasons for an increased risk of TBI among African Americans
2. Explain why TBI is a risk factor for Parkinson's Disease
3. Describe 3 signs and symptoms, and 3 effects of Parkinson's disease on communication and mobility

Financial Disclosures:

None

Non-financial Disclosures:

None



Seminar 24

Friday 3/26, 9:30am-10:30am

Clinical Facilities: 911, What's the Emergency?

Zaneta Ponton, Katrina Miller

Session Format: 1-Hour Oral Seminar

Track: Clinical & School-Based Disorders

Abstract:

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.

Learner Outcomes:

1. Participants will be able to identify components of a clinical emergency plan
2. Participants will be able to determine appropriate emergency process to follow in the event of clinical emergency
3. Participants will establish steps associated with development of an ethical clinic emergency plan

Financial Disclosures:

Zantea Ponton received funding for travel and conference registration from NC Central where she is employed and serves as the Campus-Based Clinic Coordinator.

Katrina Miller received funding for travel and conference registration from NC Central where she is employed and serves as the Community-Based Clinic Coordinator.

Non-financial Disclosures:

Katrina Miller, Board of directors: National Black Association for Speech-Language and Hearing. Receives no compensation as member of board of directors.



National Black Association
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Seminar 25

Friday 3/26, 9:30am-10:30am

Effects of Phonemic Awareness & Word Recognition

Denise Davis, Kenneth Simpson, Lena Caesar

Session Format: 1-Hour Oral Seminar

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

1. Participants will be able to describe language and reading impairments in secondary school students.
2. Participants will be able to explain how language impairment affects reading oral reading fluency.
3. Participants will be able to describe instructional techniques to increase oral reading fluency in secondary students with language impairments.

Financial Disclosures:

Denise Davis is the owner of Hopewell Therapy and employed by Denver Public Schools. The author does not receive financial benefits for the presentations

Non-financial Disclosures:

Denise Davis has no existing nonfinancial relationship



National Black Association
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Seminar 26

Friday 3/26, 9:30am-11:30am

Supervision and Top of the License Practice

Lemmietta McNeilly, Cheval Bryant

Session Format: 2-Hour Oral Seminar

Track: Clinical & School-Based Disorders

Abstract:

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.

Learner Outcomes:

1. Participants will identify strategies for supervising SLPs that are new to a specific setting or population.
2. Participants will be able to identify strategies for working with SLPAs.
3. Participants will be able to identify methods to assess a student or clinical fellow's clinical competence with specific populations.

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
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Seminar 27

Friday 3/26, 10:00am-11:00am

Multidisciplinary Management of Adult Professional Voice Users

Maurice Goodwin, Yin Yiu, Jolie Rocke, Shulunda Gibson, A. Jan Taylor

Session Format: 1-Hour Oral Seminar

Track: Medical-Based Disorders

Abstract:

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.

Learner Outcomes:

1. Identify and define the roles of members comprising a multidisciplinary voice management team.
2. Describe how the multidisciplinary model of voice management in the PVU leads to improved patient outcomes.
3. Describe and ameliorate challenges when working in a team based model.

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
for Speech-Language and Hearing

Seminar 28

Friday 3/26 10:30am-11:30am

SLPs' in Urban Schools: A Model for Reintegration

Tamika LeRay

Session Format: 1-Hour Oral Seminar

Track: Clinical & School-Based Disorders

Abstract:

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.

Learner Outcomes:

1. Participants will identify the two main data points needed to initiate a district-wide reintegration process for children who receive speech therapy services.
2. Participants will describe the three pronged reintegration method and their purpose toward reintegration of children who receive speech therapy services.
3. Participants will acquire and describe up to five resources to propose and/or implement a reintegration process at the school wide and district level.

Financial Disclosures:

None

Non-financial Disclosures:

Tamika LeRay works in an urban school district by which this presentation was inspired.



Seminar 29

Friday 3/26, 10:30am-11:00am

Effect of Age/Language Variation on Microstructure

E Francois, Monique Mills

Session Format: Undergrad/Grad Student Research Form - 30 Minutes

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

- 1) Participants will describe natural assessment
- 2) Participants will describe narrative microstructure
- 3) Participants will list two ideas regarding culture/AAE

Financial Disclosures:

None

Non-financial Disclosures:

None



Seminar 30

Friday 3/26, 1:45pm-2:45pm

SLPs' Working with CLD Children with AAC Needs

Ruixia Yan, Sheila Bridges-Bond, Zhaojing Liu

Session Format: 1-Hour Oral Seminar

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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). However, there is a lack of research on SLPs' perspectives while working with clients with multilingual and multicultural backgrounds (Soto et. al., 2014). This lack of knowledge may pose challenges for a CLD client with AAC needs to seek SLP service. Previous research suggests that inadequate service received by CLD clients with AAC needs may be the result of SLPs' lack of awareness, knowledge, etc. of the multilingual and multicultural issues, however, few studies explored the evidence for this assumption (Solomon-Rice, Soto, & Robinson, 2018). Purpose: The purpose of this study is to examine SLPs' perspectives while working with CLD children with AAC needs given the lack of previous research in this field.

Research Questions: The research is conducted based on the following research questions:

1. What is the training knowledge and experience of SLPs who serve AAC clients/families from school-age CLD populations?
2. What are the perspectives, attitudes, and beliefs of SLPs who serve AAC clients/families from school-age CLD populations?
3. What accommodations can be adapted by SLPs who serve AAC clients/families from CLD school-age populations?

Method: An on-line survey was developed to collect information about 1) SLPs' demographic information; 2) Factors potentially associated with SLPs' awareness of the multilingual and multicultural issues, 3) Specific training, knowledge, experience, guideline use, etc. for providing care for CLD individuals with AAC needs; (4) Factors affecting SLPs' emotions and attitudes towards CLD individuals using AAC; (5) External factors affecting working conditions (barriers). Questions on the survey comprised of multiple choice, Likert-type and short-answer. The survey (Qualtrics) was posted on-line where it was accessed anonymously via a web link. Certified SLPs were recruited from local and national associations, societies, clinics, social media. Participants responded to 58 questions pertaining to the delivery of AAC services to



families/clients from CLD backgrounds. The results were analyzed using Excel and SPSS. Currently 126 responses have been received. Conclusion: Conclusions from the study will provide a reference for SLPs to work effectively with CLD children using AAC. Also, implications, recommendations, as well as strategies to support successful AAC service delivery to African American and other CLD children with complex communication needs will be discussed.

Learner Outcomes:

1. Describe and list qualification for AAC service delivery
2. List three attitudes and beliefs common for those whom work with AAC clients/families
3. List three accommodations that can be provided to AAC clients/families.

Questions to consider

1. What is the training knowledge and experience of SLPs who serve AAC clients/families from school-age CLD populations?
2. What are the perspectives, attitudes, and beliefs of SLPs who serve AAC clients/families from school-age CLD populations?
3. What accommodations can be adapted by SLPs who serve AAC clients/families from school-age CLD populations?

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
for Speech-Language and Hearing

Seminar 31

Friday 3/26, 1:45pm-3:45pm

2020 Clinical Fellowship – An Interactive Tutorial

Jerrold Jackson, Gretchen Ehret Hoshaw

Session Format: 2-Hour Oral Seminar

Track: Leadership & Professional Development

Abstract:

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.

Learner Outcomes:

1. Discuss the results of the recent Clinical Fellowship Revalidation Study and the resulting changes to the Clinical Fellowship Skills Inventory
2. Articulate the updated skills included in the 2020 Clinical Fellowship, the new rating system, and new method of submitting the Clinical Fellowship Report and Rating Form
3. Effectively communicate and describe new requirements for clinical educators, supervisors of student clinicians, and Clinical Fellow mentors to all relevant faculty, staff, supervisors, mentors, students, and Clinical Fellows that will be in effect as of 1/1/2020.

Financial Disclosures:

Gretchen Ehret Hoshaw is a compensated ASHA staff member.

Non-financial Disclosures:

Jerrold Jackson is on the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC). He does not receive any compensation for this role and does not receive support for attending the NBASLH Convention.



National Black Association
for Speech-Language and Hearing

Seminar 32

Friday 3/26, 3:00pm-3:30pm

Importance of Proverbs Among Black Adults

Franchesca Arecy, Khalia Kirton

Session Format: Undergrad / Graduate Student Research Forum - 30 Minutes

Track: Medical-Based Disorders

Abstract:

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.

Learner Outcomes:

1. Discuss the importance of proverb use during communicative events within the Black community.
2. Determine differences in proverb use between African Americans and persons from African and Caribbean countries.
3. Identify culturally appropriate and relevant proverbs to utilize with Black older adults during cognitive-communicative assessments.

Financial Disclosures:

Dr. Alaina Davis - Employee of Howard University

Non-financial Disclosures:

Dr. Alaina Davis - Executive Board member of the Academy of Neurologic Communication Disorders and Sciences. Receives no compensation as a member of the board.



National Black Association
for Speech-Language and Hearing

Seminar 33

Friday 3/26, 3:35pm-4:45pm

Return to Learn for HBCU Student Athletes with TBI

Alaina Davis

Session Format: 1-Hour Oral Seminar

Track: Medical-Based Disorders

Abstract:

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.

Learner Outcomes:

1. Describe the speech-language pathologists' role in return-to-learn for culturally diverse student-athletes.
2. Identify appropriate assessment tools to address information processing, working memory, and verbal reasoning in culturally diverse student-athletes.
3. Evaluate methods for addressing functional return-to-learn for culturally-diverse student-athletes student athletes.

Financial Disclosures:

Employee of Howard University

Non-financial Disclosures:

Executive Board: Academy of Neurologic Communication Disorders and Sciences. Receives no compensation as an executive board member.



National Black Association
for Speech-Language and Hearing

Seminar 34

Friday 3/26, 3:45pm-4:45pm

Self-perceived Social Communication Skills in High school graduates on the Autism Spectrum

Aieshea Banks

Session Format: 1-Hour Oral Seminar

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

1. Attendees will describe the social communication and interaction differences commonly associated with autism spectrum disorders.
2. Attendees will describe how adults on the autism with low support needs their social communication and interaction skills.
3. Attendees will summarize factors that influence or deter young adults on the autism spectrum from receiving communication support services.

Financial Disclosures:

Full-time faculty member in Loma Linda University's Communication Sciences and Disorder receiving an annual salary.

Non-financial Disclosures:

None



National Black Association
for Speech-Language and Hearing

Seminar 35

Friday 3/26, 4:00pm – 6:00pm

African American English: Origins to Clinical Implications

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

Session Format: 2-Hour Oral Seminar

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

1. Discuss the origin and historical perspectives of African American English (AAE)
2. List two differences between Mainstream American English and AAE
3. Discuss two different approaches to use in the screening and assessment of speakers that use AAE to accurately identify dialect within disorder

Financial Disclosures:

Dr. Gregory is employed by Pace University.

Ms. Linda Redmond Taylor is employed at Right Stuff Health Systems.

Dr. Hamilton is employed by Auburn University.

Dr. Newkirk-Turner is employed by Jackson State University.

Dr. Mills is employed by University of Houston

Non-financial Disclosures:

None



National Black Association
for Speech-Language and Hearing

Seminar 36

Friday 3/26, 4:00pm-5:00pm

Recruitment of Black Males: Student Perspectives

Deana Lacy McQuitty, Jairus-Joaquin Matthews, Derron McQuitty, Javan Marshall, Kevante Drew

Session Format: 1-Hour Oral Seminar

Track: Leadership & Professional Development

Abstract:

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.

Learner Outcomes:

1. The learner will be able to interpret the challenges of recruiting Black males into CSD.
2. The learner will be able to compose strategies for recruitment of underrepresented populations.
3. The learner will be able to integrate student formulated solutions into the recruitment process.

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
for Speech-Language and Hearing

Seminar 37

Friday 3/26, 5:00pm-5:30pm

CLD Implications with Pediatric Feeding

Crystal Randolph, Janet Bradshaw

Session Format: Technical Session - 30 Minutes

Track: Medical-Based Disorders

Abstract:

This session will explore cultural and linguistic variables that impact the assessment and treatment of pediatric feeding disorders. Implications for integrating knowledge of multicultural counseling will be discussed.

Learner Outcomes:

1. Discuss various cultures and the cultural and linguistic implications for pediatric feeding practices.
2. Explain how to integrate knowledge of culturally and linguistically diverse populations into assessment and treatment procedures.
3. Discuss the role of multicultural counseling in pediatric feeding practices.

Financial Disclosures:

Crystal Randolph is a salaried, associate professor at Valdosta State University.

Janet Bradshaw is a salaried, assistant professor at Georgia Southern University.

Non-financial Disclosures:

Crystal Randolph is a member of ASHA and NBASLH.

Janet Bradshaw is a member of ASHA.



National Black Association
for Speech-Language and Hearing

Seminar 38

Friday 3/26, 5:00pm-6:00pm

Minority Student Experiences with Inclusion

Emma Davidson, Suma Suswaram

Session Format: 1-Hour Oral Seminar

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

Graduate students from minority backgrounds experience isolation because of the lack of support and mentorship from faculty and peers at Predominately White Institutions (PWI; Brunsma 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.

Learner Outcomes:

1. Discuss the gaps in research surrounding the experiences of minority graduate students in the field of communication sciences and disorders.
2. Define inclusion as experiences by students of color in academia.
3. Discuss the correlation between professional advancement and faculty mentorship.

Financial Disclosures:

None

Non-financial Disclosures:

None



Saturday, March 27:

Seminar 39

Saturday 3/27, 8:00am-9:00am

Treating Transgender Voice: Multiple Perspectives

Lindsay Smith, Jennifer Tetnowski, John A. Tetnowski

Session Format: Undergrad / Graduate Student Research Forum - 30 Minutes

Track: Medical-Based Disorders

Abstract:

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.

Learner Outcomes:

1. The learner will be able to identify factors that contribute to gender expression.
2. The learner will be able to understand the process of client-driven treatment.
3. The learner will recognize and be able to modify clinician bias in the treatment of transgender persons.

Financial Disclosures:

The first author is being provided a stipend by the Ronald E. McNair Post-Baccalaureate Achievement Program.

The second and third authors are paid a salary by the University of Louisiana at Lafayette. The third author holds the Ben Blanco endowment which supports travel.

Non-financial Disclosures:

None



National Black Association
for Speech-Language and Hearing

Seminar 40

Saturday 3/27, 8:00am-9:00am

Ready to Lead? Create Positive Team Engagement

Adanna Burrell

Session Format: 1-Hour Oral Seminar

Track: Leadership & Professional Development

Abstract:

Building an engaged team as a current, new, 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.

Learner Outcomes:

1. Create a work environment where people are comfortable and engaged using interpersonal relationship building methods preferred by each generation.
2. Set clear context for teammates; acknowledge that contribution and ensure team members know they are valued through the way they are managed.
3. Describe a Leaders role in creating, fostering, and maintaining a just culture to collaborate with consumers, families and professionals to obtain optimal consumer outcomes.

Financial Disclosures:

None

Non-financial Disclosures:

None



Seminar 41

Saturday 3/27, 8:00am-10:00am

Successfully Navigating Assessment of English Language Learners

Jacquelynne Rodriguez

Session Format: 2-Hour Oral Seminar

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

1. At the culmination of this presentation, participants will be able to identify the components of a thorough case history.
2. At the culmination of this presentation, participants will be able to interpret responses to a case history appropriately in order to identify implications for diagnosis and justification for assessment/treatment.
3. At the culmination of this presentation, participants will identify evidence based strategies for assessment that can be conducted in the student's second language.

Financial Disclosures:

Jacquelynne receives a salary from AMN Healthcare

Non-financial Disclosures:

None



Seminar 42

Saturday 3/27, 8:45am-9:15am

Healthcare Access Disparities in Voice Treatment

Mariah Morton, Mary Sandage

Session Format: Doctoral Student Research Forum - 30 Minutes

Track: Medical-Based Disorders

Abstract:

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.

Learner Outcomes:

1. At the culmination of the session, the participant will be able to define and differentiate between health and healthcare disparities
2. At the culmination of the session, the participant will be able to identify the key components underlying healthcare disparities presented in the theoretical framework
3. At the culmination of the session, the participant will be able to list three benefits of the Patient-Centered Healthcare Disparity Theoretical Framework to address access to healthcare for those with voice disorders

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
for Speech-Language and Hearing

Seminar 43

Saturday 3/27, 9:00am-10:00am

The Word Gap Theory: A Critical Review

Amy Hobek, Lauren Prather, Jasmine Beltran, Emerald Dunn, Mariah Emery,

Session Format: 1-Hour Oral Seminar

Track: Clinical & School-Based Disorders

Abstract:

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.

Learner Outcomes:

1. Learners will be able to explain research that supports the theory of the word gap as it applies to children from low SES and minority backgrounds in language and literacy development.
2. Learners will be able to explain sociocultural research on children from minority backgrounds as it applies to culturally and linguistic differences in language and literacy practices.
3. Learners will be able to discuss alternative research to explore the cultural and linguistic resources of children from diverse backgrounds that can be used in educational contexts.

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
for Speech-Language and Hearing

Seminar 44

Saturday 3/27, 9:15am-10:15am

Effectiveness of a Computer Application

Dawn Stanley, Kenneth Simpson, Kennetha S. Mentor

Session Format: 1-Hour Oral Seminar

Track: Medical-Based Disorders

Abstract:

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.

Learner Outcomes:

1. Describe the use of the Constant Therapy Application with persons with cognitive deficits
2. Identify the different types of dementia and memory systems
3. Describe the process of face/object recognition

Financial Disclosures:

None

Non-financial Disclosures:

None



Seminar 45

Saturday 3/27, 9:15am-10:15am

More Than an Assistant: An Overview

Jerrold Jackson, Lisa Wolf

Session Format: 1-Hour Oral Seminar

Track: Leadership & Professional Development

Abstract:

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.

Learner Outcomes:

1. Discuss the profession (responsibilities, scope of practice, definitions) and history of Audiology and Speech-Language Pathology Assistants in the field of communication sciences and disorders (CSD)
2. Determine the role assistants can have with providing services in underserved communities
3. Identify the differences between ASHA Assistant Certification and State Licensure

Financial Disclosures:

Lisa Wolf is the Credentialing Specialist Manager for the Assistants Certification Program and is an employee of the American Speech-Language Hearing Association (ASHA).

Non-financial Disclosures:

Jerrold Jackson is a member of the Council for Clinical Certification in Speech Pathology and Audiology (CFCC) and has been involved in the development of the Assistants Certification Program since 2019. No compensation has been received for this role or to attend convention.



National Black Association
for Speech-Language and Hearing

Seminar 46

Saturday 3/27, 9:30am-10:00am

Rare Vocabulary Production in School-age Narrators from Low-income Communities

Monique Mills, Jamie Mahurin-Smith

Session Format: Technical Session - 30 Minutes

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

1. Compare data collected from a language sample with norm-referenced test scores
2. Identify sex differences in narrative vocabulary
3. Describe the relationship between language variation and narrative vocabulary

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
for Speech-Language and Hearing

Seminar 47

Saturday 3/27, 10:00am -12:00pm

Ethical Leadership for SLPs and Audiologists

Tommie L. Robinson, Jr., Sharon Moss

Session Format: 2-Hour Oral Seminar

Track: Leadership & Professional Development

Abstract:

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.

Learner Outcomes:

1. Define ethical leadership
2. Identify principles and rules in the ASHA Code of Ethics that may be linked to leadership behaviors
3. Identify system-wide repercussions when there is a breakdown in ethical leadership behaviors

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
for Speech-Language and Hearing

Seminar 48

Saturday 3/27, 10:15am-10:45am

Accommodating Spanish Variation in Assessment

Mariajosé Bosanko, Jann Oetting,

Session Format: Doctoral Student Research Forum - 30 Minutes

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

1. Provide a general overview of phonological and morphosyntactic variation found in Latin American Spanish.
2. Discuss challenges SLPs face when assessing Spanish/English bilingual children.
3. Discuss the use of the Instrument to Assess Language Knowledge (ITALK).

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
for Speech-Language and Hearing

Seminar 49

Saturday 3/27, 10:15am-10:45am

It's Lit! Refining Black Slang

Erica Roberson, Shameka Stanford

Session Format: Doctoral Student Research Forum - 30 Minutes

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

1. Participants will be able to define and provide an example of at least one non-mainstream language variety.
2. Participants will be able to describe iGen AAE by using at least 2 examples of lexical variation (from Standard American English).
3. Participants will be able to provide solutions and clinical technique to addressing the generational language gaps with the AA students they serve.

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
for Speech-Language and Hearing

Seminar 50

Saturday 3/27, 10:30am-11:00am

Competitive Cheerleaders Knowledge of Concussion

Keilettia Alford, Rachelle Felix

Session Format: Undergrad / Graduate Student Research Forum - 30 Minutes

Track: Medical-Based Disorders

Abstract:

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.

Learner Outcomes:

1. Describe the speech-language pathologists' role in concussion education.
2. Discuss the importance of providing SLP focused concussion education to youth athletes.
3. Support the need to address race/ethnicity in concussion research.

Financial Disclosures:

Dr. Alaina Davis - Employee of Howard University

Non-financial Disclosures:

Dr. Alaina Davis - Executive Board member of the Academy of Neurologic Communication Disorders and Sciences. Receives no compensation as a member of the board.



National Black Association
for Speech-Language and Hearing

Seminar 51

Saturday 3/27, 10:30am-11:00am

A Self-Analysis of Significant Learning in CSD

Jacqueline Weed, Alaina Davis

Session Format: Undergrad / Graduate Student Research Forum - 30 Minutes

Track: Leadership & Professional Development

Abstract:

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.

Learner Outcomes:

1. Describe cognitive learning styles and the Taxonomy of Significant Learning model as related to speech-language pathology.
2. Identify strengths and weaknesses for graduate students learning to assess and manage sports-related concussions with student-athletes.
3. Apply cognitive learning styles and the Taxonomy of Significant Learning model to a curriculum and clinical practicum for sports-related concussions and return-to-learn.

Financial Disclosures:

Dr. Alaina Davis - Employee of Howard University

Non-financial Disclosures:

Dr. Alaina Davis - Employee of Howard University



Seminar 52

Saturday 3/27, 11:00am-11:30am

A Spanish Vocabulary App-Based Parent Training

Jean Rivera Perez, Irmgard Payne, Alice Regalado

Session Format: Poster Presentation - 30 Minutes

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

1. Describe the use of a computer-based training program for parents in a clinical setting
2. Describe the parents' ability to apply Spanish vocabulary strategies in dual language learners with language delay
3. Mention research-based strategies to improve vocabulary in dual language learners with language delay

Financial Disclosures:

We are full-time professors at Texas Christian University. This project was funded by a research grant. Grant: Research and Creative Activity Fund from TCU.

Non-financial Disclosures:

None



National Black Association
for Speech-Language and Hearing

Seminar 53

Saturday 3/27, 11:00am-11:30am

Perceptions of Attributes of MAE & AAE

Makayla Watson-Wales, Alison Hendricks

Session Format: Technical Session - 30 Minutes

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

1. Explain the differences between expected and unexpected code-switching
2. Discuss common perceptions of uses of African American English and code-switching.
3. Determine what steps they can take to reduce bias against grammatical uses of non-mainstream American English dialects

Financial Disclosures:

Dr. Alison Eisel Hendricks employed by University at Buffalo – The State University of New York.

Non-financial Disclosures:

Dr. Alison Eisel Hendricks has no relevant non-financial relationships.



National Black Association
for Speech-Language and Hearing

Seminar 54

Saturday 3/27, 11:15am-11:45am

Computerized LSA for AAE Speakers

Nan Bernstein Ratner, Courtney Overton

Session Format: Poster Presentation - 30 Minutes

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

1. Participants will be able to identify at least two measurements to conduct language sample analysis with African American English speaking children.
2. Participants will be able to apply language sample analysis principles to the assessment of children who speak African American English.
3. Participants will be able to describe language sample analysis measures that may bias against African American English speaking children.

Financial Disclosures:

Dr. Bernstein Ratner and Mrs. Overton are supported by NIDCD R01DC017152 – 029508-00001, the Child Language Assessment Project (CLASP), which will use archival child language data (childes.talkbank.org) to renorm LSA values and develop clinical software for LSA.

Non-financial Disclosures:

None



Seminar 55

Saturday 3/27, 1:00pm-2:00pm

Equity, Implicit bias & Personal Blind-spots

Sucheta Kamath

Session Format: 1-Hour Oral Seminar

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

1. Participants will discover how privilege and implicit bias affects equitable learning environments and interpersonal communication
2. Participants will learn to assess their own implicit bias, privilege, and professional practices pertaining to equity
3. Participants will assess their EF skills and awareness of personal blind-spots concerning how to address vulnerabilities in their decision making while helping challenging children and difficult classroom environments

Financial Disclosures:

Sucheta is the Founder/Owner of the private practice Cerebral Matters where she sees clients. Sucheta is the Founder/Creator of ExQ software curriculum Sucheta benefits from its sales.

Non-financial Disclosures:

Sucheta started a GSHA Gives (a FREE communication and Executive Function training program) for the clients of Georgia Works! when she was the president of GSHA (2017-18) and continues to volunteer with her GSHA colleagues on a weekly basis for the past 2years.



National Black Association
for Speech-Language and Hearing

Seminar 56

Saturday 3/27, 1:00pm-2:00pm

Real Food Nutrition for People on Feeding Tubes

Jennifer Piazza

Session Format: 1-Hour Oral Seminar

Track: Medical-Based Disorders

Abstract:

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.

Learner Outcomes:

1. Participants can list common complications experienced by patients on enteral formulas.
2. Participants can identify the common ingredients currently available in commercial tube feeding formulas.
3. Participants will understand the benefits and outcomes of Blenderized Tube Feedings based on current research and understand the importance of providing a variety of food groups for patients receiving tube feedings.

Financial Disclosures:

Employed by Real Food Blends

Non-financial Disclosures:

None



Seminar 57

Saturday 3/27, 1:00pm-2:00pm

The Other Side of the Table: SLPs & Juvenile Justice

Shameka Stanford

Session Format: 1-Hour Oral Seminar

Track: Clinical & School-Based Disorders

Abstract:

The prevalence of disconnected youth of color who are tracked to the school-to-confinement pipeline continues to increase every day. This is especially evident in school located within under resourced communities where black and brown youth are over 90% of the student population. More and more each day, we see videos released on social media depicting punitive reactions and harsh acts toward our black and brown youth. The portion that is mostly overlooked and under spoken about is the faceless and nameless presence of language and learning disorders many of the youth overpoliced and tracked to the school-to-confinement pipeline are living with. This population of youth are directly affected by what society thinks of them and how education educates them. This is where the Speech-Language Pathologist comes into play. We are many times the first advocate and professional interrupter of the school-to-confinement pipeline youth with disabilities who are placed at-risk may receive. This means that the way in which we understand the growing phenomenon of mass incarceration, the school-to-confinement pipeline, and racial and ethnic disparities much be directly addressed. It is imperative that we as a profession not only work to address the causes, interventions, and novel approaches that can affect change in reducing the prevalence of disconnected youths' with communication disorders involvement with the criminal justice system; but, we must also work to inherently understand the system, its workings, and how our clinical approaches can affect impacts and changes. Therefore, the purpose of this proposal is to discuss and address the following areas:

Learner Outcomes:

1. List two techniques to create treatment plans and clinical approaches that positively impact the societal outcomes of youth placed at-risk for involvement with the criminal/juvenile justice system.
2. To describe the impact of involvement with the criminal/juvenile justice system on youth's placed at-risk for delinquency's educational, cognitive, and communication development and success.
3. Describe and list two labels and approaches within our current clinical practice that can hinder the societal outcomes of youth placed at-risk for involvement with the criminal/juvenile justice system.

Financial Disclosures: None

Non-financial Disclosures: None



Seminar 58

Saturday 3/27, 1:00pm-1:30pm

Promoting Implementation of Diverse Picture Books

Sierrah Harris, Amanda Owen Van Hornse

Session Format: Poster Presentation - 30 Minutes

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

1. Discuss the importance of multicultural (or diverse) representation of characters depicted in children's books
2. Describe current practices reported by SLPs with regard to the types of books they select for use
3. Describe resources available to locate diverse books in order to increase the use of diverse books into practice

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
for Speech-Language and Hearing

Seminar 59

Saturday 3/27, 1:00pm-2:00pm

The Quasi-Bilingual SLP

Ebony Green, M.S, CCC-SLP

Session Format: 1-Hour Oral Seminar

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

1. Learners will perform a self-assessment to determine current level of basic and professional Spanish Proficiency
2. Learners will describe the difference between BICS (Basic Interpersonal Communication Skills) and CALP and CALP (Cognitive-Academic Language or Linguistic Proficiency
3. Learners will identify and practice using strategies that can be used to increase their professional knowledge of Spanish in order to enhance interactions with clients and families

Financial Disclosures:

None

Non-financial Disclosures:

None



Seminar 60

Saturday 3/27, 2:30pm-3:00pm

Comparison of African American English in Story Retell using Bidialectal Stories

Lauren Prather, M.S., CCC-SLP, Amy Hobek, PhD, CCC-SLP, Emerald Dunn, M.S., CF SLP

Session Format: Poster Presentation - 30 Minutes

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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. Based on the differences between school (MAE) and home language (AAE), the standardized assessments used to assess AAE speaking students often lead to misdiagnosis (Laing & Kamhi, 2003). The current poster presentation will discuss an exploratory study that examines the story retells of preschool age children who listened to two different books read to them in their home language (AAE) and school language (MAE). The purpose of the study was to compare the amount AAE features measured by the Dialect Density Measure (Washington & Craig, 2002) and narrative features measured by the Index of Narrative Complexity (Petersen, Gillam, & Gillam, 2008) in the preschoolers retells. The results of this study indicated not an observable statistically significant difference; however, data did warrant more AAE use in the preschoolers' retellings following the AAE story and equal amounts of narrative macrostructure use following both MAE and AAE stories. Results have possible implications that using assessment or alternative assessments tools written in language of the home dialect impacts better performance outcomes.

Learner Outcomes:

- Describe the benefits of using narrative assessments as an alternative language assessment for AAE speaking children
- Describe the study's purpose and methodology.
- Describe the outcomes, limitations and future implications of the study.

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
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Seminar 61

Saturday 3/27, 2:30pm-3:00pm

Third Person Singular -s, In Popular Songs

Morgan Mays, Lashaun Ramsey, Kyra Johnson, Brandi Newkirk-Turner

Session Format: Poster Presentation - 30 Minutes

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

1. Discuss the status of third person singular -s in the grammar of child African American English.
2. Discuss different sources of input from linguistic and social environments that may have a role on children's developing grammar.
3. Discuss what children may learn about the grammar of African American English from popular songs.

Financial Disclosures:

This work is supported by a grant from the National Science Foundation (Award #1744503).

Non-financial Disclosures:

None



National Black Association
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Seminar 62

Saturday 3/27, 2:30pm-3:00pm

Story Retell Macrostructure of AA Children

Jasmine Beltrán, Mia Kimmons, Nancy A. Creaghead

Session Format: Poster Presentation - 30 Minutes

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

1. Participants will be able to name 3 story grammar elements.
2. Participants will be able to name 3 story grammar elements used by the children in the study.
3. Participants will be able to describe how to elicit a story retell from preschool children.

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
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Seminar 63

Saturday 3/27, 2:30pm-3:00pm

Speech Patterns on the Island of Anguilla

Amber Franklin, Chloe Turner, Cheryl Arline

Session Format: Poster Presentation - 30 Minutes

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

1. Participants will be able to compare the most frequently occurring vowel and consonant phonological patterns in teenage and 5-7 year old native Anguillian speakers.
2. Participants will be able to discuss the clinical implications of characterizing vowel and consonant phonological patterns in non-mainstream speakers.
3. Participants will be able to identify GFTA-3 stimulus items that demonstrate dialectal variation among Anguillian English speakers compared to speakers of Mainstream American English (MAE).

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
for Speech-Language and Hearing

Seminar 64

Saturday 3/27, 2:30pm-3:00pm

CREAATTing Culturally Competent AAC Specialists

Sheila Bridges-Bond, Ruixia Yan, Erica Bradley, Rhondrea Henderson, Abbey Johnson

Session Format: Poster Presentation - 30 Minutes

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

1. Identify the current trends in the delivery of AAC services.
2. Describe the competencies evidenced by AAC specialists in their clinical practice.
3. Describe culturally responsive practices in the delivery of AAC services to patients across the life span.

Financial Disclosures:

I am an associate profession on faculty at North Carolina Central University. I receive a salary as an employee of the institution.

Non-financial Disclosures:

None



National Black Association
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Seminar 65

Saturday 3/27, 3:00pm-3:30pm

Hemorrhagic Stroke and Aphasia Among the Black Population

Troncea Johnson, Relendrica Thompson, Bernice Chiasson

Session Format: Poster Presentation - 30 Minutes

Track: Medical-Based Disorders

Abstract:

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.

Learner Outcomes:

1. The participant will be able to describe mechanisms associated with hemorrhagic stroke.
2. The participant will be able to describe why Blacks are at risk for hemorrhagic strokes.
3. The participant will be able to describe the impact of hemorrhagic stroke on brain and behavior, including the impact and management of communication skills and cognitive functioning.

Financial Disclosures:

None

Non-financial Disclosures:

None



National Black Association
for Speech-Language and Hearing

Seminar 66

Saturday 3/27, 3:00pm-3:30pm

Measuring Lexical Diversity in Children with SLI

Elgustus Polite

Session Format: Poster Presentation - 30 Minutes

Track: Language, Literacy & Cultural / Linguistic Diversity

Abstract:

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.

Learner Outcomes:

1. As a result of this activity, the participant will be able to define number of different words (NDW)
2. As a result of this activity, the participant will be able to contrast two ways in which number of different words (NDW) is calculated
3. As a result of this activity, the participant will be able to explain how findings from the present study may influence the assessment of lexical diversity in young children with and without specific language impairment (SLI)

Financial Disclosures:

Dr. Elgustus Polite, employed by Xavier University of Louisiana

Non-financial Disclosures:

None

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