National Black Association for Speech-Language and Hearing

NBASLH Expanding in Research & Clinical Practice

NBASLH Convention
April 6 - 8, 2017
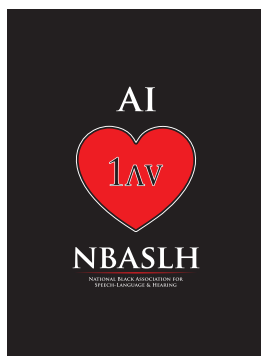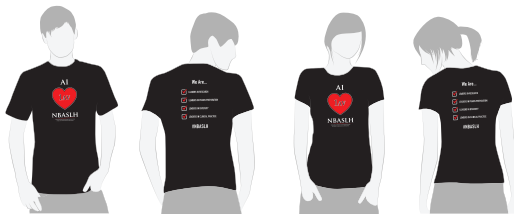**Sheraton Atlanta Hotel**
Atlanta, GA

ON-SITE PROGRAM

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Support the Student Fundraiser!

Remember: Saturday is T-shirt Day.
Get yours today at the NBASLH Registration Desk!

Stay up-to-date with changes and convention events by following us on Facebook, Twitter, and Instagram @NBASLH and please use the hashtag #NBASLHLeads when sharing on social media!

Letter from the Chair

On behalf of the Board of Directors of the National Black Association for Speech-Language and Hearing (NBASLH), it is my pleasure to invite you to attend the NBASLH 39th Annual Convention April 6-8, 2017 in Atlanta, GA. We are indeed indebted to our Convention Co-Chairs Dr. Jessica Sullivan and Ms. Hadiya Coppedge and the convention committee. They have been working tenaciously to organize and plan a program that celebrates our convention theme "NBASLH Expanding Research and Clinical Practice".

As you review this information, you will find that the program includes wide variety of educational opportunities ranging from our student forums to traditional presentations, seminars and highlighted sessions. The exciting news is that these presentations will be given by nationally and internationally known speakers and an exceptional selection of brilliant researchers and professionals, outstanding clinicians and practitioners and highly intelligent students. Each of these diverse presentations will focus on enriching the minds of even the most experienced, newly graduated clinicians as well as our enthusiastic and eager to learn students in the fields of speech-language pathology and audiology.

I will end this invitation by saying that the NBASLH convention is always a dynamic, empowering, and revitalizing event. Therefore, I am certain that Atlanta will be the ideal place for us to come together to take pride in who we are as an association and get the creative forces flowing to expand our research and clinical practices.

Sincerely,

Rachel Williams, Ph.D.
Chair of NBASLH BOD

NBASLH Cares - Atlanta Area School for the Deaf

Who likes a healthy challenge!? This year NBASLH focused on Hearing as our Service Project for Convention 2017! We challenged our affiliates to collect hearing aid batteries for students at the Atlanta Area School for the Deaf.

The Atlanta Area School for the Deaf is located in Clarkston, Georgia and serves just under 200 PreK to High school students diagnosed with a range of hearing impairments. The mission of the Atlanta Area School for the Deaf is to provide a language-rich, student-centered learning environment through American Sign Language and English for the purpose of empowering students to live independent, fulfilling lives and to become productive, contributing members of society.

Thank you to all who participated in this 2017 Convention Service Project!

Welcome from the Convention Chairs

Welcome to NBASLH 2017! This year we will be celebrating our 39th Anniversary in Atlanta, GA. Rich in history and significance for the African American community, Atlanta symbolizes growth, opportunity, success and determination; making it the perfect host city to represent our 2017 convention theme "NBASLH Expanding in Research and Clinical Practice." Last year, we were excited to offer 20 hours of CEU's, the most student scholarships given and an increase in corporate sponsorships. This year we would like to continue the momentum and make this the best NBASLH convention yet! Our highlighted speakers are all leaders in their respective fields and will add depth to what is shaping up to be an amazing program. NBASLH is poised to attract new conference attendees from other professions that share an interest within the field of communication disorders to include deaf educators, linguists, and hearing scientists.

As NBASLH continues to grow in membership and presentation depth, we are keeping the core of the organization the same. Be sure to plan your schedule to include the Opening Session, Student Mentor Luncheon, the Annual Awards Dinner and the Closing Highlighted Poster Session and Reception. What's new this year at NBASLH? We are collaborating with the Hispanic Caucus to bring pertinent issues in the field of bilingualism! On Thursday, we are co-hosting a pre-conference focused on literacy with the Georgia Speech And Hearing Association for additional CEUs. Immediately following the pre-conference a tour of the Museum of Civil and Human Rights for NBASLH attendees will be given at a special rate of $10. In addition, this year for NBASLH Cares, we will work with our affiliates to provide hearing aid batteries for students at the Atlanta School for the Deaf.

Atlanta is the fourth majority Black city by the U.S. Census, and has long been known as the center for African American power, culture and education. Often called the "Black Mecca," the city is home to civil rights leader Martin Luther King Jr., and the Atlanta University Center consisting of four historically black colleges. It has the highest national percentage of African American's with a bachelor's degree, over 600,000 black owned businesses, and it is the center for Black entertainment in both film and music earning the name, "Black Hollywood." Atlanta host many historical sites from the King Center to the World Coca Cola. Last but certainly not least, Atlanta is a foodie destination with trendy new restaurants and iconic southern staples. Be sure to follow on Facebook, Twitter and check the website for details!

We hope you enjoy NBASLH 2017,

Jessica Sullivan & Hadiya Coppedge

Mark your calendar for the 2018 NBASLH Convention!

April 12-14
Hilton Crystal City at Washington Reagan National Airport
Washington, DC

A Record-Keeping Process for Everyone to Follow!

Report your continuing education hours for ASHA or just for NBASLH record keeping, using the Online CE Reporting System. It's fast, easy and electronic, saving you time!

No more standing in line to turn in your CE Records! You will be able to enter your session attendance information into the Online CE Reporting System <u>when you complete your attendance at the Convention</u>.

The deadline to report your hours earned is May 2, 2017.

To report your hours online:

- Use the CEU Tracker on the following pages to keep track of your session attendance.

- When you complete your attendance at the Convention, visit <u>www.nbaslh.org</u> and select "Online CE Reporting System".

- Follow the system prompts, enter your attendance information, and submit your record.

- Once processed, the NBALSH office will email you a Certificate of Attendance.

Need assistance reporting your CE online? Visit the registration desk or email nbaslh@nbaslh.org.

NBASLH Passing the Torch Alumni

2008 - Inaugural Year in Washington, DC
Chermaine Young
Kia Johnson
Dene' Brown
Wally G. Vaughn Jr.

2009 - Atlanta, GA
Jamie Fisher
Freddie Turner
Timberly Leite

2010 - Tampa, FL
Andre Lindsey
Kellie Hunter
Shameka Johnson

2011 - Indianapolis, IN
Gernise Dixon
Valencia Perry
Tinita Ortega
Alex Gibbs
Gemaal Pratts
Daniel Flatt

2012 - Raleigh, NC
Melissa Boone
Shara Boykin

2013 - Washington, DC
Alicia Thompson
Gregory Jacoby

2014 - Charlotte, NC
George Castle
Chanice Brown

2015 - Nashville, TN
Kevin Guyden
Irene Harley

2016 - Virginia Beach, VA
Danily Jimenez
Darius Thomas

2017 Session Tracker

Time		Title	Attended	CEUs
THURSDAY				
1:15 pm - 3:15 pm	Seminar 1	Pale Tout Bon!: Reflections of Clinical Services in Haiti		0.20
1:15 pm - 3:15 pm	Seminar 2	Ebony Faces in Communication Disorders: Pathways to SLP and Audiology		0.20
2:15 pm - 3:15 pm	Seminar 3	Temperamental Influence of Parental Socialization of Children Who Stutter		0.10
2:15 pm - 3:15 pm	Seminar 4	Panel on Overrepresentation		0.10
2:30 pm - 4:30 pm	Seminar 5	A New Normal: Goal Setting and Health-Related Quality of Life in People with Aphasia		0.20
3:30 pm - 4:30 pm	Seminar 6	Minority Student Representation and the Scholarship of Teaching and Learning		0.10
3:30 pm - 4:30 pm	Seminar 7	We're in this TOGETHER: Mastering Clinical Literacy		0.10
3:30 pm - 4:30 pm	Seminar 8	More on Concussion Outcomes: Preliminary Findings from Mixed Martial Arts		0.10
4:45 pm - 5:45 pm	Seminar 9	Understanding Ebonics: The Making of Great, Black Students in America		0.10
FRIDAY				
9:30 am - 10:30 am	Seminar 10	Advances in Multicultural Identification and Treatment in Stuttering Circa 2017		0.10
9:30 am - 10:30 am	Seminar 11	Highlighted Presentation: Reducing Bias in Test Development		0.10
9:30 am - 10:00 am	Technical Session 1	Developing Literacy Skills for English Language Learners through STEM		0.05
9:30 am - 10:00 am	Technical Session 2	Medication Use in Adults Who Stutter		0.05
10:15 am - 11:15 am	Seminar 12	Assessing Speech Recognition in Noise Over Time in Young Children with Hearing Loss		0.10
10:15 am - 11:15 am	Seminar 13	All Disorders Matter: The Correlation of Cognitive Disorders to the Increase in Fatal Policing of Minorities		0.10
10:30 am - 12:00 pm		Poster Session 1 Enter # of Posters attended _____ (4 posters = .1 CEU) Spend minimum of 15 minutes at each poster. Max allowed is 6 posters per session.		0.15
10:45 am - 11:45 am	Seminar 14	Retrospective Study on Allied Health: Examination of First Generation Students (FGS). A Speech-Language Pathologist's Point of View.		0.10
10:45 am - 11:45 am	Seminar 15	Using Narratives in the Assessment of Bilingual Children		0.10

Time	Title		Attended	CEUs
FRIDAY				
11:30 am - 12:30 pm	Seminar 16	Transformational Power of Hearing Aids in the Lives of People with Brain Pathology		0.10
11:30 am - 12:30 pm	Seminar 17	Group Therapy Management: Effective Solutions for the School Based SLP		0.10
12:00 pm - 12:30 pm	Technical Session 3	Using African American Literature in the Therapy Setting		0.05
12:00 pm - 12:30 pm	Technical Session 4	Morphosyntactic Use in Bilingual Spanish-English Children with Hearing Loss		0.05
12:45 pm - 1:45 pm	Seminar 18	Highlighted Presentation: Physiological and Linguistic Influences on the Speech of Rachel Jeantel		0.10
12:45 pm - 1:45 pm	Seminar 19	Neurorehabilitation in Jamaica and the Cayman Islands: A Promising Future		0.10
12:45 pm - 1:45 pm	Seminar 20	How Do Hispanic Students Write?: A Macrostructural Analysis		0.10
1:45 pm - 3:15 pm		Poster Session 2 Enter # of Posters attended _____ (4 posters = .1 CEU) Spend minimum of 15 minutes at each poster. Max allowed is 6 posters per session.		0.15
2:00 pm - 3:00 pm	Seminar 21	Hoarseness: It's Not Always Nodules. Introduction to Pediatric Voice Disorders.		0.10
2:00 pm - 3:00 pm	Seminar 22	The Use of Stimulated Clients for Clinical Preparation		0.10
2:00 pm - 3:00 pm	Seminar 23	A Cross Generational Exploration of the Use of Idiomatic Expressions in Guyanese Creole		0.10
2:15 pm - 2:45 pm	Student Forum 1	Disfluencies in Bilingual Children Who Do and Do Not Stutter		0.05
2:45 pm - 3:15 pm	Student Forum 2	Pronoun Marking in AAE-Speaking Children With and Without SLI		0.05
3:15 pm - 3:45 pm	Student Forum 3	Exploring Feasibility of Code Switching Instruction for Early Elementary Students		0.05
3:45 pm - 4:15 pm	Student Forum 4	A Description of Question Production Differences in Adults with RHD		0.05
3:15 pm - 4:15 pm	Seminar 24	A Neuroscience Study Implementing the Metronome to Affect Reading Fluency		0.10
3:15 pm - 4:15 pm	Seminar 25	Student Training Experiences of Professionals Who Self-Identify as Fluency Specialists		0.10
3:15 pm - 3:45 pm	Technical Session 5	Code Switching and its Importance to Speech-Language Pathologists		0.05

Time	Title		Attended	CEUs
FRIDAY				
4:30 pm - 5:30 pm	Seminar 26	Did You See That?!: Diagnosis of Laryngeal Cleft in Infants		0.10
4:30 pm - 5:30 pm	Seminar 27	Cultural Review of Speech/Language Assessment Tools for Bilingual Children		0.10
4:30 pm - 5:30 pm	Seminar 28	Dysphagia, FEES, & Tracheostomy / Ventilator - Dependent Patients		0.10
5:00 pm - 5:30 pm	Technical Session 6	A Critical Analysis of Language Disorders and Incarceration		0.05
SATURDAY				
8:00 am - 8:30 am	Technical Session 7	Pronoun Usage in Gullah/Geechee & African American English Speaking Preschoolers		0.05
8:00 am - 8:30 am	Technical Session 8	Professional Training and Resources in Diverse Adult Neurorehabilitation Caseloads		0.05
8:00 am - 8:30 am	Student Forum 5	An Investigation of The Cognitive Symptomology of Post-Concussion Syndrome		0.05
8:30 am - 9:00 am	Student Forum 6	Increasing Literacy Skills in Young African American Males at Risk for or Experiencing Language and Literacy Delays Through Intrinsic Motivation		0.05
9:00 am - 9:30 am	Student Forum 7	The Impacts of Teaching Styles on Phonological Awareness and Reading Skills in Early Learners in the Caribbean		0.05
9:30 am - 10:00 am	Student Forum 8	Orthodontists and SLPs: A Comparative Study of IPP and IPE		0.05
10:00 am - 10:30 am	Student Forum 9	National NSSLHA Leadership and Benefits		0.05
10:30 am - 11:00 am	Student Forum 10	The Impact of PECS Training on the Effectiveness of Transition to a Hi-Tech Device		0.05
8:00 am - 9:00 am	Seminar 29	Educating a Generation of Diverse Undergraduate and Graduate Students		0.10
8:45 am - 9:45 am	Seminar 30	Highlighted Presentation: Elucidating Inconsistencies in Dysphagia Management		0.10
8:45 am - 10:45 am	Seminar 31	NSIG-Sponsored Presentation: The FEES as a Primary Diagnostic Tool? In the Skilled Nursing Facility		0.20
9:15 am - 10:15 am	Seminar 32	Venturing into Bilingualism: A Guide for the Monolingual SLP		0.10
10:30 am - 11:30 am	Seminar 33	Speech-Language Pathology Doctorate (SLP.D): From the Horse's Mouth!		0.10
11:00 am - 12:00 pm	Seminar 34	I Feel Your Pain: Implications for Teaching Patient Centered Communication in CSD		0.10

Time	Title		Attended	CEUs
SATURDAY				
11:15 am - 12:15 pm	Seminar 35	Highlighted Presentation: Longitudinal Studies of Age-Related Hearing Loss		0.10
11:15 am - 12:15 pm	Seminar 36	Investigating Use of Video Dual Language Books in Preschool Classrooms		0.10
12:15 pm - 1:15 pm	Seminar 37	A Study of Cultural Differences on the Supervisory Process in a Graduate School Program		0.10
12:30 pm - 1:30 pm	Seminar 38	The CARE Project: Counseling, Aural Rehabilitation and Education		0.10
12:30 pm - 1:30 pm	Seminar 39	Clinical Comprehensives as an Indicator of Clinical Performance		0.10
12:30 pm - 2:30 pm	Seminar 40	Applying "Outside-In" Approaches with African American Clients: What's the Concern?		0.20
1:30 pm - 2:00 pm	Technical Session 9	Establishing an Effective Community-Based Cognitive-Communication Program		0.05
1:45 pm - 2:45 pm	Seminar 41	The Assessment Crisis: Trends in Preschool Language Research & Practice		0.10
1:45 pm - 2:45 pm	Seminar 42	Let's Talk: Owning A Private Practice		0.10
2:30 pm - 3:00 pm	Doctoral Student Forum 1	The Effect of Response Format on Comprehension Assessments for Adolescents		0.05
3:00 pm - 3:30 pm	Doctoral Student Forum 2	Assessment via Telepractice: Addressing Cultural Bias		0.05
3:00 pm - 4:00 pm	Seminar 43	The Role of Speech-Language Pathologists in Concussion Management		0.10
3:00 pm - 4:00 pm	Seminar 44	Spanish S Lenition and Why It Matters for Assessment		0.10
4:00 pm - 5:00 pm	Highlighted Posters Enter # of Posters attended _____ (4 posters = .1 CEU) Spend minimum of 15 minutes at each poster. Max allowed is 4 posters per session.			0.10

Convention Highlights

Thursday, April 6

Panel Presentation - 2:15 pm - 3:15 pm - Georgia 7 Room
Over Representation of African-American Students in Special Education
This presentation provides information on issues surrounding the African-American students in special education. Representatives from Education, Speech Pathology and the Department of Education will discuss these issues and implication on the education of African-American students. This is of interest to those who work in elementary and secondary schools.

Donn F. Bailey Lecture - 4:45 pm - 5:45 pm - Georgia 7 Room
Understanding Ebonics: The Making of Great, Black Students in America
Presented by: Linda Redmond Taylor, MA, CCC-SLP
Linda Redmond Taylor, a native Mississippian, attended the University of Mississippi (B.A., '78, cum laude) and Memphis State University (M.A., '91, cum laude). Currently, she is an ASHA-certified SLP working as an independent contractor in the Shelby County School System. Introduction to Ebonics, 2016, is her third published work.

Opening Session - 6:00 pm - 7:00 pm - Georgia 7 Room
Presented by: Melanie W. Hudson
Melanie W. Hudson, an ASHA Fellow, is a Director at EBS Healthcare. She has over 30 years of experience as a speech-language pathologist in public schools, private practice and university settings. She currently serves on the ASHA Board of Directors as Chair of the Speech-Language Pathology Advisory Council. She has served on the ASHA Board of Ethics and on ASHA's Board of Special Interest Group Coordinators as the Coordinator for Special Interest Group 11, Administration and Supervision. She also served on ASHA's ad hoc committee on Supervision in 2013. She is co-editor and chapter author for the 4th edition of "Professional Issues in Speech-Language Pathology and Audiology," (Lubinski & Hudson; Delmar, Cengage Learning, 2013). She is a former President of the Georgia Speech-Language and Hearing Association, and received their Honors of the Association Award in 2014. She currently serves on the Georgia Board of Examiners for Speech-Language Pathology and Audiology. Melanie presents on a variety of topics related to school-based services, autism spectrum disorders, clinical education (supervision/mentoring), and professional ethics.

Opening Reception - 7:00 pm - 8:30 pm - Garden Courtyard
After enjoying the Opening Session, unwind with colleagues of old, and meet new ones while enjoying music and light hors d'oeuvres. This year's Opening Reception is sponsored by Howard University.

Friday, April 7

Annual Membership Meeting - 8:00 am - 9:00 am - Georgia 13 Room
Join the NBASLH Executive Board for the Annual Meeting.

Student Chat - 12:15 pm - 1:15 pm - Georgia 13 Room

Affiliates Meeting - 2:00 pm - 3:00 pm - Georgia 13 Room
Share your Affiliate's success during the Affiliate Meeting. Interested in starting an Affiliate? Join in the discussion for ideas on starting your own Affiliate.

NBASLH Annual Awards Dinner - 7:00 pm - Capitol North Ballroom
Keynote presentation by: Deereck Kayoing
Deereck Kayoing was born in Kampala, Uganda just before General Idi Amin Dada seized power in a military coup. The new regime became known for its brutality, and today Idi Amin is one of history's most notorious dictators. As violence spread through the country and civil war erupted, Kayongo and his family became refugees in Kenya. He later immigrated to America to attend university. Today, he is a successful entrepreneur and human rights innovator. Though most well known as a 2011 CNN Hero and founder of the Global Soap Project, Kayongo is a renowned expert in environmental sustainability and global health, as well as the current CEO of the National Center for Civil and Human Rights in Atlanta, Georgia. In 2016 the Georgia State Senate passed a resolution recognizing Kayongo's incredible journey from refugee to CEO.

Enjoy desserts and dancing after the Awards Dinner.

Saturday, April 8

NSIG Meeting - 11:00 am - 12:00 pm - Georgia 13 Room

Student-Mentor Luncheon - 12:30 pm - 2:30 pm - Georgia 2-3 Rooms
The Student-Mentor Luncheon devotes a special time for students and mentors to enjoy a gathering specifically designated for students.

Highlighted Poster Session and Farewell Reception - 4:30 pm - 5:30 pm - Capitol Foyer
This poster session recognizes the best research poster presentations by faculty, student and clinicians for NBASLH 2017.

Highlighted Presenters

Elizabeth Pena will present *Reducing Bias in Test Development*, Friday, 9:30 am - 10:30 am - Georgia 10 Room

Elizabeth Pena is the George Christian Centennial Professor in Communication. She is a certified Speech-Language Pathologist and is a Fellow of the American Speech Language Hearing Association. Her research focuses on two lines of inquiry that address the goal of differentiating language impairment from language difference. These two interrelated areas include dynamic assessment and semantic development in bilinguals. Dynamic assessment tests ability to learn new language skills. In contrast, standardized tests asses what children already know. The advantage of focusing on learning is that it greatly reduces bias by not assuming lack of knowledge is lack of ability. In the semantics area she is interested in how children from diverse linguistic backgrounds learn new language skills and how they lexicalize their conceptual knowledge across two languages. Through careful qualitative and description of bilingual children's performance, she is currently focusing on potential similarities among typical monolingual and bilingual children as well as differences between typical and impaired bilingual or monolingual children. Outcomes of these lines of study have resulted in publication of the Dynamic Assessment and Intervention: Improving Children's Narrative Abilities protocol and the Bilingual English Spanish Assessment test.

Alicia Wassink will present *Physiological and Linguistic Influences on the Speech of Rachel Jeantel*, Friday, 12:45 pm - 1:45 pm - Georgia 7 Room

Alicia Beckford Wassink received her PhD from the University of Michigan in 1999. Since then, she has taught in the Department of Linguistics, University of Washington, Seattle, and directs the Sociolinguistics Laboratory there. Wassink was Ronald McNair faculty mentor of the year in 2001, nominated for an excellence in teaching award in 2007, and served as an Affiliate Professor, Center for Mind, Brain and Learning, University of Washington (now iLabs). Wassink's research interests lie in acoustic characterization of vowel systems, sound change, language ideology, social network modeling, dialect contact, development of sociolinguistic competence in children, and creole linguistics. Reports of her research have appeared in the Journal of The Acoustical Society of America, Journal of Phonetics, the International Journal of Speech-Language Pathology, Language in Society, Language Variation and Change, Journal of English Linguistics.

Ianessa Humbert will present *Elucidating Inconsistencies in Dysphagia Management*, Saturday, 8:45 am - 9:45 am - Georgia 7 Room

Dr. Humbert is an Associate Professor at the University of Florida in the Department of Speech, Language, and Hearing Sciences. She has expertise in swallowing and swallowing disorders. Dr. Humbert's research program is focused on the physiological mechanisms of swallowing disorders and the development of rehabilitation strategies for dysfunction.

Judy Dubno will present *Longitudinal Studies of Age-related Hearing Loss*, Saturday, 11:15 am - 12:15 pm, - Georgia 7 Room

Judy R. Dubno's research focuses on how auditory perception changes with age, hearing loss, hearing aids, and training. She is a Fellow of the Acoustical Society of America and the American Speech-Language-Hearing Association and the recipient of the James Jerger Career Award for Research in Audiology.

Nahar Albudoor will present *Using Narratives in the Assessment of Bilingual Children*, Friday, 10:45 am - 11:45 am, - Georgia 10 Room

Nahar Albudoor is a doctoral student at the University of Texas at Austin working with Dr. Elizabeth Peña and Dr. Lisa Bedore at the Human Abilities in Bilingual Language Acquisition Lab. Her research is centered on bilingual and second language acquisition, child language assessment and intervention, and practical issues related to speech-language pathology.

Awards

William T. Simpkins, Jr. Service Award

The William T. Simpkins, Jr. Service Award was established as a mechanism for recognizing an individual in the organization who has distinguished himself/herself through service to NBASLH. The recipient of this award exemplifies the mission and goals of the organization through notable contributions.

Such worthy accomplishments may be modeled after the outstanding achievements of Mr. William T. Simpkins, for whom the award is named. William "Bill" Simpkins was a founder and charter member of NBASLH. He was appointed Associate Director of NBASLH in 1989, a position in which he served with untiring devotion until his death in 1995. Mr. Simpkins demonstrated his commitment to the organization through: continuous service and dedication serving as a member of the Board of Directors; chair of the Program Subcommittee on Fluency and Voice Disorders; and invited lecturer at the annual review course for the National Examination in Speech-Language Pathology and Audiology.

Mr. Simpkins not only represented NBASLH as one of its most distinguished officers, he also demonstrated, through his life's work, the meaning of the NBASLH logo, "Reach out with the echo of understanding and speak out for all to hear." Through his 42 years of dedicated service, scholarship and clinical eminence, Bill clearly exemplified the true meaning of service.

Communication Excellence Award

The NBASLH Communication Excellence Award was created as a vehicle for recognizing 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.
Such worthy accomplishments may be identified and modeled through the outstanding achievements of Mr. Bob Love, the first award recipient. Mr. Love publicly identified himself as an individual who stutters. Mr. Love's achievements as a former athlete and humanitarian reflect an individual's determination and strong resolve to excel in spite of very difficult odds. He earned the distinguished honor of being an outstanding professional basketball player with the Chicago Bulls and is an advocate for enhancing the social, educational and employment opportunities for young children, including those who are often intimidated by the experience of stuttering. In 1994, Mr. Love was appointed an honorary spokesperson for National Stuttering Week by the Stuttering Foundation of America.

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. This award recognizes individuals who have demonstrated outstanding leadership skills in carrying out the goals of the organization in the community or employment settings.

Mr. M. Eugene Wiggins exemplifies the commitment of the organization through his well-recognized leadership activities and skills. He is one of the co-founders of NBASLH and served as its Executive Director from 1988-2002. As a leader of the organization and clinic director at the University of the District of Columbia, he immersed himself passionately in the recruitment and training of minority students in the professions, as well as educating students regarding best clinical practices for diverse populations. His leadership qualities excelled as he obtained on-going funding to support students, developed dissemination activities addressing the needs of culturally and linguistically diverse students and professionals, served as a consultant to major professional organizations and cultivated mentor relationships. These qualities are worthy of being emulated by other professionals who hope to influence the professions as has Mr. Wiggins. His work has impacted not only African-Americans but other culturally and linguistically diverse populations, especially Hispanics. Because of his leadership, more doors are open to minorities who wish to join the professional ranks.

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.

Past Award Recipients

Student Research Award

2007	Jonise Cromartie
2008	Andi Toliver-Smith
2009	Hadiya Coppedge
2010	Tamika Reynold LeRay
2011	Kara Taylor
2012	Melissa Boone
2012	Brittany Reed
2013	Kenya Sudler
2014	R. Danielle Scott
2015	Tabia Pope, MS
2015	Stephanie N. Austin
2016	Isabella T.D. Kearney
2016	Kimmerly Harrell

William T. Simpkins, Jr. Service Award

2006	Tommie L. Robinson, Jr., PhD
2008	Constance Qualls, PhD
2009	Kay Payne, PhD
2011	Arnell Brady, MA
2013	Ronald Jones, PhD
2015	Robert Mayo, PhD
2016	Michele Norman, PhD

Communication Excellence Award

2007	Jenell Y. Gordon
2012	Joseph Hill, PhD
2013	Evan Christopher Douglas
2014	Sean Brown
2015	Tylani Hunter
2016	Carl Coffey

M. Eugene Wiggins Leadership Award

2013	Tommie L. Robinson, Jr., PhD
2014	Harriet Gregg, EdD
2014	Gwendolyn Wilson, EdD
2015	Arnell Brady
2016	Vicki Deal-Williams

Scholar-Mentor Award

2006	Wilhelmina Wright-Harp, PhD
2008	Michele L. Norman, PhD
2009	A. Bernadette Mayfield-Clarke, PhD
2010	Iris A. Johnson-Arnold, PhD
2011	Silvia Martinez, PhD
2014	Joan C. Payne, PhD
2015	Byron Ross, PhD
2016	Martine Elie, PhD

Each year, NBASLH honors their members with the presentation of awards. There is no better way to honor your colleague, then to present them with an NBASLH Award. Descriptions of each award can be located on the NBASLH website. Please consider nominating one of your colleagues to be honored at the next NBASLH Convention. Visit the NBASLH website for nomination deadline information.

NBASLH would like to continue honoring its past award recipients in the Convention on-site program and on the website. The above is not a complete list. If we have omitted your name, we apologize. However, you can help pus enhance this list by stopping by the registration desk or notifying the NBASLH Office at nbaslh@nbaslh.org of recipients that need added to the list.

Sponsors & Exhibitors

NBASLH extends a sincere "Thank You" to this year's Sponsors and Exhibitors. Please take a few minutes to express your thanks as you visit their booths.

SPONSORS

American Speech-Language-Hearing Association
Student Luncheon Sponsor

EBS
Conference Bags

Georgia Speech and Hearing Association
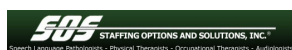Highlighted Poster Session

Hampton University
Department of Communicative Sciences and Disorders
Dancing and Desserts

Nova Southeastern University
Opening Reception

Southwestern Athletic Conference
Lanyards

Staffing Options and Solutions, Inc.
Praxis Review Course Sponsor

University of Houston
Audio Visual Equipment for the Praxis Review Course

University of West Georgia
Audio Visual Equipment for the Convention

Sponsors & Exhibitors

EXHIBITORS

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PO Box 779, Pennsville, NJ 08070
www.amauditorysoc.org

American Speech-Language-Hearing Association
2200 Research Boulevard, Rockville, MD 20850
www.asha.org

Cathys
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Cobb Pediatric Therapy Services
1925 Vaughn Road, Ste. 200, Kennesaw, GA 30144
www.cobbpediatric.com

Comprehensive Therapy Consultants
PO Box 310686, Atlanta, GA 31131
http://comprehensivetherapyconsultants.com
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Georgia Speech and Hearing Association
222 S. Westmonte Drive, Suite 101
Altamonte Springs, FL 32714

Gwinnett County Public Schools
437 Old Peachtree Road, Suwanee, GA 30024
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http://publish.gwinnett.k12.ga.us/gcps/home/public
Twitter: https://twitter.com/GCPSHR

Invo HealthCare - Progressus Therapy
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www.invo-progressus.com
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Let's Talk Therapy
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University of Houston Department of Communication Sciences and Disorders
4455 Cullen Blvd., Houston, Texas 77204
www.uh.edu/comd

University of North Carolina - Chapel Hill
Division of Speech and Hearing Sciences, CB #7190
Chapel Hill, NC 27705

University of Vermont
Pomeroy Hall, 489 Main Street, Burlington, VT 05405

University of West Georgia
Communication Sciences Program
1601 Maple Street, Carrollton, GA 30118

Vanderbilt University Department of Hearing and Speech Sciences
MCE South Tower 8310, 1215 21st Avenue South, Nashville, TN 37232

EXHIBIT HALL HOURS

In the Georgia Prefunction Foyer

Thursday - 12:00 pm - 5:00 pm

Friday - 8:00 am - 4:00 pm

Convention Program Schedule

1:15 pm - 3:15 pm
Seminar 1 - Georgia 8 Room
Pale Tout Bon!: Reflections of Clinical Services in Haiti
Michelle Adesiyan Tella, MS, CCC-SLP, Contract SLP;
Joyce Jung Huh, MS, CCC-SLP, The Bridge School; Milca
Bellegarde, MA, North Carolina Public Schools

In 2012, a team of SLPs volunteered at a school in
Kenscoff, Haiti. While there, they were able to provide
sustainable clinical practices for students presenting with
a wide arrange of communication disorders. In the
following four years, their volunteerism has expanded to
several school sites and further collaboration with Haitian
educators via teacher training workshops. This
presentation will be an overview of their work across the
past 5 years, and will include reflections of their
experiences, clinical perspectives, and challenges faced
to maintain a sustainable program. They will also
describe how their experiences in Haiti have enhanced
their professional practice in the U.S.
Level of Instruction: Intermediate

1:15 pm - 3:15 pm
Seminar 2 - Georgia 10 Room
*Ebony Faces in Communication Disorders: Pathways to
SLP and Audiology*
Kyomi Dana Gregory, PhD, CCC-SLP, Salus University;
Virginia Bailey, The United States Army; Joshua
Washington, Hear; Raquel Payne, MS, CCC-SLP, Speech
Doc LLC; Niqueka S. Sims, CScD, CCC-SLP, Fluently
Speaking, Inc.; Sheneekra Adams, HearUSA

The linguistic diversity within the professions of speech-
language pathology and audiology continues to be an
issue of concern in today's changing demographics.
Despite, the non-white population in the United States
showing projected increases in 2024 to 199.6 million
people up from 197.8 million in 2012 (US Census, 2012),
ASHA continues to report that fewer than 9% of their
members identify themselves as non-white (ASHA, 2016).
This seminar will include a panel of speech-language
pathologists and audiologists that will address some of
the key pitfalls to admission into graduate programs,
strategies that are critical to success, recruitment and
retention in graduate programs, different career options
in communication disorders, and alternative career
options in inter-professional careers that relate to
communication disorders. This seminar will provide a
dialogue as well as critical information on life beyond the
bachelor's degree and the various pathways that can
lead to alternative professions, master's degrees, clinical

doctorates, and the doctorate of philosophy. Come and
join the conversation so that we can make steps to build
a community of minority individuals at all levels in the
field of communication disorders and other related
health and educational professions.
Level of Instruction: Introductory

1:15 pm - 2:15 pm
Seminar 3 - Georgia 9 Room
*Temperamental Influence of Parental socialization of
Children Who Stutter*
Kia Noelle Johnson, PhD, CCC-SLP, University of
Houston; Jan Karrass, PhD, Vanderbilt University Medical
Center

Research suggests that temperament is an inherited trait,
which would mean that parents have similar
temperaments to their child's temperament (e.g., Fabes,
et al., 2001). Research also indicates that parental
socialization affects their child's emotional expression
and demonstrates to the child how to adjust to social
situations, regulate emotions and express emotions
temperament (Fabes, Leonard, Kupanoff, & Martin, 2001).
Therefore, there is a chance that temperamental
differences between children who do (CWS) and do not
stutter (CWNS) stem from socialization of temperamental
differences from their parents. The purpose of this study
was to examine the relationship between the
temperament of parents and the temperament of CWS
and CWNS. It was hypothesized that: (1) the
temperament of CWS would differ significantly from
CWNS, (2) the temperament of parents of CWS (pCWS)
would differ significantly from parents of CWNS
(pCWNS) and the (3) relationship between the
temperament of CWS and pCWS would differ
significantly from the relationship between CWNS and
pCWNS. Participants included 16 CWS and 16 CWNS.
The primary parent for each child completed the
Children's Behavior Questionnaire (CBQ) and the Adult
Temperament Questionnaire (ATQ) that assessed factors
of the temperament of the child and parent, respectively.
Findings indicate no significant difference in the
temperament of CWS and CWNS nor in the
temperament of CWSp and CWNSp according to the
factor scales of the ATQ. However, between group
differences were noted in certain factors across the CBQ
and ATQ. Findings suggest potential differences in
emotion socialization between CWS and CWNS.
Level of Instruction: Introductory

Convention Program Schedule

2:15 pm – 3:15 pm
Seminar 4 - Georgia 7 Room
Panel Presentation: Over Representation of African-American Students in Special Education

This presentation provides information on issues surrounding the African-American students in special education. Representatives from Education, Speech Pathology and the Department of Education will discuss these issues and implication on the education of African-American students. This is of interest to those who work in elementary and secondary schools.

2:30 pm - 4:30 pm
Seminar 5 - Georgia 9 Room
A New Normal: Goal Setting and Health-related Quality of Life in People with Aphasia
Davetrina Seles Gadson, MS, CCC-SLP, University of Georgia

Purpose: This session is developed as a clinical resource to educate clinicians on evidenced-based practices in neurological communication disorders. Clinical and research-based materials that help guide the decision-making process of client versus clinician-centered intervention in aphasia will be reviewed with specific focus on health-related quality of life (HRQL) and the evolving role of the clinician. Significance: Research has proven that stroke survivors with aphasia exhibit higher levels of depression and poorer HRQL than stroke survivors without aphasia. With the current healthcare transition, clinicians are challenged to restore language and HRQL in people with aphasia in shorter periods of time. Utilizing outcome measures that provide a comprehensive picture of the patient will help clinicians with client centered goal setting which support reimbursement guidelines. The differences between impairment-based and patient-reported outcome measures will be discussed in addition to service delivery models, and clinical treatment outcomes. This course will be beneficial to clinicians at all levels as content includes International, Classification, and Functioning (ICF) guidelines, SMART goal writing principles, and functional treatment ideas. Proposed presentation: Clinicians will review assessment and intervention approaches that facilitate goal setting within the framework of functional activities. Treatment orientations, cueing hierarchies, and motivational theories will be presented. Current research studies that include alternative medicine approaches and functional treatment activities will be reviewed. The session will conclude with five case study reviews and interpretation of current aphasia literature, goal setting, and influence of HRQL.
Level of Instruction: Introductory

3:30 pm - 4:30 pm
Seminar 6 - Georgia 7 Room
Minority Student Representation and the Scholarship of Teaching and Learning
Sarah M. Ginsberg, EdD, CCC-SLP, Eastern Michigan University

In the field of communication sciences and disorders (CSD), the scholarship of teaching and learning (SoTL) has increased in prevalence in the last 10 years (Friberg, Ginsberg, Visconti, & McGill, 2014). SoTL work provides academics with an evidence-base for education just as the clinical and scientific research in our field provides us with our evidence-base for clinical practice (Ginsberg, Friberg, & Visconti, 2012). There is significant value for both faculty and students to purposefully including minority students in SoTL research: 1. It improves CSD faculty's understanding of teaching and learning needs from the perspective of minority students. 2. Faculty who engage in SoTL in their classrooms have an opportunity to share with their students what they think about teaching and what they value about their students learning, creating teacher transparency which is motivating to students (Ginsberg, 2007). 3. SoTL research in the CSD classroom provides an opportunity to increase engagement of minority students in their own education which increases their likelihood of success (Filkins & Doyle, 2002). 4. Acknowledging students' own perspectives and insights into learning is empowering (Delpit, 1988). 5. Engaging students in SoTL research creates an opportunity for students to participate in research early in their academic careers. This session will review the basic concepts associated with conducting SoTL research and engage participants in discussion about how to increase representation of teaching and minority student learning in their own classrooms for the improvement of the academy as a whole.
Level of Instruction: Introductory

Convention Program Schedule

3:30 pm - 4:30 pm
Seminar 7 - Georgia 8 Room
We're in this TOGETHER: Mastering Clinical Literacy
Jonise M. Cromartie, MEd, CCC-SLP, NCCU; Zaneta R. Ponton, MEd, CCC-SLP, NCCU; Juliet Bourgeois, BA, NCCU

Clinical supervisors are conduits from theory to practice. Traditionally, clinical supervision has focused more on cognitive and technical aspects of the clinical process. As demographics change in the United States, communication related disorders are becoming more pervasive. There is a need to define quality within our clinical competencies. The task of ensuring potential clinicians are competent is contingent upon a supervisor's ability to teach and measure quality of care. How do you do that? First, one must define clinical literacy. Literacy is more than reading, writing, and numeracy. Literacy involves having adequate skills for today's demands. In terms of developing graduate clinical literacy, the definition reaches beyond the fundamental scope of practice. The scope exists beyond guided sessions that begin with initial and concurrent review of evidence based services. The scope exists beyond facilitating appropriate documentation of care delivery. Both the supervisor and the clinician must play a vital role in cultivating quality of care outcomes. Quality of care is multi-dimensional and should reflect as a skilled exchange both intra-personally and interpersonally. How are these skills transferrable? Emotional intelligence has been a common approach utilized by other professions for decades. However, factoring emotional intelligence into the field of speech language pathology and audiology has not been as apparent. We will discuss the establishment of a conceptual framework that embodies emotional intelligence as it relates to the following six variables: 1) student clinician, 2) clinical supervisor, 3) clients, 4) knowledge, 5) skills, and 6) dispositions.
Level of Instruction: Intermediate

3:30 pm - 4:30 pm
Seminar 8 - Georgia 10 Room
More on Concussion Outcomes: Preliminary Findings from Mixed Martial Arts
Alaina S. Davis, PhD, CCC-SLP, Towson University & Howard University; Gloriajean Wallace, PhD, CCC-SLP, University of Cincinnati; Brittany Evans, BS, University of Hawaii at Manoa; Elyse Klemm, BA, University of Hawaii at Manoa; Ashley Knapp, BS, University of Hawaii at Manoa

Mixed Martial Arts (MMA) is a full body contact sport that combines elements of boxing, wrestling, karate, taekwondo, and jujitsu (Hutchison, Lawrence, Cusimano, & Schweizer, 2014). It is a fast-growing sport which involves little to no protective equipment for the head, and athletes are at risk for sustaining repeated concussions during practices and matches due to multiple kicks and blows to the head (Cifu et al., 2016). Individuals who participate in MMA are twice as likely as football players to sustain a TBI or concussion, three times as likely as boxers, and eight times as likely when compared to kickboxing and hockey (Hutchison, 2014). The high risk of concussion leads to impairments of cognitive-communication skills such as memory and executive function. Deficits in these higher functioning skills can result in decreased retention and processing of information, impaired judgment, and poor problem-solving skills, particularly when linguistic demands increase (Dahlberg et al., 2007). To date, research on the impact of concussions in MMA athletes is scarce. To our knowledge, there are no studies that address the outcomes of MMA on cognitive-communication skills. Current literature on sports concussion primarily focuses on professional football, boxing, and soccer (Hoggard et al., 2015). This pilot study examines cognitive-communicative skills related to higher functioning processes, including recall and reasoning in mixed-martial arts (MMA) athletes as compared to matched controls. Based on preliminary findings, performance on a standardized measure resulted in severity rankings from borderline normal to moderate among MMA athletes and borderline-normal to average-normal for controls.
Level of Instruction: Advanced

4:45 pm - 5:45 pm
Seminar 9 - Georgia 7 Room
Donn Bailey Lecture
Understanding Ebonics: The Making of Great, Black Students in America
Linda Redmond Taylor, MA, CCC-SLP, Right Stuff Health Systems

There is an epidemic on the rampage in America's public school system that has caused scores of Black students to fail or drop out of school before they graduate. All kinds of campaigns have been waged in attempts to combat this deadly force: That of Black student illiteracy. All along, however, there has been a simple remedy: Teach Ebonics-speaking, Black students as the English Language Learning students that they are, using English-as-a-Second Language strategies. This presentation will

Thursday, April 6

teach the phonological, morphological, semantics, pragmatics, and syntactical aspects of Ebonics, or the total grammar of Ebonics. While doing so, an urgent appeal will be made to the attendees to help spread the good news of hope and healing for Black students who have never learned English. When teachers begin incorporating the strategies of teaching English as a Second Language into the lesson plans and remedial programs of Ebonics-speaking Black students, these students will learn. This will counteract the need to keep building privatized jails to contain them (or is that the conspiracy?). All trained communication specialists and speech/language pathologists, too, can make an impact in this movement. When 'all American children learn to speak and understand, and to read and write the language used by society to carry on its business, to develop its science, arts and culture', America will be great again, and not a moment sooner. Today is the appointed time.
Level of Instruction: Introductory

Friday, April 7

9:30 am - 10:30 am
Seminar 10 - Georgia 7 Room
Advances in Multicultural Identification and Treatment in Stuttering Circa 2017
Kia Noelle Johnson, PhD, CCC-SLP, University of Houston; Amy L Weiss, PhD, CCC-SLP, University of Rhode Island

Finn and Cordes' (1997) commentary described the history of and suggested future directions for 'the multicultural or cross-cultural identification and treatment of stuttering', calling for further empirical research and an end to 'ethnocentric speculation.' This presentation describes relevant research results published since and suggests an ethnographic approach to treatment planning. Finn and Cordes (1997) point to methodological issues (e.g., interview style), the possibility of misinterpretation of the data due to a cultural mismatch between the examiner and the client. They also mention the effects of having an ethnocentric, uni-dimensional view of culture which can serve to bias the information available about the interface between cultural differences and stuttering. Specifically, Finn and Cordes (1997) questioned whether clinicians can make accurate judgments of the presence of stuttering for clients who speak a language or dialect that differs from their own. The authors questioned the very construct of stuttering as an actual disorder (or problem) when viewed cross-culturally. The authors of the current

proposal will provide a breakdown of the empirical data published since the mid 1990s relating to the four considerations listed above. Further, a summary of the emerging directions of recent cross-cultural and cross-linguistic information pertaining to the nature, assessment and treatment of persons who stutter will be described. Even the best research studies will have limitations. Thus, this presentation will conclude with a listing of considerations to assist speech-language clinicians in planning client-centered fluency assessments, regardless of a client or family's race, ethnicity, religion, gender, dialect.
Level of Instruction: Introductory

9:30 am – 10:30 am
Seminar 11 - Georgia 10 Room
Highlighted Presentation: Reducing Bias in Test Development
Elizabeth Peña

Children from linguistically diverse backgrounds are at-risk for misidentification for communication impairment. They may be over identified as having a communication impairment when linguistic differences are interpreted as disorders. They may also however be under identified when markers of impairment are interpreted as differences, possibly delaying needed services. In test development these issues need to be taken into account by focusing on targets that are sensitive to the impairment, yet insensitive to linguistic variation. The focus of this talk will be on the strategies that we used in development of the Bilingual English Spanish Assessment to increase classification accuracy for bilingual children with and without language impairment

9:30 am - 10:00 am
Technical Session 1 - Georgia 8 Room
Developing Literacy Skills for English Language Learners through STEM
Jonise M. Cromartie, MEd, CCC-SLP, NCCU

There is a connection between language and discourse with learning Science, Technology, Engineering, and Mathematics (STEM). Research also supports the use of STEM to facilitate language growth. Development of a program for English Language Learners utilizing STEM instruction provided a non-traditional approach to targeting literacy. The program combined the Universal Design for Learning (UDL) and a family systems model. Additionally, the program closely aligned itself with Every Student Succeeds Act (ESSA), which replaced No Child Left Behind, December 2015. ESSA defines and endorses UDL and serves to prevent intersectionality that often impacts underrepresented racial/ethnic minorities,

English language learners, and individuals with disabilities. While the main focus of the program was to address literacy, other collateral areas received positive outcomes. Those areas included: better academic preparation, increased confidence levels, and less overall alienation in STEM. Inclusive models addressing UDL, under represented groups, STEM and literacy will be shared. Methods for improving academic performance and communication needs with STEM will be discussed. Level of Instruction: Introductory

9:30 am - 10:00 am
Technical Session 2 - Georgia 9 Room
Medication Use In Adults Who Stutter
Hailey R Guillot, BS, Louisiana State University; Geoffrey A Coalson, Louisiana State University

The purpose of this study was to examine the frequency of medication use in adults who stutter. An online questionnaire was completed by adults who do and do not stutter to assess a) their lifetime use of prescription medication irrespective of DSM-IV (2000) criteria, and b) their perceived level of self-stigma as assessed by the Self-Stigma of Stuttering Scale (Boyle, 2013). Findings will provide preliminary data regarding the likelihood of medication consumption in adults who stutter relative to their internalization of negative stereotypes, and how these factors may apply to clinical intervention. Level of Instruction: Introductory

10:15 am - 11:15 am
Seminar 12 - Georgia 8 Room
Assessing Speech Recognition in Noise Over Time in Young Children with Hearing Loss
Julie Martinez Verhoff, PhD, AuD, The River School / Chattering Children

INTRODUCTION: Children with hearing loss typically perform poorer in noisy environments and when in adverse listening conditions compared to their typical hearing peers. And although it is known that personal remote microphone systems improve speech recognition in noise significantly, many children do not like having to use additional hearing assistive technology (HAT) in addition to their hearing aids and cochlear implants, especially in junior and high school. The current study was concerned with whether children with hearing loss could effectively improve the abilities to recognize speech in noisy environments given they have participated in a fully inclusive educational model that serves children with hearing loss alongside their hearing peers from birth through third grade. STUDY SAMPLE: Participants were 75 (40 females and 35 males) children with hearing loss, ranging in age from 3 to 16 years. Five had one hearing aid, 18 had two hearing aids, one had one cochlear implant, 39

had two cochlear implants, and 12 had one hearing aid and one CI. RESULTS: Preliminary results suggest speech in noise recognition improves over time for young children who participate in an inclusive auditory oral program, with improvements seen across ages, devices, and configurations. CONCLUSION: These outcomes suggest that early, comprehensive intervention focusing on speech and language abilities are associated with improvements over time in speech recognition in noisy environments, regardless of device configuration. The next step of this study is to assess how vocabulary knowledge and cognitive ability affect SIN recognition. Level of Instruction: Intermediate

10:15 am - 11:15 am
Seminar 13 - Georgia 9 Room
All Disorders Matter: The Correlation of Cognitive Disorders to the Increase in Fatal Policing of Minorities
Shameka Johnson-Stanford, PhD, CCC-SLP, Howard University

African Americans are documented as two and half times more likely to be killed by police officers than White Americans in the United States (Lowery, 2016). Although African Americans account for only 13% percent of the United States population; they account for approximately 24% of those fatally shot and killed by police officers in the United States. More specifically, over the last two years, over 200 African American men and women have been killed by United States police officers. Current research conducted by the presenter on the increase of police related deaths involving African-American men and women has discovered that many of these fatalities documented have an undiscussed, mostly overlooked factor in common. A significant number of African-American individuals killed by law enforcement fatal use-of-force between 2008 and 2016, had at least one documented diagnosis of a language based learning disabilities and/or mental health disorder that may have affected their cognitive status and critical thinking skills. Therefore, the purpose of this study is to discuss the research the presenter is currently implementing in the area of Communication Disorders and Fatal Policing in Minorities, discuss the impact and prevalence of fatal policing in Minorities with communication disorders, and the implications and next steps to be taken. Level of Instruction: Introductory

Convention Program Schedule

10:45 am - 11:45 am
Seminar 14 - Georgia 7 Room
Retrospective Study on Allied Health: Examination of First Generation Students (FGS). A Speech-Language Pathologist's Point of View
Brigette L. Culliver, MA, CCC-SLP, Cleveland State University

The National Center for Education Statistics indicates 30 percent of all entering freshmen are first-generation college students. Tinto (1993), found that low-income, first generation students (FGS) experience the highest dropout rates and are more likely to leave after the first year. Further research shows FGS are disproportionally Hispanic and African-American. Unfortunately, these students cannot benefit from their parent's experiences in preparing for college, therefore, they may be at a distinct disadvantage in gaining access to and procuring postsecondary education. This gap widens even more when considering the participation of first generation, underrepresented minorities (URM) and low-income students majoring in health careers such as medicine, nursing, and allied health professions. In an effort to help FGS navigate postsecondary education, many universities have adopted programs such as Operation STEM, TRIO Student Support Services, and McNair Scholars which offer best practice models for educationally or economically disadvantaged undergraduate students. Where many students flourish in these programs, there is still a large proportion of students who require a more intrusive model of support. This ethnographic study aims to investigate the characteristics and unique needs of low-income, first generation freshmen and sophomore students at a Northeast Ohio university. It will address the specific needs for remediation and adaptation of these students. Lastly, suggestions for program design, based on the very different academic, social, and psychological needs of FGS entering postsecondary education, will be discussed.
Level of Instruction: Introductory

10:45 am – 11:45 am
Seminar 15 - Georgia 10 Room
Using Narratives in the Assessment of Bilingual Children
Nahar K. Albudoor; Elizabeth D. Peña

Variations in language exposure make it challenging to diagnose language disorders in children from diverse linguistic backgrounds. This talk will explore the use of narratives as a method of assessing bilingual children, focusing on clinically relevant research findings in the area. Children's narrative samples offer an avenue for the evaluation of many features of language production. Strategies such as narrative elicitation and sample characteristics such as story structure, lexical content, and word distribution will be reviewed and examples will be discussed.

11:30 am - 12:30 pm
Seminar 16 - Georgia 8 Room
Transformational Power of Hearing Aids in the Lives of People with Brain Pathology
Gloriajean Lygia Wallace, PhD, CCC-SLP, University of Cincinnati, University of Hawai'i, & Global Communication Accessibility Network; Gloria E. Valencia, AuD, University of Cincinnati & Bilingual Audiology

According to the NIH NIDCD, over 37.5 million Americans over 18 years of age have a significant hearing loss. Within the United States, disability rates due to hearing loss become an increasingly greater problem with age. This is due to exposure to hazardous noise levels, and health risk factors such a cardiovascular disease, diabetes, and ototoxicity. Hearing loss is expected to increase among the elderly population which is rapidly growing. Of adults identified as having hearing loss, 28.8% could benefit from audiological intervention. Of adults age 70 years and older who could benefit from hearing aids, fewer than 30% ever used them. Lack of education about benefits of hearing aid use, and challenges associated with transportation and ability to pay for hearing aids prohibits many from using them. This is unfortunate because auditory deprivation may have a negative impact on life participation, resulting in cognitive decline; social isolation; loneliness; depression; fatigue; missing information affecting patient-physician communication; missing environmental sounds (such as emergency alarms); and lost opportunities for social conversation (especially in noisy settings such as in restaurants and other social gatherings). On an optimistic note, there is a mounting body of literature that documents the benefits of auditory sensory stimulation as a way of enhancing neuroplasticity, preventing cognitive decline, and adding enrichment to overall quality of life. We present here three case studies that document successful collaborative Audiology and Speech-Language Pathology intervention as a way of providing neurologically-compromised cases with pathways to neuroplasticity through enhanced auditory sensory stimulation.
Level of Instruction: Intermediate

Convention Program Schedule

11:30 am - 12:30 pm
Seminar 17 - Georgia 9 Room
Group Therapy Management: Effective Solutions for the School Based SLP
Danielle Hayes Watson, PhD, CCC-SLP, Tennessee State University; Jamie DeVon Fisher, PhD, CCC-SLP, Tennessee State University

The school SLP has many duties, including but not limited to: screening/evaluating students, providing differentiated treatment for a diverse caseload of students ranging from mildly to severely language impaired, collecting data, preparing for/attending meetings, collaborating/consulting with other professionals and parents, and completing paperwork for caseloads of 60 or more students. The efficient completion of these duties is expected despite less than desirable circumstances including working at several schools, ever growing caseload numbers, student behavior concerns, lack of time, etc. This seminar will focus on providing practical techniques and strategies for managing/maintaining workloads to increase effectiveness/efficiency and to reduce work-related stress.
Level of Instruction: Intermediate

12:00 pm - 12:30 pm
Technical Session 3 - Georgia 7 Room
Using African American Literature in the Therapy Setting
Yolanda Feimster Holt, PhD, CCC-SLP, East Carolina University

The purpose of this presentation is to provide culturally relevant alternatives to out of the box therapy tools typically marketed to practicing clinicians. The materials and methods discussed during this presentation can be fully integrated into the clinician's repertoire of therapeutic interventions. Literature produced by African American writers encompasses a variety of genres and styles inclusive of historical narratives and folk-tales, dialect inspired poetry and verse, and analytical treatise on the philosophical thought and condition of the African American. Rarely is this wealth of cultural and linguistic knowledge tapped to enhance the therapeutic experience. Previous research has used contrastive analysis to quantify the use of African American English (AAE) and to teach code switching between AAE and General American English. To date research on the use of African American literature in speech therapy has not been described. This session will describe a set of commonly available works by African American writers that can be readily accessed. Works targeted to three age groups, pre-school,

elementary and adolescent will be described, and example texts from each age group will be presented with examples of therapy interventions focused on speech and/or language. Participants will be encouraged to develop a cohort of culturally relevant therapy materials using African American literature.
Level of Instruction: Introductory

12:00 pm - 12:30 pm
Technical Session 4 - Georgia 10 Room
Morphosyntactic Use in Bilingual Spanish-English Children with Hearing Loss
Sharlene M. Wilson Ottley, PhD, CCC-SLP, Howard University/The River School; Jay Lucker, EdD, Howard University

Some families may have been cautioned against the use of more than one language in children with hearing loss (HL), which may be due to the potential difficulties with the acquisition of spoken language in children with HL who are monolingual speakers. Historically, there have also been concerns that learning more than one language can lead to language impairments in children without HL; however there have been no data to support this claim (Waltzman et al., 2003). Furthermore, recent studies, have demonstrated that children with HL are capable of developing second language competencies (Bunta & Douglas, 2013; Thomas et al., 2008; Waltzman et al., 2003; Yim, 2011). Children from Hispanic backgrounds have been observed to have higher levels of HL when compared to their peers of Caucasian or African-American descent (Lee et al., 1996) and make up the largest group of individuals learning a second language in the U.S. (Valasco & Dockerman, 2010). Consequently, there is a need to further understand language development and use of a variety of language constructs in this population, to assist clinicians in developing and using the most appropriate, evidence-based assessment and intervention approaches. Few studies have examined morphosyntactic use in children with hearing loss from bilingual backgrounds. Therefore, this study identified morphosyntactic forms used by four bilingual Spanish-English children with HL. The morphosyntax subtest of the Bilingual English Spanish Assessment and narrative and conversational samples were used to examine forms. Results were consistent with published data on monolingual and bilingual children without HL.
Level of Instruction: Intermediate

Convention Program Schedule

12:45 pm – 1:45 pm
Seminar 18 - Georgia 7 Room
Highlighted Presentation: Physiological and Linguistic Influences on the Speech of Rachel Jeantel
Alicia Wassink, PhD

Rachel Jeantel served as the key witness for the prosecution in the well-publicized July 2013 trial of George Zimmerman, who was acquitted of charges of manslaughter after the death of Jeantel's friend, Trayvon Martin. Although she herself was not on trial, media coverage was highly critical of Jeantel's testimony. The scrutiny to which she was exposed constituted a public "trial of opinion" that continued well into 2015. The intelligibility of Jeantel's speech was questioned, as was her ability to "code-switch"-- adjust her speech patterns to accommodate her audience. None of these claims were supported by actual linguistic analysis. The purpose of this project was to perform a linguistic analysis of the features of Rachel Jeantel's speech in order to evaluate claims about intelligibility made in media coverage during the trial. In addition to her status as a speaker of a Floridian variety of African American English (AAE), Jeantel's linguistic inputs are varied: her status as the child of speakers of Haitian Creole (French-based) and Dominican Spanish means that she also has possible transfer effects from these languages. For example, her speech shows instantiations of the well-studied feature of Dominican Spanish called *"zero-/s/": deletion of /s/ following vowels,* e.g., "Haitianos" realized as "Haitiano". In her teens, Jeantel had also been diagnosed with Class III Malocclusion (underbite). This project also explored the possible effects that her underbite may have had on her speech, and how these interact with the linguistic features also investigated. The study included an acoustic analysis of Jeantel's full vowel system, and key consonants known to be affected by Class III Malocclusion using data drawn from her courtroom testimony and a subsequent CNN interview with Piers Morgan. The scrutiny to which Jeantel was subjected highlights the many ways in which language, race, and class become intermixed in present-day American culture. Clinicians continue to need baselines for the speech of speakers from underrepresented dialects. We hope that by providing a detailed analysis of Jeantel's speech, we can help inform this conversation. Multilectal African-Americans from immigrant households are common in populations throughout the US, yet remain understudied. A second goal of the larger project is to begin to address the need for understanding the linguistic systems of multilectal African-Americans.

12:45 pm - 1:45 pm
Seminar 19 - Georgia 8 Room
Neurorehabilitation in Jamaica and the Cayman Islands: A Promising Future
Gloriajean Lygia Wallace, PhD, CCC-SLP, University of Cincinnati, University of Hawai'i, Global Communication Accessibility Network (Global CAN); Faith Gealey, MS, CCC-SLP, Cayman Islands Health Services Authority

The world is comprised of 7.5 billion people, representing many different cultures and languages. While 5.1% of the world's population lives in North America and Canada, a larger number (8.7%) live in Latin America and the Caribbean (http:anthro.Palomar.edu/thnicity/ethnic-5.htm/). A high incidence of stroke (Ferguson, Francis, Tulloch-Reid, 2011), dementia (Kalari, Path, Maestre, et al., 2008), and traumatic brain injury (Cradon, Harding, McDonald et al. 2005) place residents of the Caribbean (for purposes of this presentation, Jamaica and the Cayman Islands) at risk for language (aphasia), cognitive-communication (TBI, dementia, and right hemisphere disorders), speech (dysarthria and apraxia), and swallowing disorders (dysphagia). Residents of the Caribbean represent rich diverse cultures, many languages, varied socio-economic circumstances, and a range of possibilities in terms of rehabilitation care and post rehabilitation support. Upon return to home from hospital discharge, some may have access to disability support groups, centers, camps, or organizations to advocate for them; while others may not. This presentation provides information about the incidence of neurologically-based conditions, and resulting communication impairments specific to two geographically neighboring regions in the Caribbean; Jamaica and the Cayman Islands. The existing care model implemented for cases with neurologically-based communication impairment specific to the Cayman Islands (from point of acute care through chronic care) will be discussed. Revisions in the rehabilitation system that are currently underway, and the presenters' vision and inter-professional activities relating to the formation of community groups to educate and empower families, and to enhance life participation for cases with neurologically-based communication disorders will be presented.
Level of Instruction: Intermediate

Convention Program Schedule

12:45 pm - 1:45 pm
Seminar 20 - Georgia 10 Room
How Do Hispanic Students Write?: A Macrostructural Analysis
Valencia Cardora Perry, PhD, CCC-SLP, American Speech-Language-Hearing Association

Why does an achievement gap exist between Hispanic students and their Asian and White counterparts on nationally standardized writing assessments? While there are many societal factors that contribute to this conundrum, this presentation will address fundamental characteristics of written expression that may be contributing to the unique ways Hispanic students craft short expository texts for academic purposes. Specifically, this session will review methods and results from a qualitative investigation that analyzed the writing samples of typically developing, non-English Language Learning (ELL) Hispanic students in middle school, who presented with writing weaknesses. Written macrostructure will be discussed and patterns among the samples will be described and considered from a cultural-linguistic perspective. Implications for speech-language pathologists servicing similar students will be provided, as well.
Level of Instruction: Advanced

2:00 pm - 3:00 pm
Seminar 21 - Georgia 7 Room
Hoarseness: It's Not Always Nodules. Introduction to Pediatric Voice Disorders
Danielle Renee Devore, MA, CCC-SLP, Texas Children's Hospital; Hollas Sarah, MA, CCC-SLP, Texas Children's Hospital; Julina Ongkasuwan, MD, FAAP, FACS, Adult and Pediatric Laryngology Bobby R. Alford Department of Otolaryngology Head and Neck Surgery Baylor College of Medicine Texas Children's Hospital

Children with voice disorders respond to therapy, given an appropriate diagnosis. This presentation will review laryngeal anatomy and physiology, identify the population typically referred for a voice clinic, introduce team based assessment with an emphasis on the role of speech pathologist and conclude with a cases studies highlighting effective management given the nature of voice disorder.
Level of Instruction: Introductory

2:00 pm - 3:00 pm
Seminar 22 - Georgia 8 Room
The Use of Simulated Clients for Clinical Preparation
Martine Elie, PhD, CCC-SLP, Howard University; Keisha Lindsay, MA, CCC-SLP, Howard University; Sulare Telford, MS, CCC-SLP, Howard University; Beverly Khabo, MS, CCC-SLP, Howard University; Darla Kimbrough, MS, CCC-SLP, Howard University; Devon Dee, MA, CCC-SLP, Howard University

Clinical practicum experiences have traditionally been used to provide speech-language pathology students with the opportunity to apply the knowledge learned in their academic, clinical and didactic courses. These experiences, while useful, may not expose students to a variety of hands on opportunities to review and administer assessment measures. This presentation explores the use of simulated clients a means or method to assess clinical skills. The use of simulation clients to assess students' working knowledge of administration of assessment tools allows the student to demonstrate their knowledge and skills while assessing their clinical reasoning; administration, scoring and interpretation of specified tools; as well as clinical management skills. This presentation will discuss how the use of simulated clients at Howard University Speech and Hearing Clinic has been as a training tool to familiarize students with a variety assessment tools, practice and client management while assessing their preparedness and clinical management skills.
Level of Instruction: Introductory

Convention Program Schedule

2:00 pm - 3:00 pm
Seminar 23 - Georgia 9 Room
A Cross Generational Exploration of the Use of Idiomatic Expressions in Guyanese Creole
Sulare Telford, MS, CCC-SLP, Howard University

Ya Musn't Forget: A Cross Generational Exploration of the Use of Idiomatic Expressions in Guyanese Creole Use. Proverbs are an integral thread in the fabric of the Guyanese culture and language (Allsopp). Although there is a plethora of literature that highlights and celebrates proverbial use amongst people of Caribbean descent (Daniel et al 489;), there is only a paucity of literature specifically focusing on Guyanese proverbs and saying save a few. Furthermore, there a no documented scholarly resources readily available on the cross-generational use of Guyanese proverbs. Therefore, this sociolinguistic study sought to explore patterns in the use and understanding of 25 Guyanese proverbs through the lens of 3 varying generational groups. The participants in this study consist of 3 groups: (1) Greatest Generation (born before 1946); (2) Baby Boomers (born 1946-1964) and (3) Millennials (1980-2000). Each participant took part in a semi-structured interview and were asked questions pertaining to each of these proverbs. The responses of the participants were recorded, then coded, grouped and compared. As themes emerged they were further categorized to make meaning out of the responses. Specifically this study seeks to answer the following questions:
1. What are the perceptions of Guyanese Creole (GC) proverbs across generations?
2. Does Guyanese Creole proverb use vary across generations?
Level of Instruction: Introductory

Friday, 2:15 pm - 4:45 pm
Student Forum 1 - Georgia 10 Room
Disfluencies in Bilingual Children Who Do and Do Not Stutter
Cristina Rincon, BS, University of Houston; Kia Noelle Johnson, PhD, CCC-SLP, University of Houston; Anny Castilla-Earls, PhD, University of Houston; Courtney T. Byrd, PhD, CCC-SLP, The University of Texas at Austin

Currently, the diagnosis of childhood stuttering is dependent upon criteria based on monolingual speakers (Ambrose & Yariri, 1999). Bilingual Spanish-English (SE) children who do not stutter (CWNS) are known to exhibit stuttering-like disfluencies that exceed these criteria (Ambrose & Yariri, 1999; Byrd, Watson, Bedore, & Mullis, 2015; Byrd, Bedore, & Ramos, 2015).

Therefore, this clinical population is at risk of being falsely identified as children who stutter (Byrd, Watson, Bedore, & Mullis, 2015). The Hispanic population is the largest culturally and linguistically diverse group in the United States. Based on the 2013 US Consensus, approximately 74% of Hispanics in the US, ages 5 and older, speak Spanish in the home. This will result in an increasing number of bilingual SE children in educational and clinical settings across the country. Thus, it is imperative that speech-language pathologists are knowledgeable about the differentiating speech behaviors deemed normal in this growing clinical population. However, limited evidence exists pertaining to the manifestation of stuttering in bilingual SE children who stutter (CWS). Therefore, the purpose of this study is to compare and examine the disfluent speech behaviors of bilingual Spanish-English CWS and bilingual SE CWNS during a tell-retell narrative in English and a tell-retell narrative in Spanish. Findings from this study will provide clinical support for diagnostic practices specific to bilingual SE children who stutter. Data collection for this study is currently ongoing.
Level of Instruction: Intermediate

Friday, 2:15 pm - 4:45 pm
Student Forum 2 - Georgia 10 Room
Pronoun Marking in AAE-Speaking Children With and Without SLI
Gayatri Ramamoorthy Brown, BS, Louisiana State University; Janna Beth Oetting, PhD, Louisiana State University

Pronoun use in African American English (AAE) differs from General American English (GAE), but only limited research has been done to quantify the differences. Limited data also exist about the diagnostic usefulness of the pronominal system for differentiating AAE-speaking children with and without specific language impairment (SLI). This is unfortunate because pronouns are produced frequently in everyday speech, and they are often targeted within child language screenings and assessments. The goal of the current study was to categorize and quantify the different types of pronoun patterns produced by AAE-speaking children with and without SLI to better understand the AAE pronoun system as a function of a child's clinical status. The data were language samples elicited from 96 children, aged 5-6 yrs. The samples included 22,659 complete and intelligible utterances and 16,232 pronouns. The samples were collected as part of a larger NIH grant; using 20% of the samples, reliability of the transcriptions

Convention Program Schedule

was 99.9%. The two groups of children did not differ significantly in the rates at which they produced pronouns; however, the children with SLI produced a higher rate of objective for genitive pronouns (e.g., Him car is red). Of the 16,232 pronouns identified, the majority aligned with GAE. Of those that did not, six patterns were deemed dialect-appropriate (i.e., were produced by >10% of the children), while five patterns were deemed dialect-inappropriate (i.e., were produced by <10%). These findings will be discussed in terms of their implications for clinical practice.
Level of Instruction: Introductory

Friday, 2:15 pm - 4:45 pm
Student Forum 3 - Georgia 10 Room
Exploring Feasibility of Code Switching Instruction for Early Elementary Students
Arynn S Byrd, EdD, University of Georgia; Jennifer A Brown, PhD, CCC-SLP, University of Georgia

Previous research has demonstrated promise for the use of contrastive analysis instruction in teaching African American students to code switch bidirectionally between Mainstream American English (MAE) and African American English (AAE). Expanding the literature to explore the feasibility and effects of code switching instruction for early elementary school students is important to bridge the dialectal gap between community and academic dialects. The purpose of this project was twofold: (a) to develop a code-switching instructional curriculum for early elementary students that align with grade-specific learning standards and focuses on the most salient features of AAE; and (b) explore the feasibility and initial impact of a pilot implementation of the curriculum. Over a six-week period, 44 K-3rd grade students received code-switching instruction for 20-30 minutes twice a week. Findings demonstrate high rates of administrator, teacher, and student satisfaction; teacher generalization and maintenance of incorporating contrastive analysis instruction into class activities; and reports of students initiating discussions of their use of 'formal' and 'informal' language. Pre - post results indicate students increased their code switching knowledge and produced AAE or MAE responses based on provided scenarios. This project highlights feasibility of explicit code switching instruction for students as young as kindergarten and future research needs for controlled examinations of code switching instruction, the role of a sensitive period, and generalization across contexts.
Level of Instruction: Intermediate

Friday, 2:15 pm - 4:45 pm
Student Forum 4 - Georgia 10 Room
A Description of Question Production Differences in Adults with RHD
Jamila Minga, PhD, CCC-SLP, North Carolina Central University; Leilani Burgess, BA, North Carolina Central University; Traci Pedraza, BA, North Carolina Central University; Sarah Stidham, BS, North Carolina Central University; Ashton Wainwright, BA, North Carolina Central University

Asking questions is one way to achieve the communicative act of gathering different types of information. Deficits associated with right hemisphere brain damage (RHD) can impede efficient and appropriate question production. The purpose of this study is to describe the question production of adults with RHD during a structured task and to determine whether the use of questions differ based on lesion site. Five participants from the Right Brain Stroke Research Registry (RBSRR) 25-75 years of age met the following criteria: monolingual English speaker; single, right hemisphere stroke; at least six months post-onset; no other neurological damage; high school diploma or equivalent; no history of alcohol or drug abuse; no history of learning disabilities; and intact hearing and visual acuity. Participants were given a portion of the Question Production Discourse Battery (QPDB; Minga 2014) and asked to produce three questions that would help determine the purpose of an unfamiliar object. No time limits were set for the participants. Questions were analyzed using a modified version of Stivers and Enfield's Question-Response Coding Scheme (2010). Inter-rater reliability was established. Results suggest that adults with RHD demonstrate limited use of questions that elicit abstract responses. A lack of research regarding RHD often prevents Speech-Language Pathologists (SLPs) from identifying RHD deficits and planning effective treatment. This study contributes to knowledge concerning communication differences in adults with RHD that may guide SLPs in implementing a tailored approach to assessment and treatment.
Level of Instruction: Intermediate

Convention Program Schedule

3:15 pm - 4:15 pm
Seminar 24 - Georgia 7 Room
A Neuroscience Study Implementing the Metronome to Affect Reading Fluency
Sylvia Delores Driggins, MS, CCC-SLP, Tennessee State University

In 2005, 51% of high school students fulfilled ACT's reading readiness standards for reading at the college level. In 2014, the Institute of Education Sciences (iES) released the 2013 National Reading Report Card from the US Department of Education for national reading performances disclosing a reading proficiency level of 38% for 12th grade students in 13 participating pilot states. Clearly, there is a national dilemma in reading. Reading readiness standards listed by the College Readiness Standards EPAS System (2008) require students to apply higher-order, critical thinking skills when reading more formidable reading passages. Reading fluency and proficiency at the collegiate level is critical for retention and a successful academic experience in higher education. Currently, studies in neuroscience are receiving much due attention and recognition. Neuroscience examines 'processes by which the brain learns and remembers' (Goswami, 2004). The results of these studies have given educators greater insight into understanding the 'reading process at the neural level' (Taub et al, 2007), and has led to the exploration of various neuroscience-based techniques that can potentially enhance reading skills. Synchronized metronome (timed) tapping (SMT) is a neuroscience-based intervention that focuses on the brain's neuroplasticity to enhance cognitive functions. This 1 hour presentation is a proposed study to determine the potential benefits for college students who struggle with reading. The participants have been chosen from a university reading support program. This study is implementing SMT in reading. The participants of this study are college students in their freshman year.
Level of Instruction: Intermediate

3:15 pm - 4:15 pm
Seminar 25 - Georgia 9 Room
Student Training Experiences of Professionals Who Self-Identify as Fluency Specialists
Geoffrey A Coalson, PhD, CCC-SLP, Louisiana State University; Courtney T Byrd, PhD, CCC-SLP, The University of Texas at Austin

The purpose of this study was examine whether the academic, clinical, and fluency-related student experiences of professionals who self-identify as having specialized knowledge of fluency disorders differ from those who do not. An online survey was developed to identify the academic, clinical, and specific fluency-related experiences of 219 professionals had when they were undergraduate and graduate students. Findings suggest that despite the degree of overlap between self-identified specialists' and non-specialists' pre-professional training, the quantity and quality of certain experiences may influence future decisions to focus more exclusively on working with persons who stutter.
Level of Instruction: Introductory

3:15 pm - 3:45 pm
Technical Session 5 - Georgia 8 Room
Code Switching and its Importance to Speech-Language Pathologists
Jessica Christina Mitchell, BS, University of North Carolina at Chapel Hill

The purpose of the presentation is to increase professional knowledge and competency in conducting assessments and providing intervention for children who code switch, especially between dialects, by increasing awareness and knowledge of code switching and dialectal interference. It is also intended to increase advocacy for dialect speakers within the classroom and community, especially for the speakers of African American English. As our efforts for diversity acceptance and integration continue within the field, speech-language pathologists are asked to respect individual differences and improve our skills in differentiating between differences and disorders. It is within our ethical duty to consider and address the influences of dialects and code switching within our practice and provision of services to speakers of other dialects or languages. This presentation was assembled with the mentoring of Dr. Terry, a UNC linguistics professor and researcher and assistant in the DELV development, to discuss the role of code switching in effective communication for dialect and multi-lingual speakers and consequently, its relevance to speech-language pathologists. The presentation will demonstrate the similarities between dialect and language differences, identify code switching as a necessary part of effective communication, and introduce dialect interference and its influence on assessments. The presentation suggests actions for the speech-language pathologist to reduce dialect interference in the assessment of dialect speakers and for advocating for dialect speakers within the classroom. ASHA's policy on addressing dialects during intervention is also discussed. The presentation includes reported clinical examples, case studies, and audience discussion.
Level of Instruction: Introductory

Convention Program Schedule

4:30 pm - 5:30 pm
Seminar 26 - Georgia 7 Room
Did you see that?!: Diagnosis of Laryngeal Cleft in Infants
Rachel Abrams, BA, Nova Southeastern University; Isabelle Rene, BA, Nova Southeastern University; Rochelle Thibodeau, BA, Nova Southeastern University; Jennifer M Pusins, Nova Southeastern University

Speech-Language Pathologists (SLPs) are at the forefront of assisting with the detection of laryngeal clefts. However, due to lack of knowledge many times they go undiagnosed. Misdiagnosis can lead to restricted diets, higher mortality rates, tracheostomies, and alternative means of nutrition, all of which may be prevented if clinicians are aware of the signs, symptoms, and diagnostic patterns concerning for a laryngeal cleft. It is essential to disseminate these important clinical findings in order to increase awareness and knowledge with the hopes of reducing possible misdiagnosis of this unique anomaly. This presentation aims to educate clinicians regarding the incidence and prevalence of laryngeal clefts, pathophysiology, diagnosis, management of varying levels of clefts, and the role of the SLP in the process. During this presentation, three graduate student clinicians will join an experienced clinician to present the current research and common clinical findings gathered through years of clinical practice to discuss diagnostic and management methods. This presentation will demonstrate the problem solving process that is encountered in 'real world' settings wherein novice clinicians look for research evidence and seek advice from colleagues and mentors to guide their own best practice.
Level of Instruction: Introductory

4:30 pm - 5:30 pm
Seminar 27 - Georgia 8 Room
Cultural Review of Speech/Language Assessment Tools for Bilingual Children
Vasti Esther Dominguez, BS, University of Houston; Patricia Lizette Williams, BA, University of Houston; Katie Christine Carroll, BS, University of Houston; Kia Noelle Johnson, PhD, CCC-SLP, University of Houston

It is currently estimated at 11.8 million school-age children (5 to 17) speak a language other than English at home, with the other language for most being Spanish (U.S. Census; 2014 American Community Survey). According to the Individuals with Disability Education Act, it is imperative that service providers utilize assessment tools that are not discriminatory on a racial or cultural basis and in a method of communication most often used by the child ("Building the Legacy: IDEA", 2004). Therefore, it is imperative that speech-language pathologists critically review the options of speech and language assessment tools available for use with bilingual children. Assessment tools commonly used to measure speech and language in school-aged children are often normed on monolingual children with little mention of their application to bilingual children (GFTA-2, 2000). However, there are other assessment tools - some lesser known - specifically designed for use with bilingual children. This presentation will critically review a sample of commonly used speech and language assessment tools normed on monolingual samples for their validity in use with bilingual children. A sample of assessment tools designed for and normed on bilingual samples will also be critically reviewed. Further examination of these assessment tools will include discussion of their application across other languages as well as advances in the assessment of language dominance. Content from this presentation will provide attendees with a critical summary of speech and language assessment tools best suited for use with bilingual children created and thus, impact service delivery to bilingual children.
Level of Instruction: Introductory

4:30 pm - 5:30 pm
Seminar 28 - Georgia 9 Room
Dysphagia, FEES, & Tracheostomy/Ventilator-Dependent Patients
Jamie D. Fisher, PhD, CCC-SLP, S.A. Swallowing Services, PLLC

SLPs are required to assess and treat dysphagia in tracheostomy/ventilator-dependent patients using evidence-based practices. This seminar will highlight effective, evidence-based assessment and treatment tools for dysphagia in tracheostomy/ventilator-dependent patients. A special focus on fiberoptic endoscopic evaluation of swallowing (FEES) and use of speaking/swallowing valves will be presented. Pertinent issues for tracheostomy/ventilator-dependent patients including NPO status and aspiration pneumonia, necessity of oral care, and working collaboratively with other healthcare professionals will be discussed.
Level of Instruction: Intermediate

Convention Program Schedule

5:00 pm - 5:30 pm
Technical Session 6 - Georgia 10 Room
A Critical Analysis of Language Disorders and Incarceration
Jairus-Joaquin Matthews, PhD, CCC-SLP, University of West Georgia; Joeletta Peay, BS, University of West Georgia

Youth and young adults involved with the criminal justice system frequently have education related disabilities (Burrell & Warboys, 2000). Many of these individuals have communication deficits, which often lead to them struggling academically, demonstrating poor decision making processes, and ultimately incarceration and adjudication. The purposes of this presentation are a.) to explore what is known about the relationship between language disorders and incarceration. b.) to discuss how the presence of language disorders may disproportionately affect the incarceration rates of African Americans. A systematic review and synthesis was performed on published articles that focused on the relationship between incarcerated youth/adults and language impairments. Searches via electronic databases were used to identify research in this area. A critical analysis of the literature reveals predominant themes related to a high prevalence of language disorders for incarcerated youth and young adults, and poor access to speech/language services. Information from the U.S. Department of Justice and other documents are used to hypothesize how and why African Americans are affected by overrepresentation in the criminal justice system and the role of communication disorders.
Level of Instruction: Introductory

Saturday, April 8

8:00 am - 8:30 am
Technical Session 7 - Georgia 7 Room
Pronoun Usage in Gullah/ Geechee & African American English Speaking Preschoolers
Jessica Berry, PhD, CCC-SLP, Columbia College; Regina Lemmon, PhD, CCC-SLP, Columbia College; Chelsea Vogleson, Columbia College

In recent years, there are an increasing number of studies that have examined the language and grammar structures of children who speak African American English (AAE) (Green, 2002; Newkirk, Oetting, & Stockman, 2014; Wolfram & Thomas, 2002). As a result of the increase in studies of AAE, lists of speech characteristics for this population have emerged (Green, 2002; Oetting &

McDonald, 2002). However, the study of AAE and the lists of its grammatical features have excluded other nonmainstream dialect (NMD) varieties that exist in Georgia, Louisiana, and South Carolina. This exclusion has not take in to account the other varieties of NMD that may exhibit grammatical features that differ dramatically from those documented for AAE. One such language is the Gullah/Geechee language (GG) which is spoken by over 10,000 people from the coast of North Carolina down to the coast of Florida. GG is the only living English-based Creole language that is strongly influenced by multiple African languages. (Turner, 1949; Nichols, 2009). While GG speakers are proud of their language and culture, there is a need for further research to understand the grammatical features that comprise this language (Richardson & Lemmon, 2009; Richardson, Oliver, & Oetting, 2013). In recent years multiple studies have been conducted that explore the grammar system of adult GG speakers (Cunningham, 1992; Weldon, 2003 & 2004; Mufwene, 1994; Klein, 2013a). In particular, studies show differences in pronoun usage by adult GG speakers in comparison to speakers of Standard American English (SAE) speakers (Jones-Jackson, 1983; Turner, 1949). However, there are no studies that explore the pronoun use in child GG speakers.
Level of Instruction: Intermediate

8:00 am - 8:30 am
Technical Session 8 - Georgia 10 Room
Professional Training and Resources in Diverse Adult Neurorehabilitation Caseloads
Jose G. Centeno, PhD, CCC-SLP, St. John's University; Joyce L Harris, PhD, CCC-SLP, University of Texas at Austin

A steady growth in the numbers of minority adults in culturally and linguistically diverse (CLD) neurorehabilitation caseloads in the United States is estimated, based on demographic and epidemiological factors. Speech-language pathologists (SLPs) working in stroke care are expected to be realistically trained to serve these individuals with the appropriate evidence-based and culturally-sensitive clinical procedures. This presentation will discuss data from a large survey investigation that assessed service provision by health care-based SLPs to CLD adult populations with neurogenic communication disorders. This presentation specifically focuses on a data subset that compares the extent of professional training and the degree of satisfaction that SLPs have with the available clinical resources and professional development opportunities to serve minority adults in general relative to bilingual adults in CLD neurorehabilitation caseloads. Results suggest that practitioners, albeit slightly receiving more training on the

overall minority adult population than on bilingual adults, generally are not adequately prepared or count on sufficient resources to realistically work with minority and bilingual adults in CLD stroke care services. Results will be discussed in terms of the educational and experimental areas relevant to each minority and bilingual adult groups that may be targeted to address the needs identified by this research and meet the demands in service provision to the increasing high numbers of communicatively-disordered adults in CLD neurorehabilitation environments.
Level of Instruction: Intermediate

Saturday, 8:00 am - 11:00 am
Student Forum 5 - Georgia 8 Room
An Investigation of The Cognitive Symptomology of Post-Concussion Syndrome
Brandall C. Bond, BS, Truman State University; Janet L. Gooch, PhD, CCC-SLP, Truman State University

The purpose of the study is to examine a group of individuals who have reportedly experienced a concussion to determine if they perform differently than a group of individuals who have not experienced concussion, using a self reported symptom questionnaire, two neuropsychological screening measures and one standardized assessment commonly used to examine clients with symptoms that follow mild traumatic brain injury (mTBI)/concussion.
Level of Instruction: Introductory

Saturday, 8:00 am - 11:00 am
Student Forum 6 - Georgia 8 Room
Increasing Literacy Skills in Young African American Males at risk for or experiencing language and literacy delays through Intrinsic Motivation
Jessica Polote, BS, Howard University; Ryan J Prioleau, BS, Howard University; Shameka Johnson-Stanford, PhD, CCC-SLP, Howard University

This research study is investigating if the use of interactive hip-hop storytelling can increase the intrinsic motivation and improve the literacy skills of AA males ages 6-8 at-risk for or experiencing reading delays in Washington, D.C. Data collection sources included the results of children performance on a Reading Motivation Questionnaire (RMQ), Oral and Written Language Scales (OWLS-II), Reading Comprehension and Written Expression Scales (OWLS-II), and weekly data collection of literacy skill intervention model. Results from this study have

implications for Speech-Language Pathologists and school stakeholders with an interest in Language and Literacy with culturally competent evidenced based information; and approaches that support the learning and literacy needs of AA students. This project addresses an area of cultural awareness that can increase the pedagogical and clinical knowledge of literacy in multicultural populations for SLP professionals and graduate students.
Level of Instruction: Introductory

Saturday, 8:00 am - 11:00 am
Student Forum 7 - Georgia 8 Room
The Impacts of Teaching Styles on Phonological Awareness and Reading Skills in Early Learners in the Caribbean
Rochelle Braham, BS, Howard University; Shameka Johnson-Stanford, PhD, CCC-SLP, Howard University

Emergent Literacy instruction is an important part of a child's overall literacy development and has demonstrated a consistently strong correlation to later developed conventional literacy skills (Shanahan & Lonigan, 2010). There are six key variables of early literacy skills found to have a large predictive relationship to later measures of a child's literacy development regardless of extraneous factors such as IQ and/or socioeconomic status (Shanahan & Lonigan, 2010). Three of those six variables require a child to have: (1) knowledge of the names and sounds associated with printed letters; (2) ability to detect, manipulate, or analyze the auditory aspects of spoken language; and (3) the ability to distinguish or segment words, syllables, or phonemes (Shanahan & Lonigan, 2010). However, although research discusses the importance of these skills, it is a practice/baseline acquisition method that is inconsistently used in the early literacy instruction of school age children. This presentation will discuss the findings of a research study that analyzed the phonological awareness and literacy skills of pre-k through kindergarten students educated in the Bahamas. This presentation will study findings, implications, and future plans of the research study as well as suggestions to address the impacts and impairments identified through the data analysis.
Level of Instruction: Introductory

Convention Program Schedule

Saturday, April 8

Saturday, 8:00 am - 11:00 am
Student Forum 8 - Georgia 8 Room
Orthodontists and SLPs: A Comparative Study of IPP and IPE
Kalie Joy Kowalski, BS, Howard University; Martine Elie, PhD, CCC-SLP, Howard University; Kendra Browne, BA, Howard University; Sana Augustus, Howard University; Sydney Simpson, Howard University

Speech-Language Pathologists and Orthodontists are specialists that may be involved in assessing and treating clients who present with structural anomalies of the oral musculature. Structural anomalies of the oral musculature can also result in concomitant speech sound disorders. Despite the potential that clients from each specialty may require the services and/or referral to the other specialty group, studies show that there is a lack of knowledge among professionals as to which cases require a referral to speech or orthodontic services. A review of seminal research (Erksine, 2015; Palmer, 1948; Subtelny, 1962) chronicled early disclosures of the need for professionals within the field of Speech-Language Pathology and Dentistry to work alongside one another to provide interdisciplinary patient care. This presentation will demonstrate the need for Interprofessional Practice (IPP) and Interprofessional Education (IPE) among these professionals based on a survey completed by practicing professionals and students. The survey assessed Speech-Language Pathologists and Orthodontists ability to recognize and refer patients across their specialties. Results of the study revealed the need for IPP and IPE across disciplines. The session will explore the following: 1) Speech-Language Pathologists' and Orthodontists' preparation to refer clients across their specialties; 2) The rate at which Speech-Language Pathologists and Orthodontists refer clients to each other's specialty; 3) Speech-Language Pathologists' and Orthodontists' ease in referring clients across their specialties.
Level of Instruction: Introductory

Saturday, 8:00 am - 11:00 am
Student Forum 9 - Georgia 8 Room
National NSSLHA Leadership and Benefits
Chelsea Lynn Walker, BS, National Student Speech Language Hearing Association President

This student forum will focus on educating students on leadership opportunities in the newly implemented structure of the National Speech Language Hearing Association (NSSLHA). Chelsea Walker, National NSSLHA President, will share how students can be engaged in leadership of different capacities at the local, state, regional, and national level. Chelsea will share benefits of leadership opportunities and benefits of National NSSLHA membership.
Level of Instruction: Introductory

Saturday, 8:00 am - 11:00 am
Student Forum 10 - Georgia 8 Room
The Impact of PECS Training on the Effectiveness of Transition to a Hi-Tech Device
Elizabeth Arginteanu, BS, Howard University; Jasmine Williams, BS, Howard University; Shameka Johnson-Stanford, PhD, Howard University

The AAC user should be able to communicate effectively across all settings (work, school, social, home, community). In order to ensure this expectation is met in every situation, AAC methods to access, storage and retrieval, vocabulary, and language representation must be included. Unlike typically developing children, most AAC users have to rely on caregivers and AAC devices to choose the selection of messages available for them to express (Fallon, Light, & Paige, 2001). When creating messages for an AAC user's communication devices, issues such as the limitation to access resulting in slow speed and lack of lexicons to communicate as desired may arise (Hill & Spurk, 2004). When appropriate, the transition to a dynamic speech generating device can give the AAC user a means to communicate a wider array of topics to a wider audience with potentially less preparation and dependence on caregivers. This presentation will focus the researchers' findings on the utilization of PECS as a baseline training approach to determine the effectiveness of its role in an AAC user's successful transition to a dynamic high tech speech generating device.
Level of Instruction: Introductory

Convention Program Schedule

8:00 am - 9:00 am
Seminar 29 - Georgia 9 Room
Educating a Generation of Diverse Undergraduate and Graduate Students
Lisa R Audet, PhD, CCC-SLP, Kent State University;
Ruth Washington, PhD, Kent State University

The need to increase diversity within undergraduate and graduate programs in speech language pathology and audiology is great, as are the challenges. This presentation will review the process, efforts and initiatives used to guide the process of enhancing diversity and supporting the education of a diverse student population. Specific attention to strategies to increase tradition student base awareness and openness to including diverse students within the curriculum will be addressed along with strategies to increase awareness of the profession to high school STEM students interested in applied STEM careers. The seminar will feature perspectives of undergraduate and graduate students on attempts to enhance diversity in the field of speech language pathology and audiology.
Level of Instruction: Introductory

8:45 am – 9:45 am
Seminar 30 - Georgia 7 Room
Highlighted Presentation: Elucidating Inconsistencies in Dysphagia Management
Ianessa Humbert

Recently, the role of SLPs as the primary service dysphagia provider has been questioned, with assertions that SLPs are inadequately trained in swallowing physiology to manage dysphagia. SLPs in healthcare settings report that they spend the majority of their time treating dysphagia. Therefore, if the state of dysphagia management by SLPs is found to be deficient, it could be devastating for the field of speech-language pathology. It would limit its scope of practice, which would inevitably reduce availability and quality of patient care as well as the potential for reimbursement. This talk will include updated evidence about SLP practice patterns in dysphagia management and solutions for improving rehabilitation for individuals with swallowing impairments.

8:45 am - 10:45 am
Seminar 31 - Georgia 10 Room
NSIG-Sponsored Presentation: The FEES as a Primary Diagnostic Tool - in the Skilled Nursing Facility
Edgar Vince Clark, MEd, CCC-SLP, The Agency, An Affiliate of Integra Rehabilitation; Cynthia Constance Brewster, MS, CCC-SLP, Medtravelers

Implementing Best Practices in Dysphagia Evaluation and Treatment in Skilled Nursing

Facilities Utilizing Flexible Endoscopic Examination of Swallowing as a Primary Diagnostic Tool - The Barriers, Benefits and Outcomes. Speech-Language Pathologists are often in a conundrum when providing swallowing services in skilled nursing facilities. It is well know that visualization prior to, and as needed, during swallowing evaluation/treatment is the standard of care, but often these visualizations are unavailable for reasons both logistic and financial in SNF settings. Flexible Endoscopic Examination of Swallowing is proving to be a viable option that allows ease of access and quick, affordable assessment of swallowing disorders in long term care facilities. Both the in-house SLP and SNF administration is finding that FEES provides positive outcomes both financial and clinical in to those that are long term residents. During this presentation, the SLP-Endoscopist team will provide information that will empower the SLP wanting to provide FEES in their SNF or LTC setting. A blueprint for successful implementation of this team approach using FEES from the initial referral through the actual FEES study and the role each professional plays in the assessment; documentation; therapy discussions, counseling with the patient and family and the need for follow up assessment will be presented. In the last hour, four case studies with the FEES report accompanying images will be present with the therapy interventions and outcomes for each ease.
Level of Instruction: Intermediate

9:15 am - 10:15 am
Seminar 32 - Georgia 9 Room
Venturing into Bilingualism: A Guide for the Monolingual SLP
Ashley Glenn, MA, CCC-SLP, Speechcenter, Inc; Jocyline Graham, MA, CCC-SLP, Durham Public Schools

The growing population of English language learners present serious challenges for the monolingual speech-language pathologist in both public and private settings. A major concern is the limited number of speech-language pathologists who are trained in determining whether individuals from culturally and linguistically diverse populations exhibit language differences or disorders. The purpose of this presentation is to provide information and resources to monolingual speech-language pathologists who have an interest in becoming bilingual, as well as provide recommendations for implementing evidence-based practice in the assessment and treatment of communication disorders in culturally and linguistically diverse populations.
Level of Instruction: Intermediate

Convention Program Schedule

10:30 am - 11:30 am
Seminar 33 - Georgia 9 Room
Speech-Language Pathology Doctorate (SLP.D): From the Horse's Mouth!
Lakieta L. Emanuel, SLPD, CCC-SLP, High Desert Speech and Language Center, Inc.

Over the past 10 years there has been a growing interest in clinical doctorates in the field of Speech-Language Pathology. So much so that ASHA in 2015 generated a document to provide standards and definitions to provide clarification and insight to such advanced degrees. Many have wondered what type of benefits exist in having a clinical doctorate but have very few have had the opportunity to communicate with this rare but growing group of professionals. During this session you will have the opportunity to engage in conversation with a graduate of the first SLP.D. program in the country. The presenter will provide a brief overview of ASHA's position on the Clinical Doctorate as well as give insight to the differences between the traditional doctorate (i.e. Ph.D., Ed.D) and the variations of Clinical Doctorates currently available. Myths and facts will be discussed and open discussion will be encouraged.
Level of Instruction: Introductory

11:00 am - 12:00 pm
Seminar 34 - Georgia 10 Room
I Feel Your Pain: Implications for Teaching Patient Centered Communication in CSD
Candice J. Adams-Mitchell, SLPD, CCC-SLP, Samford University; Jennifer Rae Myers, MS, CCC-SLP, Howard University

Research suggests that patient centered communication is essential for improving overall patient experience and therapeutic outcomes. This presentation will discuss various simulated experiences and class projects that can be incorporated into clinical and academic education to increase student awareness of the challenges faced by their clients in the areas of communication, swallowing, and mobility.
Level of Instruction: Intermediate

11:15 am – 12:15 am
Seminar 35 - Georgia 7 Room
Highlighted Presentation: Longitudinal Studies of Age-related Hearing Loss
Judy R. Dubno, PhD, Medical University of South Carolina

Hearing loss is among the most common chronic conditions of aging, ranking first among males and fourth among females. Studies of hearing across the lifespan reveal that changes in auditory function can begin in middle age. The prevalence and severity of this condition will increase as the population ages, but only about 20% of adults who require intervention seek help for their condition. Certain environmental exposures (such as noise, ototoxic drugs, health conditions) and certain demographic factors (such as age, sex, race, ethnicity) can affect hearing and the rate of change in hearing over time. In a longitudinal study, subjects act as their own controls, minimizing the effects of uncontrollable factors, such as noise history, occupation, nutrition, and preexisting health conditions. Accordingly, longitudinal studies provide an important tool for studying the effect of age and other factors on human hearing. As part of a longitudinal study of age-related hearing loss at the Medical University of South Carolina (MUSC), a wide range of biologic, auditory, and cognitive measures are obtained yearly or every 2-3 years from a large sample of adults, along with family, medical, hearing, noise exposure, and hearing-aid use histories. The database currently includes results from ~1,550 participants ranging in age from 18-90+ years, with ~70% age 60 and older at enrollment. Approximately 55% of the participants are female and ~20% are African American. In this presentation, the 28-year MUSC longitudinal study of age-related hearing loss will be described, including innovative recruitment methods to ensure that participants in our study represent the demographic makeup of our local community. A summary of results will be presented, which were generated by longitudinal analyses of hearing, auditory perception, speech recognition, and hearing-aid adoption. [Work supported by NIH/NIDCD]

11:15 am - 12:15 pm
Seminar 36 - Georgia 8 Room
Investigating Use of Video Dual Language Books in Preschool Classrooms
Amy Hobek, PhD, CCC-SLP, University of Cincinnati; Rachel Wright, MA, CCC-SLP, University of Cincinnati

The purpose of this presentation is to present current outcomes from a mixed-method study that investigates the use of video dual language books by preschool teachers, graduate students in speech-language pathology, and families. The setting for this research is a university lab-preschool in which at least 15 different home languages are represented. Books were developed to be accessible in English and the student's home language(s) to support dual language and literacy

development in the home and classroom context. Current research supports the use of shared reading with dual language learning children to support vocabulary bridging from the child's first language (L1) to the child's second language (L2) with effective outcomes (Leacox & Jackson, 2014, Lugo-Neris, Jackson & Goldstein, 2010). Supporting the use of family's funds of knowledge to bridge to school-based literacy practices has been identified as a necessary component of an additive bilingual approach to education (Moll, Amanti, Neff, and Gonzalez, 1992). The quantitative phase of this study compares the use of video dual language books and video English only books with children to analyze outcomes of verbal and nonverbal responsiveness. Qualitative data includes parent interviews regarding home language, literacy, and technology practices' parent and teacher survey regarding the use of the digital dual language books' and audio/video data regarding how the books were implemented by teachers, parents and graduate students.
Level of Instruction: Introductory

12:15 pm - 1:15 pm
Seminar 37 - Georgia 10 Room
A Study of Cultural Differences on the Supervisory Process in a Graduate School Program
Nancy Gauvin, EdD, CCC-SLP, University of Vermont

This applied dissertation was designed to provide new knowledge that will add to the field of speech-language pathology in both practice and theory. Investigating the need for cultural competency training for Speech-language pathology (SLP) supervisors can offer future supervisors improved relationships with graduate students. Currently, no formal training exists to address cultural diversity sensitivity at the supervisory level. The data were gathered by utilizing an online survey to receive responses from SLP supervisors to ascertain their cultural diversity and sensitivity. The study results were determined by using a t-test and exploratory factor analysis to examine if a need for cultural diversity training existed in the SLP field for speech-language pathologists in the United States.
Level of Instruction: Intermediate

12:30 pm - 1:30 pm
Seminar 38 - Georgia 7 Room
The CARE Project: Counseling, Aural Rehabilitation and Education
Johnnie Sexton, AuD, John E. Sexton & Associates, and Founder and Executive Director of The CARE Project; Sharon W Williams, PhD, University of North Carolina at Chapel Hill

The CARE Project is a nonprofit organization dedicated to bringing hope to families who have children with hearing challenges through counseling experiences aimed at the processing of the emotional stages of grief.   The Project provides emotional support for families with children who are deaf and hard of hearing through use of counseling tools, family retreats and advocacy experiences. The emotional responses to the unexpected news that a child is deaf or hard of hearing creates an immediate sense of loss on the part of parents and as information is imparted by professionals in those early days, parents report that their mind shuts down and their ability to process what is happening doesn't exist. This session will introduce The CARE Project and its multidimensional tools for teaching professionals and pre-professionals about the importance of active listening with their clients/patients and validating their emotional state. This workshop will bring to the surface the stages of grief and how both parents and professionals often react to these situations. Counseling tools and strategies will be discussed and the desired outcome is to see participants in the workshops return to their respective environments with a new understanding of what parents are experiencing and strategies on how to improve the counseling skills necessary to enhance communication among all of those involved.
Level of Instruction: Intermediate

12:30 pm - 1:30 pm
Seminar 39 - Georgia 8 Room
Clinical Comprehensives as an Indicator of Clinical Performance
Martine Elie, PhD, CCC-SLP, Howard University; Devon Dee, MA, CCC-SLP, Howard University; Darla Kimbrough, MS, CCC-SLP, Howard University; Keisha Lindsay, MA, CCC-SLP, Howard University; Beverly Khabo, MS, CCC-SLP, Howard University; Sulare Telford, MS, CCC-SLP, Howard University

Speech-language pathology training programs are challenged with the task of developing cohesive evaluation measures that contribute to the formative and summative assessment measures of student performance. Clinical Comprehensives can be used as a tool to integrate academic and clinical education. The Speech and Hearing Clinic in the Department of Communication Sciences and Disorders at Howard University. Two phases of clinical comprehensive examinations have traditionally been administered during the first year of graduate school to assess student learning and the practical application of academic and clinical knowledge. Students that experience difficulty on the clinical comprehensives

typically have been found to also experience difficulty at their extern sites. The purpose of this retrospective study was to determine the efficacy of clinical comprehensives as predictors of clinical performance. This presentation will discuss the efficacy of the clinical comprehensives at Howard University Speech and Hearing Clinic as a predictor of clinical performance.
Level of Instruction: Introductory

12:30 pm - 2:30 pm
Seminar 40 - Georgia 9 Room

Applying "Outside-In" Approaches with African American Clients: What's the Concern?
Kenyatta O. Rivers, PhD, CCC-SLP, Unviersity of Central Florida; Glenda DeJarnette, PhD, CCC-SLP, Southern Connecticut State University; Derke E. Daniels, PhD, CCC-SLP, Wayne State University; Yvette D. Hyter, PhD, CCC-SLP, Western Michigan University; Gloriajean Wallace, PhD, CCC-SLP, University of Cincinnati

Intercultural and intracultural approaches related to the assessment of communication disorders and differences in African American (AA) children and adults have been developed to assist researchers and clinicians with performing culturally/linguistically-responsive evaluations and interventions (Crowe et al., 2000; DeJarnette, 1996; DeJarnette et al., 2015; Oetting et al., 2010, Seymore & Pearson, 2004; Stockman, 1996; Washington & Craig, 2004). The intercultural perspective, also known as an "outside-in" or etic approach, reveals noncontrastive, or shared, comparisons between cultural/linguistic groups (DeJarnette et al., 2015). On the other hand, etic approaches also reveal contrastive behaviors and patterns between cultural/linguistic groups (McGregor et al., 1997). If used as the only approach, the findings of an etic analysis would not take into account which behaviors and patterns are indicative of a communication difference rather than a communication disorder. Therefore, the intracultural perspective, also known as an "inside out" or emic approach, is necessary to determine if a client's communication abilities follow consistent or inconsistent behaviors and patterns (DeJarnette et al., 2015; Robinson, 2012). Over-identifying AA clients as having communication disorders has practical implications, including, but not limited to, civil rights violations, discriminatory testing, and inappropriate intervention (ASHA, 1983), whereas under-identifying communication disorders in this population can result in the withholding of services that could enhance academic, vocational, and social successes. In this seminar, the intradisciplinary, collaborative panelists will discuss (1) their concerns with "outside-in" approaches when they are used with AA

clients who display language/literacy, voice, and/or fluency disorders and (2) the merits of "inside-out" approaches.
Level of Instruction: Intermediate

1:30 pm - 2:00 pm
Technical Session 9 - Georgia 10 Room

Establishing an Effective Community-Based Cognitive-Communication Program
Valarie B. Fleming, PhD, CCC-SLP, Texas State University

Background: Mild cognitive impairment (MCI), a transitional diagnostic category between normal cognitive aging and dementia (Albert et al., 2011), has a prevalence rate estimate of 10-20% (Petersen, 2011). Although researchers have found that cognitive training programs can maintain or increase cognitive function for normally aging individuals and individuals with MCI or dementia (Huckans et al., 2013), relatively few studies investigate the influence of a structured multicomponent program that includes communication in typically aging adults or those with probable MCI. Purpose: The purpose of this study was to design and implement an effective community-based cognitive-communication program aimed at enhancing or improving the cognitive-communicative ability and reported quality of life in normally aging and/or adults with probable mild cognitive impairment. Method: For this pilot study, four normally aging, healthy adults (M age = 67.25; SD = 2.63) participated and were assed in terms of general cognition, memory, cognitive-communication, and self-perception and self-efficacy related to their training. Treatment: The program was a 10-week, once a week 120 minute per week program of group and individual didactic and activity-based training. Results: Data collection and coding of data has been completed, but analyses are ongoing. Nonparametric statistics will be used throughout to analyze the data for relationships between initial and follow-up results and to compare group performance on initial and follow-up performance. Conclusions: The expectation is that these data will form the basis for the continued development of a low-cost, community-based, multicomponent cognitive-communication treatment program for normally aging older adults and adults with probable MCI.
Level of Instruction: Intermediate

Convention Program Schedule

1:45 pm - 2:45 pm
Seminar 41 - Georgia 7 Room
The Assessment Crisis: Trends in Preschool Language Research & Practice
Kyomi Dana Gregory, PhD, CCC-SLP, Salus University; Raquel Payne, MS, CCC-SLP, Speech Doc LLC

Preschool language screening and assessment is critical for children with an early history of speech and language impairment. As a result, it is imperative to identify children with speech and language impairment during the early school years because targeting these children for early intervening services may improve long term reading outcomes, academic achievement, and quality of life. Some of the most important barriers in language assessment of young children are variability in speech and language development in preschoolers, lack of effective screening tools that discriminate children with and without impairment, a reduced amount of accurate parent/teacher interview tools, insufficient time with young children in the clinical setting for observation, and inadequate understanding of milestones for language development (Prelock, Hutchins, & Glascoe, 2008). This seminar will discuss the current research in preschool language assessment, the barriers, and best practices.
Level of Instruction: Intermediate

1:45 pm - 2:45 pm
Seminar 42 - Georgia 8 Room
Let's Talk: Owning A Private Practice
Ashia Fayne, MS, CCC-SLP, Let's Talk Therapy. LLC; Iris Johnson-Arnold, PhD, CCC-SLP, Tennessee State University; Stephanie Dixon, BS, Tennessee State University

The purpose of this interactive presentation is to provide speech language pathologists with the necessary tools and insight required when opening, owning and operating a successful private practice. Information will be provided for those interested in part-time and full-time practices. The pros and cons of starting a private practice and various skills and techniques needed to become successful will be explored in depth. This presentation will outline how to form a Limited Liability Company (LLC) and complete a National Provider Identification (NPI) application. The discussion will outline the different business entities, marketing strategies to build a client base, how to obtain referrals, billing, and the difference between employees vs. contractors according to IRS guidelines. Participants will learn strategies on how to determine the best location

for a practice and recommendations for start up equipment. Additionally, the presenter(s) will share the benefits of remaining connected with academic institutions and the role of mentoring, internships and giving back. This presentation will not remove all of the anxiety of starting a private practice but it will reduce it tremendously. Participants are invited to come and "Let's Talk".
Level of Instruction: Intermediate

2:30 pm - 3:00 pm
Doctoral Student Research Forum 1 - Georgia 10 Room
The Effect of Response Format on Comprehension Assessments for Adolescents
Ronda Walker, MS, CCC-SLP, The University of North Carolina at Greensboro; Alan Kamhi, PhD, CCC-SLP, The University of North Carolina at Greensboro

In recent years, the focus on reading comprehension assessment has become more pronounced as new educational reforms and policy debates on school curriculum, teacher instruction, and high stakes accountability testing (Valencia, Wixson, & Pearson, 2014). Recent educational policies brought attention to reading comprehension of complex text and the need for rigorous assessments of reading comprehension. In the past, many studies have examined ways to improve students' ability to comprehend text, but more recent studies have analyzed how perceived reading comprehension ability can vary based on the assessment being used (Kennan & Meenan, 2014). Specifically, studies have shown that certain dimensions of assessment, such as response format and text length, can alter student performance (Collins, 2014; Francis, Fletcher, Catts, & Tomblin, 2005). Since each comprehension assessment varies in text length, response format, and administration procedures, a student's performance on a reading assessment can also vary depending on which test he or she is taking. This study compared 5th grade student (typically developing vs. reading disabled) reading comprehension performance using two response formats: open-ended questions and multiple choice. In addition, information was presented using two different conditions: video and silent reading. Response format and presentation condition had more of an impact on measures of reading comprehension for students with RD than TD students. Educational implications will be discussed.
Level of Instruction: Intermediate

Convention Program Schedule

Saturday, April 8

3:00 pm - 3:30 pm
Doctoral Student Research Forum 2 - Georgia 10 Room
Assessment via Telepractice: Addressing Cultural Bias
Lesley Edwards-Gaither, MA, CCC-SLP, Ph.D. student, Howard University

The Clinical Evaluation of Language Fundamentals-Fourth Edition (CELF-4, 2003), and its revision Clinical Evaluation of Language Fundamentals-Fifth Edition (CELF-5, 2013) are assessments of expressive and receptive language used by speech-language pathologists. The manuals of these assessments include information on minimizing bias toward speakers of African-American English and other dialects via in-person assessment. However, the information provided relating to telepractice administration does not support or provide relevance to cultural competency. This presentation will review the components of the newly revised CELF-5 and identify areas of potential bias toward speakers of African American English when administered by clinicians via telepractice.
Level of Instruction: Intermediate

3:00 pm - 4:00 pm
Seminar 43 - Georgia 7 Room
The Role of Speech-Language Pathologists in Concussion Management
Tina Thompson Smith, PhD, CCC-SLP, Tennessee State University; Terrie Denise Gibson, PhD, CCC-SLP, Tennessee State University

Between 1.6 and 3.8 million individuals in the United States suffer a sports-related concussion (SRC) each year (http://prevacus.com/concussions-101/statistics/). While SRCs are very prevalent, they are not the only source of concussion. Because of the wars in Iraq (Operation Iraqi Freedom) and Afghanistan (Operation Enduring Freedom), a large number of service members (SM) are returning home with combat-related concussions (CRCs). And, although the true incidence remains unknown, based on self-reported data, approximately 15 to 22% of over 2 million SMs may have sustained blast-related brain injuries from exposure to improvised explosive devices (Cornis-Pop, Mashima, MacLennan, Picon, Hammond, Goo-Yoshino, Isaki, Singons, & Frank, 2012). Thus, due to the high incidence of SRCs and CRCs accompanied with morbidity and mortality, concussion has become a major public health concern (Wiebe, Comstock & Nance, 2011) and is referred to as the silent epidemic (Gerberding, 2003). While, the mechanism of injury differs for SRCs and CRCs, the symptoms are similar. In both SRCs and CRCs, concentration, memory, planning, and judgment can be impaired causing an individual to have problems with social communication, disorganized verbal expression, word retrieval, and fluency (Cornis-Pop et al., 2012). As such, speech-language pathologists (SLPs) should play an active role in the management of persons with concussion. The purpose of this study is to determine the perception of medical-based and school-based (SLPs) regarding their role in the education, assessment and treatment of persons with concussion.
Level of Instruction: Introductory

3:00 pm - 4:00 pm
Seminar 44 - Georgia 8 Room
Spanish S Lenition and Why it Matters for Assessment
Lori Elizabeth Vaughn, MA, CCC-SLP, Louisiana State University; Janna Oetting, PhD, Louisiana State University; Andreina I. Colina, MS, Louisiana State University; Raf Orozco, PhD, Louisiana State University

Understanding linguistic differences between groups and sub groups within clinical practice is critical when working in an increasingly multicultural and multilingual society. Spanish speaking students are the fastest-growing population in the U.S. (Parson, 2003). Unfortunately, much of what we know about Spanish-speaking individuals comes from basic descriptions within textbooks and resource manuals. Use of Spanish, however, varies between and across groups. The purpose of this research was to learn more about the variation that exists in Spanish speakers by examining /s/-lenition by Cuban and Venezuelan Spanish speakers in Louisiana. The data included 607 /s/ contexts in which lenition was possible. The data were analyzed to evaluate the effects of a number of sociolinguistic factors, including country of origin, lexical frequency, syllabic length of word, vocal precedent on the /s/ in syllable final position. Analysis involved Language Variation Suite and R Studio. Results showed that across both groups, retention was more frequent than lenition (65.9% vs. 34.1%). In both groups, gender also affected the frequency of lenition in ways that were predicted by the literature (Males > Females). Finally, the Venezuelan speakers produced lenition most frequently; however, age of arrival was not controlled across the two groups. The findings highlight the need to learn more about Spanish use within families as part of assessment, and a set of heritage-specific case history questions will be presented as a mechanism for collecting this information from families.
Level of Instruction: Introductory

Poster Session 1 - Friday, April 7, 10:30 am - 12:00 pm

10:30 am - 12:00 pm - Friday
Poster Session 1 - Capitol Foyer
Early Intervention for the Cultural and Linguistically Diverse
Keysla Monique Lee, SLPD, CCC-SLP; Celeste Rena Parker, SLPD, CCC-SLP, Jackson State University

To provide a better understanding of Black Caribbean Culture for speech language pathologists (SLPs), audiologists, and other professionals that provide healthcare services to the pediatric population aged 3-5 years. The current literature for SLPs that is geared toward cultural and linguistic diversity has limited research specific to the English speaking Caribbean population. Particularly, research is lacking on the role and perceptions of the Black Caribbean family nucleus in the carryover process for therapeutic intervention. Further, the research has identified that many SLPs have reported to lack the cultural sensitivities and education necessary to effectively treat and or assess other cultures outside of the African-American and Latino population. This poster session will bring awareness to the need for speech and language services, resources, continuing education, and academic curriculum across the United States and Black Caribbean islands.
Level of Instruction: Introductory

Friday, 10:30 am - 12:00 pm
Poster Session 1 - Capitol Foyer
"Street talking"... "another layer of ESL:" Teachers' perceptions of AAE
Megan-Brette Hamilton, PhD, CCC-SLP, Auburn University; Laura DeThorne, PhD, CCC-SLP , University of Illinois

Using a framework of language ideologies, this mixed-methods study examined teachers' perceptions of African American English. The experimental element used a matched-guise design comparing Mainstream American English (MAE) and African American English (AAE), each within two different children for a total of 4 speech stimuli. Eighty-one local teachers from four different sites listened to the four different speech stimuli and provided their initial impressions of each child's academic potential and personality on the Teacher Perception Rating Questionnaire (TPRQ), a 5-point Likert scale. Analyses included mean comparisons of teacher ratings and thematic coding of focus group interviews. Qualitative data collection included focus group interviews with approximately one-fourth of the teachers from three of the four sites. Key findings integrated across data sources revealed: (a) teachers perceived speakers of the AAE v. MAE stimuli differently if the paralinguistics of the presented dialects differed, (b) the White child speaking AAE was commonly perceived as

an English-language learner, and (c) teachers continue to privilege MAE within the academic setting, in part because they see it as their job to prepare children for success on standardized assessments and in society at large. Relevant implications and future directions will be discussed.
Level of Instruction: Intermediate

Friday, 10:30 am - 12:00 pm
Poster Session 1 - Capitol Foyer
Grammatical Input Differences Remain Six Months after Toy Talk Instruction
Zora McFarlane-Blake, BA, University of Illinois at Urbana-Champaign; Pamela A. Hadley, PhD, CCC-SLP, University of Illinois at Urbana-Champaign

Parents' use of lexical noun phrases (NP) in the subject position of declarative sentences is rare, occurring less than 3% of parents' child-directed speech, but diversity in this input variable is a significant predictor of young children's grammatical growth (Hadley et al., 2016). Hadley and colleagues demonstrated that brief instruction (~ 3 hours) in responsive interaction strategies and two toy talk strategies - talk about the toys and give the items its name increased parents' frequency and diversity of lexical NP subjects (e.g., The penguin is fast.). This study examined whether parents who received toy talk instruction (n = 19) when their children were between 21 and 24 months of age maintained use of lexical NP subjects during play-based parent-child interactions six months later compared to parents in a control group (n = 19) who did not receive the instruction. Although the frequency and diversity of lexical NP subjects decreased from 24 to 30 months for parents in the treatment group, treatment parents continued to use significantly more lexical NP subject tokens and different lexical NP types than parents in the control group. Lexical NP frequency and diversity remained low for the control group over time, documenting the need for instruction to alter this input variable. The need for periodic, ongoing instruction to maintain use of parent input sentences with diverse lexical NP subjects will be discussed. In addition, the contribution of lexical NP subjects to children's grammatical development and their importance for literate language use will be addressed.
Level of Instruction: Introductory

Friday, 10:30 am - 12:00 pm
Poster Session 1 - Capitol Foyer
Strengths & Needs of Early Intervention Programs in Saudi Arabia
Fatima Albaghli, BS; Sandra Jackson, PhD, CCC-SLP

The purpose of this research is to determine the strengths & needs of early intervention programs in

only in big cities like the capital Riyadh (Alyami et. al, 2016). Parents with disabled infants in rural areas have to travel to the cities to receive the services that their children need. Parents generally wait for a long time to be enrolled in early intervention programs. Due to the long wait, their children exceed the critical period to acquire language. In Saudi Arabia, parents also face problem obtaining accurate information on how to work with their child, or what is the best service that the child can receive. There are no clear definitions of the disorders, not enough articles or journals to get information about specific problems, no standardized tests to measure the degree of the disability, and finally, there is no specialized institution to collect data in Saudi Arabia (Aljadid 2013).
Level of Instruction: Introductory

Friday, 10:30 am - 12:00 pm
Poster Session 1 - Capitol Foyer

"Revoke the Stroke"-A Service Learning Project
Fatima Albaghli, BA, North Carolina Central University; Hajar Boucteb, BA, North Carolina Central University; Amanda Ciampi, BA, North Carolina Central University; Nicole Mack, BS, North Carolina Central University; Joelle Wildman, BA, North Carolina Central University; Katrina Evette Miller, MA, CCC-SLP, North Carolina Central University

Students were given an end of the semester project to create and implement a service learning project unique to their practicum placement/population.. Students created a survey asking their classmates if they were aware of the warning signs for a stroke and if they were at risk for a stroke. A brochure, that was created by the students, was distributed to survey participants providing information regarding their risk factors for stroke based on the survey results. Survey results will be discussed.
Level of Instruction: Introductory

Friday, 10:30 am - 12:00 pm
Poster Session 1 - Capitol Foyer

Disproportionality of African American Students receiving Speech and Language Services
Seijra Toogood, MA, EdD, CCC-SLP, Howard University; Ovetta Harris, PhD, CCC-SLP, Howard University

Many school systems have a high numbers of students identified as having a speech and or language disability who are from culturally and linguistically diverse backgrounds. The present study will investigate/discover the different contributing factors to this trend in Special Education which has been persistent and consistent since the early 1960's . Trends in educational policies, knowledge base, and assessment processes are all examined leading to a matrix of popular decision making that results in students being identified as Speech

and Language Impaired. Research questions guiding this research are to investigate the high prevalence of African American students receiving Speech and Language Services in Virginia. Analysis techniques will include qualitative methods and surveys. Preliminary results may support contributing factors identified from the literature that were identified at the beginning of the study. Current factors may emerge. All factors contributing to over identification will be defined and explained.
Level of Instruction: Introductory

Friday, 10:30 am - 12:00 pm
Poster Session 1 - Capitol Foyer

The Syntactic Complexity of Children's Books
Ve'era Unique Davis, Xavier University of Louisiana; Nancy Martino, PhD, CCC-SLP, Xavier University of Louisiana

There are a wide variety of children's books available for use, each with varying levels of difficulty. Some children's books are more advanced than others in terms of included vocabulary and sentence complexity. This study aims to determine if books recommended for preschoolers are sufficient in preparing young children for later success in independent reading and literature comprehension. From a list of popular children's literature, five children's books were selected: Corduroy, Green Eggs and Ham, Are You My Mother?, Frog and Toad Together, and The Rainbow Fish. Using the Fry Readability Formula, the readability of each book was measured. Four pre-school teachers were then questioned on their likeliness of thoroughly reading the selected books to their students. The readability results are as follows: Corduroy - 5th grade level, Green Eggs and Ham - 1st Grade Level, Are You My Mother? - 6th Grade Level, Frog and Toad Together - 2nd Grade Level, and The Rainbow Fish - 5th Grade Level. Teachers who taught 3 and 4-year-olds reported that they would read all five books to their students thoroughly. Teachers who taught 2-year-olds reported that they would read only Green Eggs and Ham in its entirety. The remaining four books would be read only with text simplification and scaffolding. Because these children's books have readability levels which are much greater than what are expected of preschoolers, we can conclude that preschoolers who are read similar books will likely experience greater reading ability and literature comprehension in the future.
Level of Instruction: Introductory

Friday, 10:30 am - 12:00 pm
Poster Session 1 - Capitol Foyer
Articulation Tier 2 Intervention Strategies for Pre-kindergarten Students
Kendra A Scott, MS, CCC-SLP, AppleTree Early Learning Public Charter School

Speech-language pathologists in a school setting may experience an increased number of students in pre-school and pre-kindergarten referred for speech services addressing misarticulation of consonant sounds. Culturally linguistic and diverse populations are amongst this increased population of student's referred for specialized services. Response to intervention (RTI) at the preschool-prekindergarten level can address the specific speech-language needs of the child with collaborative efforts from teachers, parents and speech-language pathologists. Providing RTI strategies at an early age can reduce over identification for speech-language services of minorities and ELL populations in the school setting. The purpose of this presentation is to assess the effectiveness of implementation of a Tier 2 articulation plan for target consonant sounds commonly misarticulated at ages 3 and 4 (i.e. /t/ and /d/, /k/ and /g/, /f/ and /s/ and final sounds). The session will explore the following: 1) Intelligibility data collection and articulation screenings given by teachers, assist with identifying student's who need RTI strategies. 2) Teacher's administration of Tier 2 lesson plans designed to provide auditory bombardment of target sounds in small groups over a 6 week period, allows students to enhance their articulation consonant production and in turn decreases speech referrals. 3) Weekly data collection and input into an articulation data application of student's productions of target sounds, given Tier 2 articulation plans.
Level of Instruction: Intermediate

Friday, 10:30 am - 12:00 pm
Poster Session 1 - Capitol Foyer
Coaching Students for Success through E Portfolios and Interviewing Preparation
Martine Elie, PhD, CCC-SLP, Howard University; Keisha Lindsay, MA, CCC-SLP, Howard University; Devon Dee, MA, CCC-SLP, Howard University

Studies have shown, recruiters spend an average 6 seconds reviewing an individual's resume before making a decision on whether or not to extend an invitation for an interview. Graduate students typically matriculate through academic programs with strong academic and clinic preparation. However, given the rigor of COSD programs, students are not often prepared for both the interview process and professional marketing. This presentation will discuss how the use of E Portfolios and Interview Preparation can be a mechanism to prepare students for a successful job search. The content of this seminar will include how to create a basic E Portfolios as well as, ways to incorporate interviewing preparation.
Level of Instruction: Introductory

Friday, 10:30 am - 12:00 pm
Poster Session 1 - Capitol Foyer
An SLP's Perspective of Working Collaboratively in the School Setting
George Pagano, MS, CCC-SLP, Long Island University Brooklyn; Marsha Jones Wilson, MS, Long Island University Brooklyn

The purpose of this poster will be to describe two school based therapists' perspective utilizing a collaborative model of therapy in working with students with cognitive and linguistic impairments. One therapist provided IEP driven services to students with mild to moderate disabilities in a general education/regional school setting in the NYC Department of Education. The focus of intervention was on improving language and literacy skills. The second therapist provided speech and language services to mandated students with moderate to severe disabilities in a specialized public school setting-District 75 of the NYC Department of Education. Speech and language goals addressed expressive language, receptive language, pragmatic language/social skills, and feeding. Therapeutic intervention supported the use of assistive technology and visual, verbal, and tactile support. In both settings, the SLPs collaborated with classroom teachers and support staff (OT, PT, and paraprofessionals) in developing procedures to address their students' goals. Both therapists used curriculum materials and also focused on creating functional activities. Collaborative lesson plans in which the students' goals and roles of the classroom teacher, SLP, OT, PT, and paraprofessional were developed. The therapists in both settings noted many beneficial aspects of incorporating a collaborative model. Student substantially enhanced their receptive and expressive vocabulary and communication skills through the use of therapy materials and supports created by the therapist. The further implementation of these strategies by staff members and teachers across multiple academic and social settings provided numerous opportunities to enhance the practice of new skills throughout the day.
Level of Instruction: Introductory

Poster Session 2 - Friday, April 7, 1:45 pm - 3:15 pm

<u>**Friday, 1:45 pm - 3:15 pm**</u>
Poster Session 2 - Capitol Foyer
Spaced Retrieval Training and Memory Aids for Dysphagia and Dementia
Kennetha S. Mentor, ClinScD, CCC-SLP, Rocky Mountain University of Health Professions; Kenneth O Simpson, PhD, CCC-SLP, Rocky Mountain University of Health Professions; Julia G Kim, PhD, Neurocognitive Center of Michigan

Two adults with dementia and dysphagia were taught to recall a compensatory swallow strategy using the spaced retrieval training method combined with external memory aids. Ten intervention sessions were administered over a four-week period with two weeks of baseline sessions with external memory aids only. On each trial, participants were provided a 5x8 note card with the compensatory swallow strategy and asked to recall a compensatory strategy by verbally responding to the question and executing the compensatory swallow strategy at increasingly longer retention intervals up to 3 minutes. Results yielded a positive effect of spaced-retrieval training combined with external memory aids for recall of compensatory swallow strategies. Both participants were able to recall the compensatory swallow strategy over longer periods of time across training sessions. These data provided initial evidence that spaced-retrieval training combined with external memory aids can aid individuals with dementia and dysphagia in recall of compensatory swallow strategies.
Level of Instruction: Intermediate

<u>**Friday, 1:45 pm - 3:15 pm**</u>
Poster Session 2 - Capitol Foyer
The Clinical Buddy System: Graduate Students Mentoring Undergraduate Students
Celeste Rena Parker, SLPD, CCC-SLP, Jackson State University; Keysla Monique Lee, SLPD, CCC-SLP

The Clinical Buddy System serves two crucial functions: 1.To begin to expose senior undergraduate students to the clinical process at the university clinic. 2. To ease the transition from undergraduate school to graduate school for first year students as well as foster student networking opportunities. In order to meet these goals and ensure lasting relationships between students and their buddies, great care was taken in pairing senior undergraduate students and first year graduate student buddies who share similar hobbies and career interests. The current study seeks to investigate students' experience with the clinical buddy system. Feedback was received from first year graduate students and senior undergraduate students on their involvement as participants in the buddy system. Current experiences will help to format the future implementation and effectiveness of the Clinical Buddy System.   This poster session will help to outline the positive and negative aspects of the Clinical Buddy system as well as illustrate the format as well as suggestions for improvement in implementation.
Level of Instruction: Introductory

<u>**Friday, 1:45 pm - 3:15 pm**</u>
Poster Session 2 - Capitol Foyer
Microlinguistic Discourse Analysis in Older Adults With and Without ABI
Ugochinyere Doris Nwaneri, Eastern Michigan University; Laura Murray, PhD, CCC-SLP, Department of Speech and Hearing Sciences Indiana University; Megan Loughnane, Department of Speech and Hearing Sciences Indiana University

In recent years, there has been a growth in research regarding the discourse performance of older adults (Cherney, Coelho, & Shadden, 1998). Some research suggests that analyzing discourse in healthy aging and acquired brain injury (ABI) may be useful for identifying even subtle changes in cognitive and communicative abilities. The purpose of this study is to determine if there is a relationship between performance on fluency tests versus Complete Information Unit (CIU), non-word fillers and to understand the relationship of syntax lexical production errors and each participant group. Ten older adults between the ages of 65 and 77 were matched per their age and education level. There were 5 older adults with a reported traumatic brain injury and five older adults without. There was no variability between the groups. However, significant variability was observed for non-word fillers within each matched participant, indicating that there was not much correlation between the two groups but there was variability in relation to each participant.
Level of Instruction: Introductory

Poster Session 2 - Friday, April 7, 1:45 pm - 3:15 pm

Friday, 1:45 pm - 3:15 pm
Poster Session 2 - Capitol Foyer
Vowel Variation in African American English
Christopher Edward Holt, (None), North Carolina A&T State University; Yolanda Feimster Holt, PhD, CCC-SLP, East Carolina University

Regional variation in vowel production is well studied in majority dialects of American English. Only recently has research begun to evaluate regional variation in vowel production in African American English. Even less work has evaluated how this variation is expressed by African American women. This poster compares the vowel spaces of five African American women from five different regions of the United States. Each speaker read a set of words and provided a spontaneous speech sample. Measurements of vowel duration and vowel formants (F1 and F2) were completed and used to compare the vowel spaces of each speaker to the cardinal vowel space and to each other. The results indicate that African American women who use African American English demonstrate regional variation in vowel production. The authors conclude that regional vowel variation may be a robust feature of African American English deserving of additional study.
Level of Instruction: Introductory

Friday, 1:45 pm - 3:15 pm
Poster Session 2 - Capitol Foyer
Schizophrenia and Speech-Language Pathology: Current Literature and Professional Perspectives
Arista May, MA, Eastern Michigan University; Sarah Ginsberg, MA, EdD, CCC-SLP, Eastern Michigan University

The perplexing nature of schizophrenia creates an unknown mystique for professionals who deliver services to individuals with this diagnosis. Research indicates that people with schizophrenia are very likely to present with what speech-language pathologists define as some sort of speech, language, or swallowing impairment. However, there is a paucity of research to support the development of a speech-language pathology service delivery model for people with schizophrenia. The purpose of this research is to combine insight from professionals with mad studies literature and apply this knowledge to the field of speech-language pathology. Qualitative research interviews were conducted with professionals who have worked with individuals who live with a diagnosis of schizophrenia. Results revealed similarities and differences between the professional opinion and mad studies perspective. Each standpoint concurs that treatment plans should be a balance of both the professional's opinion and the patient's desires. However, the professional opinion weighs heavily on the medical model of disability whereas the mad studies perspective is based on the social model of disability.
Level of Instruction: Introductory

Friday, 1:45 pm - 3:15 pm
Poster Session 2 - Capitol Foyer
Students' Preparedness for Counseling Patients with Communication Disorders
Katrina Evette Miller, MA, CCC-SLP, North Carolina Central University; Edward Moody, PhD, North Carolina Central University; Zaneta Ponton, MEd, CCC-SLP, North Carolina Central University

The goal of this research was to examine how prepared communication disorder program students are to utilize basic counseling skills in their work and/or practicum experiences. Communication disorders students completed a survey to determine their level of comfort in dealing with basic helping skills. Students then participated in a workshop to train them to provide basic psychological first aid with a licensed counselor. Following the workshop and a semester of practicum experience, the survey was re-administered to reassess the student's level of comfort in dealing with basic helping skills.
Level of Instruction: Advanced

Friday, 1:45 pm - 3:15 pm
Poster Session 2 - Capitol Foyer
Gauging Profession Institutional Commitment to Cultural Competence for CLD Populations
Caroline Berkovich, BS, Southern Connecticut State University; Peyton Moss, BA, Southern Connecticut State University; Glenda DeJarnette, PhD, CCC-SLP, Southern Connecticut State University

Cultural competence has been a legal mandate in the United States since the Hill-Burton Act (1946) when, although segregation against blacks was the law of the land, hospitals receiving federal funds had to provide services to persons with limited English proficiency. The same was true regarding the Social Security Act (1965) (Bailey, 2005). These early legislative initiatives that made evident the need for culturally and linguistically responsive service in health care were bolstered by Civil Rights laws (1964). However, in 2016, cultural competence is still in need of institutional commitment to meet legislative and ethical mandates. This is the case despite the fact that in September of 2013, the Department of Health and Human Service (HHS), Office of the Secretary and Office of Minority Health published the enhanced National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care (National CLAS Standards). Thus, research is needed to answer the question, "How well are health care professions doing to advance cultural

competence in light of National CLAS Standards?" This study addresses this question by inspecting the position statements and policies of national organizations/ accrediting bodies representing related health care professionals. Among the organizations examined are the American Speech-Language-Hearing Association, American Academy of Audiology, American Association of Nursing, American Physical Therapy Association, American Occupational Therapy Association, American Dental Association, American Psychological Association. Levels of congruence between National CLAS Standards and the professional organizations' position statements and policies are shared and implications are discussed. Bailey, M. L. 2005. Cultural Competency and the Practice of Public Administration. In Mitchell F. Rice (ed.) Diversity and Public Administration: Theory, Issues, and Perspectives. Armonk, N.Y.: M.E. Sharpe, pp 177-196.
Level of Instruction: Introductory

Friday, 1:45 pm - 3:15 pm
Poster Session 2 - Capitol Foyer
Impact of Cardiac Arrest and Coma on Communication and Cognition
Mariah Breyanna Emery, University of Cincinnati; Gloriajean Lygia Wallace, PhD, CCC-SLP, BCS-S, University of Cincinnati

According to The American Heart Association, the incidence of out-of-hospital cardiac arrest is 326,000. The average survival rate is 10.6%. Survival with good neurological function is 8.3%. Although many people die after a cardiac arrest, advances in medical technology have resulted in increases in survival. Hypertrophic cardiomyopathy is the leading cause of sudden cardiac death in individuals under 30; most prominent in young athletes. Lack of oxygen in these individuals often results in diffused brain injury. This poster discusses cardiac arrest resulting in diffused brain injury, and the SLP's role in managing resulting communication impairments.
Level of Instruction: Introductory

Friday, 1:45 pm - 3:15 pm
Poster Session 2 - Capitol Foyer
Student Ratings (Speech Pathology vs Non-Speech Pathology) of Faculty Intelligibility
Iris Johnson Arnold, PhD, CCC-SLP, Tennessee State University; Danielle Watson, PhD, CCC-SLP, Tennessee State University; Owen Johnson, PhD, Tennessee State University; Stephanie Dixon, BS, Tennessee State University; Cori Gonzalez, BA, Tennessee State University; Ayana McWoods, Tennessee State University; Nicole Halcin, Tennessee State University; Faith D'Amato, Tennessee State University

The purpose of this study is to collect intelligibility ratings on faculty with foreign accents (FFA) and to collect self appraisals of these instructors. The intelligibility ratings will be completed by two sets of students (speech pathology and non-speech pathology). A comparison between the ratings of the two groups of students will be completed.   This study also investigates faculty self appraisals of their communication skills to determine if the student ratings are similar to the faculty's appraisal of their communication skills. The Faculty Intelligibility Rating Scale (FIRS) was developed to rate professors using a 9 point scale. Students will view 2 minute videos of eight professors with various linguistic backgrounds and rate faculty's intelligibility. The data collection procedures will include randomized presentation of videos, training of the FIRS instrument and faculty self appraisals. Preliminary results from the FIRS of the speech pathology students indicate a significant difference (p=.001) between the students' rating of faculty with foreign accents and the faculty's own self-rating. Results further indicate a significant difference (p=.001) between student ratings of FFA and the faculty who spoke Standard American English (FSAE).   Conversely, no significant difference (p=.880) was found in the self appraisals of the FFA and FSAE. The present study is a continuation of an initiative at Tennessee State University to engender respect and tolerance for faculty who speak with a dialect or accent that differs from the students. It also encourages faculty who have different linguistic backgrounds to appraise their communication skills.
Level of Instruction: Intermediate

Friday, 1:45 pm - 3:15 pm
Poster Session 2 - Capitol Foyer
Integrating the Use of High-Fidelity Simulation in Graduate SLP Programs
Candice J Adams-Mitchell, SLPD, CCC-SLP; Jennifer Rae Myers, MS, CCC-SLP

The incorporation of simulation training has increased in SLP programs and includes scenarios and complex clinical case studies on standardized patients and high-fidelity manikins. Simulation training in graduate clinical education can increase the complexity of experiential learning and enhance students' problem solving and critical thinking skills. This presentation details simulated training using both adult and child standardized and simulated patients.
Level of Instruction: Introductory

Poster Session 2 - Friday, April 7, 1:45 pm - 3:15 pm

The Instructional Design for Academically Speaking
Sylvia Delores Driggins, MS, CCC-SLP, Tennessee State University

The Complete College Tennessee Act 2010 stipulates that universities must implement student support programs, direct or indirect, that are designed to enhance student learning, foster student retention and graduation. At the university level, class lectures are at the core of learning and acquisition of the knowledge a student needs to prepare for a productive, satisfying professional career. Therefore it is paramount that students understand class lectures, instructional directives and other educationally related discourse. In 2015, Tennessee State University launched 'Academically Speaking', an initiative designed to support faculty who desire to improve their English speaking skills. Academically Speaking's foremost objective is to assist faculty in strengthening their oral communication skills within academic contexts. In its' first year, Academically Speaking was well received by the faculty who volunteered to participate in the initiative. The participants attended weekly 1 hour sessions that were divided into two segments - individual and small group. Each segment was facilitated by graduate students and monitored by a Professor and Clinical Supervisor within the department of Speech Pathology. Each participant attended 10-12 sessions during the Spring semester; two of the participants chose to continue through the summer months. At the end of the semester, an Instructional Design was developed to provide a framework within which Academically Speaking could work to meet the needs of the participating faculty with consistency from semester to semester. This presentation will provide the audience with details of the Instructional Design and insights concerning implementing a program addressing accent modification in a university setting.
Level of Instruction: Intermediate

"How will this help me?": Reactions to a Multicultural Course
Audrey Michelle Farrugia-Bernard, PhD, CCC-SLP, Eastern Michigan University

ASHA requires multicultural content in graduate, speech-language pathology program curriculum, however, the methods for incorporating this content is left up to each individual program. This has resulted in a large variety of multicultural preparatory practices as well as a general lack of confidence in serving diverse clients. A required multicultural course in a graduate speech-language pathology program was redesigned using an anti-racist framework. Course content focused on techniques such as ethnographic interviewing, dynamic assessment, and the stages of cultural competence. In addition, the students enrolled in the course were asked to observe a speech-language pathologist that works with individuals from diverse backgrounds and create a journal, reflecting on the information and activities presented in the course and throughout their observations. Using phenomenology as a primary research methodology, the researcher qualitatively analyzed the student-participants' journal entries to better understand how a course dedicated to multicultural topics may improve the cultural competency of students. This presentation aims to describe how the course was developed and to present the reactions of the students as they took steps towards becoming more culturally competent individuals and service providers.
Level of Instruction: Introductory

Highlighted Posters - Saturday, April 8, 4:00 pm - 5:00 pm

4:00 pm - 5:15 pm
Highlighted Poster Session - Capitol Foyer
The Prevalence of Diagnostic Testing Modifications to Assess African-Americans
Brandall C Bond, BA, Truman State University; Janet L. Gooch, PhD, CCC-SLP, Truman State University

The purpose of this study was to examine speech language-pathologist's knowledge and use of modified testing procedures when diagnosing clients with neurogenic and aphasic communication disorders when testing African-Americans. Findings of the study, a descriptive analysis of reported familiarity with modified diagnostic procedures and their perceived efficacy, underscore the need for culturally responsible testing that accurately measures the ability of clients, while compensating for cultural differences.
Level of Instruction: Introductory

4:00 pm - 5:15 pm
Highlighted Poster Session - Capitol Foyer
A Tale of Two Kids: Analysis of Play in ASD vs. Language Delay
Erin Mishay Davis, BS, University of West Georgia Graduate Student; Twyla Perryman, PhD, CCC-SLP, University of West Georgia Assistant Professor

Children with Autism Spectrum Disorders (ASD) show deficits in all four levels of play, but symbolic and pretend play is where these deficits are most noticeable. Play development in children with ASD is impacted by reduced object exploration, fewer play acts on objects, and difficulties with novel play acts. Given that play is so important for language development, this study investigated the comparison of play skills in a young child who is showing signs and symptoms of ASD to another child with a language delay. This presentation will discuss the implications of play assessment/development for differential diagnosis and treatment goals.
Level of Instruction: Introductory

4:00 pm - 5:15 pm
Highlighted Poster Session - Capitol Foyer
Systematic Review: Narrative Discourse in AAE and Correlates to Literacy
Taylor Brianna Bird, Southern Connecticut State University; Glenda DeJarnette, PhD, CCC-SLP, Southern Connecticut State University

Examination of the cultural traits of narratives is critical to the discussion of narrative skill development and particularly for the African American English (AAE) speech community which is often identified as falling farthest behind in academic achievement (Ford, 2011; Donovan & Cross, 2002). This paper presents a systematic review of scholarly literature to address the following research questions: 1) What traits of AAE narrative discourse have been identified and how are they classified, and 2) What is/are the relationship(s) of AAE narrative discourse traits to literacy performance in child and adolescent AAE speakers. This synthesis of the literature permits an unbiased address to the research questions (Cooper, Hedges & Valentine, 2009; Dollaghan, 2007) as scholarly articles are examined across disciplines including but not exclusively, communication sciences and disorders, education, special education, reading, English, linguistics, psychology, sociology and anthropology. To conduct the literature search, electronic databases were explored including Google Scholar, Communication & Mass Media Complete, Linguistics and Language Behavior Abstracts. Key terms used included combinations of African American + narrative + narration + narrative features + story telling + performance + pragmatics + turn + discourse + literacy. This yielded 210 hits to which inclusion criteria were applied to determine goodness of fit for the systematic review. This presentation discusses findings from the systematic review pertaining to the identification of cultural traits in AAE narrative discourse at both macro and micro levels and the impact of these traits on literacy performance as discussed in the literature.
Level of Instruction: Introductory

4:00 pm - 5:15 pm
Highlighted Poster Session - Capitol Foyer
Clinicians' Ethical Responsibilities In Treating Transgender Voice Clients
Ruth Ogbemudia, BS, University of West Georgia; Regina Thomas, BS, University of West Georgia; Kylee Myers, BS, University of West Georgia; Kelly Sanderson, BA, University of West Georgia; Elena Freeman, BA, University of West Georgia; Jairus-Joaquin Matthews, PhD, CCC-SLP, University of West Georgia

Speech-language pathologists in clinical practice are constantly encountering ethical dilemmas in their professional careers. The provision of communication services for transgender clients is one of the most prevalent issues in the field. Speech-language pathologists evaluate and treat individuals who are experiencing voice disorders; however, it is not as straightforward how to proceed if an individual does not present with a vocal pathology, but is requesting elective service as a part of the transition process. Although the ASHA Code of Ethics specifies that communication

professionals should not discriminate in the delivery of services based on gender identity, many professionals may not feel comfortable providing services to these individuals due to their personal beliefs. In this way, this dilemma could constitute a conflict of interest whereby their personal beliefs could influence or compromise their professional judgement and objectivity. The purpose of this presentation is to help clinicians understand their ethical roles and responsibilities in the treatment of transgender populations. An analysis of professional policy documents and legislation will be conducted as participants learn to construct and prepare a decision making process when they receive referrals. A sample case study will illustrate how clinicians might respond to a potential ethical dilemma.
Level of Instruction: Introductory

4:00 pm - 5:15 pm
Highlighted Poster Session - Capitol Foyer
Cultural Competence Club (CCC)-Join Up!
Coral A. Jimenez, B.S. Candidate in Speech-Language Pathology, Southern; Jacquelin C. Hernandez-Flores, B.S. Candidate in Speech-Language Pathology, Southern Connecticut State University; Shea O. Keeley, B.S. Candidate in Speech-Language Pathology, Southern Connecticut State University; Teresa M. Wirtemburg, B.S. Candidate in Speech-Language Pathology, Southern Connecticut State University; Giovanna E. Diana, B.S. Candidate in Speech-Language Pathology, Southern Connecticut; Glenda DeJarnette, PhD, CCC-SLP, Southern Connecticut State University

As students train to become speech language pathologists in an ever increasingly diverse country and world, the need to be culturally competent resonates clearly. At Southern Connecticut State University, undergraduate students in the Department of Communication Disorders have taken the initiative to develop a student led organization whose mission is to provide cross-disciplinary exposure to culturally and linguistically diverse populations. This presentation provides the framework for the development of such an organization. Some of the areas discussed include, devising the vision and mission statement, recruiting members from other disciplines, developing a robust agenda to address issues of diversity, hosting cross-disciplinary meetings that focus on building experiential knowledge regarding cultural and linguistic differences, conducting deliberately intentional attitude altering activities, and implementing service-learning for engagement outside the campus walls. Cultural competence is acknowledged to be a training priority promoted across health professions. As the demographic forecast about diversity in the United States becomes a reality, it is critical that professionals in

health fields, including speech-language pathology, acquire the knowledge and skills to provide culturally ecological, relevant and responsive care. This student led initiative is a wonderful augmentation to the training effort and its benefits to Interprofessional Education are discussed in this presentation.
Level of Instruction: Introductory

4:00 pm - 5:15 pm
Highlighted Poster Session - Capitol Foyer
What Types of Malocclusions are Associated with Speech Sound Disorders?
Martine Elie, PhD, CCC-SLP, Howard University; Lauren Buford, BA, Howard University; Mary Gebreab, BA, Howard University; Sana Augustus, DDS, Howard University Department of Orthdontics; Sydney Simpson, DDS, Howard University Department of Orthdontics

Teeth in conjunction with other the articulators play an imperative role in the production of consonants through airflow obstruction and modification. According to Doshi and Bhad-Patil (2011), 80% of specific articulation movements are made in the anterior part of the mouth. With such a high percentage of movement occurring in that area of the mouth, there is no question that a causal relationship between articulation disorders and malocclusions exist. However, the relationship among tooth position and articulation disorders is not simple. The purpose of this study is to investigate what speech sounds are commonly affected as a result of malocclusions. The charts of 100 dental patient records will be reviewed to determine 1) the type of malocclusions that have the most common correlations with speech sounds disorders; and 2) the speech sounds most commonly affected as a result of malocclusion. This session explores the following: 1) the type of malocclusions that have correlations with speech sounds disorders; 2) the speech sounds most commonly affected as a result of malocclusion; and 3) the speech sounds that should be assessed when providing collaborative screenings with Orthodontic specialist for clients presenting with malocclusions. Results from this present study will benefit the assessment of clients seen by both specialist, as well as, training programs within the field of speech-language pathology and dentistry.
Level of Instruction: Introductory

Highlighted Posters - Saturday, April 8, 4:00 pm - 5:00 pm

4:00 pm - 5:15 pm
Highlighted Poster Session - Capitol Foyer
Promoting Diversity in Communication Sciences and Disorders: A Multicultural Initiative
Ashley Courtney Edwards, BS, University of West Georgia; Lama Farran, PhD, CCC-SLP , University of West Georgia

Given the rapidly changing demographics of the client population within the field of Communication Sciences and Disorders (CSD), there is a pressing need for a parallel increase in the diversity of CSD students (Guiberson & Atkins, 2012). This study focuses on the recruitment, admission, and retention of Culturally and Linguistically Diverse (CLD) students in CSD at the University of West Georgia, which is in line with ASHA's focus on multiculturalism and diversity (Kohnert, 2013; Pham, Kohnert, & Mann, 2011). Our presentation will underscore the importance of promoting student diversity in higher education to better prepare future CSD researchers and clinicians to respond to the growing needs of CLD populations in a global society. We collected data using a 10-item likert scale survey that examines CSD prospective students' demographics, socioeconomic status, knowledge about CSD, as well as beliefs and attitudes regarding factors that may hinder the recruitment and retention of students from CLD backgrounds. We present the results using descriptive statistics and discuss the implications of our findings for future recruitment and retention of CLD students.
Level of Instruction: Introductory

4:00 pm - 5:15 pm
Highlighted Poster Session - Capitol Foyer
The Validity and Reliability of Online Hearing Tests
Nia B Potier, AuD, Vanderbilt University; Melinda Freyaldenhoven Bryan, PhD, CCC-A, Louisiana Tech University; Steven G Madix, PhD, Louisiana Tech University; Jessica Newman, AuD, Arkansas Children's Hospital

This study was conducted to determine whether online hearing tests accurately diagnose individuals with hearing loss and individuals with normal hearing. Twenty listeners with normal hearing and 15 listeners with hearing impairment were included in this study. Each participant received a full audiological evaluation which consisted of pure-tone and speech audiometry which was followed by the completion of two online hearing tests. The results of the online and full audiological results were compared. The results revealed that the pure tone online hearing tests over-estimated hearing thresholds compared to the full evaluation results for both groups. Furthermore, speech audiometry findings seemed to be similar for the online test and the full evaluations for both groups. This study

demonstrated that online hearing tests are not accurate predictors of hearing thresholds. Additionally, online hearing tests should not be utilized to detect hearing loss or identify the severity or type of hearing loss. More importantly, pure tone online results should not be used to purchase or fit hearing instruments.
Level of Instruction: Introductory

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Sheraton Atlanta Hotel - 2017 Convention Meeting Space

MSLP
Minority Student Leadership Program
Class of 2017
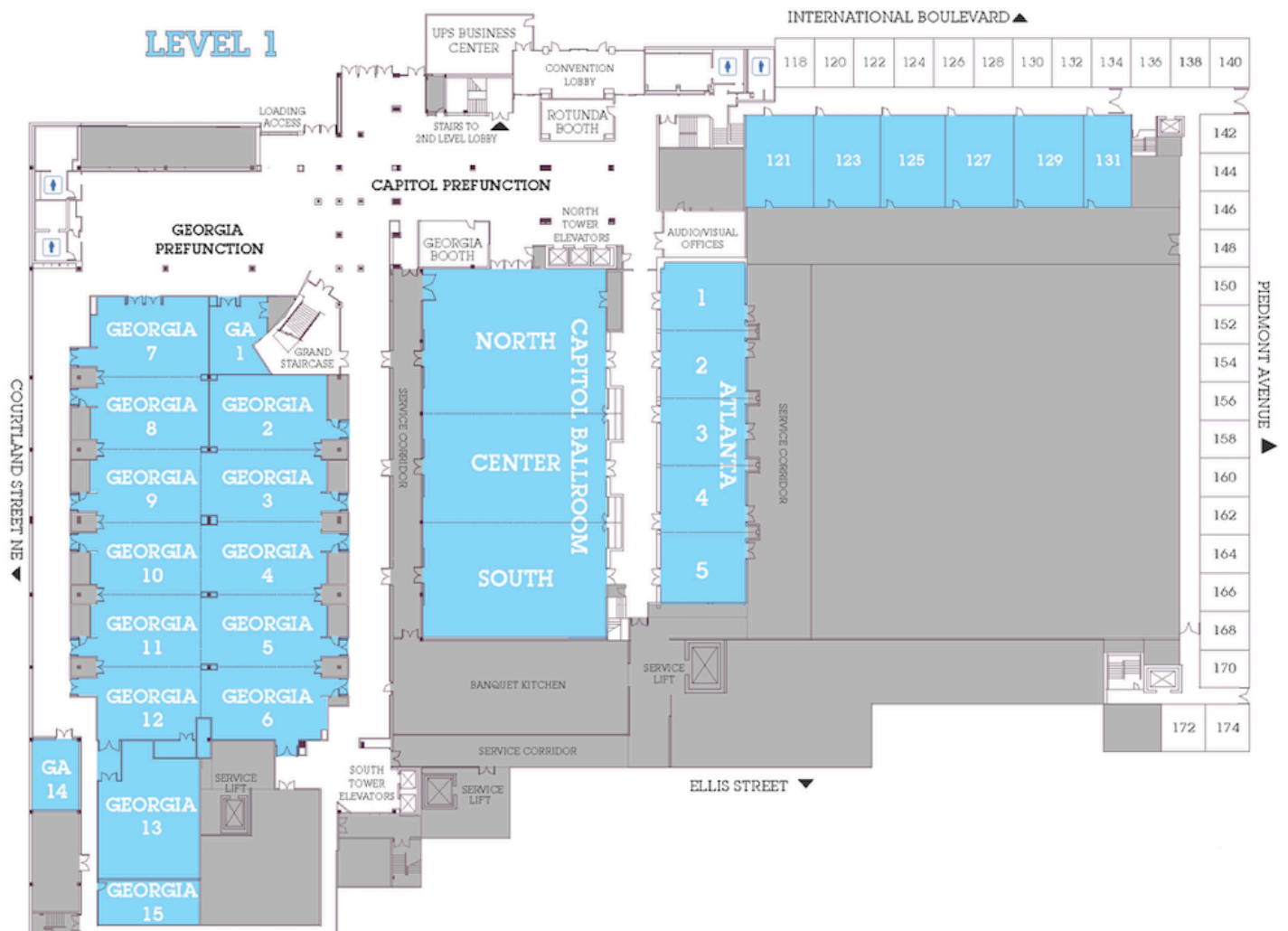
Application Period: March 13 – May 8

The **Minority Student Leadership Program** is open to students who wish to enhance their leadership skills, interact with leaders in the professions, and learn how their association works. This program has given more than 600 students from racial/ethnic minority backgrounds insight into their leadership abilities, a better understanding of how leaders affect change within ASHA, and has empowered these students to take risks and meet their own challenges. All students are eligible to apply; however, preference will be given to students from racial/ethnic minority backgrounds that have historically been under-represented in the Association. Visit **www.asha.org/Students/MSLP-FAQs** for more information and to complete the application, or email mslp@asha.org.
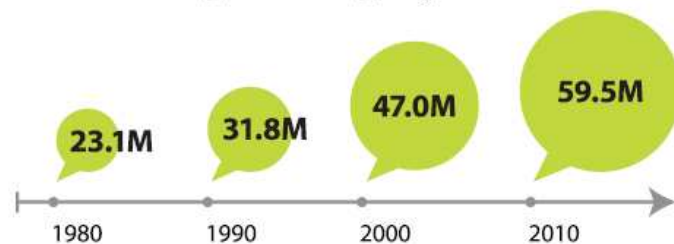
SELF-IDENTIFY AS A BILINGUAL SERVICE PROVIDER!

Bilingual service providers (BSPs) like you are in increasing demand. Take a moment to self-identify as a BSP and broaden your professional reach.

Here's what it means for you:

- Potential for increased earnings.
- Increased marketability.
- Serving clients/patients who may otherwise have challenges accessing service.

Total U.S. Residents* Who Spoke a Non-English Language at Home

1980	1990	2000	2010
23.1M	31.8M	47.0M	59.5M

*Source: US Census Bureau: "Language Use in the United States: 2011," Population Older Than 5 Years Old

Unlock your potential by self-identifying at:

www.asha.org/Members/Self-Identify-as-a-Bilingual-Service-Provider/

AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION