NBASLH Convention
April 4 - 6, 2019, The Omni Charlotte Hotel, Charlotte, North Carolina

Greetings from your 2019 NBASLH Convention Co-Chairs!

The 2018 NBASLH Convention was a tremendous success as hundreds of NBASLH members and associates gathered to exchange updates on the research and professional advancements impacting all areas of communication disorders, particularly in reference to Black communities. The last convention was also a commemorative moment of celebration of a 40-year presence as an association.

As your convention co-chairs, we enthusiastically invite you to join us as we walk into the fourth decade of NBASLH, where we will be *"Creating Connections and Building Bridges to Address the Communication Needs of our Communities"* at the 2019 NBASLH Convention to be held in Charlotte, North Carolina at The Omni Charlotte Hotel April 4th - 6th!

The 2019 NBASLH Convention will *Create Connections* between clinicians and researchers as we place a special focus towards advancements in clinically-based research. While we are excited about receiving a wide array of professional and research presentation submissions for review, special consideration is being given to submissions that have significant potential to directly impact service delivery with children and adults. We will place focus on *Building Bridges* between every aspect of NBASLH! *Bridges* between our speech-language pathologists and audiologists; *Bridges* between veteran NBASLH members and the following generations; and *Bridges* between student members and professional members.

During the 2018 convention, the NBASLH membership solidified the Life Membership Process. For the 2019 convention, we will *Build Bridges* between this membership classification change and notable moments to recognize our NBASLH Life Members. We want to be sure to recognize every Life Member in attendance. We ask that you assist us in making that happen by completing and sharing the NBASLH Life Member Information and NBASLH Life Member Application.

Lastly, but of significant importance, the 2019 NBASLH Convention will afford us the invaluable opportunity to *Address the Communication Needs of our Communities*. In addition to the intellectual exchange of knowledge through seminars and short courses occurring in the convention, we will continue to reach beyond the convention walls to engage in activities that meet the needs our communities within the city of Charlotte. We are excited to share that this year's convention component of NBASLH Cares will include two components that meet the needs of our communities. The first component is being planned to provide literacy enhancing materials and guidance to school-age children in the city of Charlotte. The second component will address the shortage of Blacks in the profession of speech-language pathology and audiology by providing career day talks to young students in local Charlotte area schools.

The NBASLH Convention is inarguably a worthy exchange of scholarly discussions, networking, and professional development. Your presence at the convention makes that possible. We hope to have you as part of this upcoming 2019 NBASLH Convention and look forward to your conference presentation, awards and/or scholarship submissions. See you in the 'Queen City'!

Sincerely,

Kia Johnson, Ph.D., CCC-SLP
2019 Convention Co-Chair

Darius L. Thomas, MS., CCC-SLP
2019 Convention Co-Chair

Visit the links below for additional Convention information:
- General Information
- Call for Papers
- Registration
- Sponsors and Exhibitors
- Volunteers
- Instructor Financial and Nonfinancial Disclosure Statements

NBASLH Presentations

Seminar 1

April 4, 2019 Thursday 1:00PM - 2:00PM

Grow UP. Smart Tools for the Private Practice Owner to build and expand their private practice

Landria Seals Green, MA, CCC-SLP, Momentum Autism Therapy Services; Landria Green, PLLC

Level of Instruction: Intermediate

Establishing and growing a private practice in the field of speech pathology sounds great but requires a great deal of work on and off the clock. In fact, research has shown that most businesses will fail within the first five years. Women-led small businesses are on the rise. However, women regardless of head of household status, have major roles in coordination-management within their family structure. How are people starting or expanding a business and juggling their real lives? How are practices successful with the insurance challenges? This session is for people who want to know who to start a therapy practice; who want to build a therapy business; and still want to grow their families. It can be done with smart tools and management of your time and practice.

Learner Outcomes: Understand the authentic marketing message that is critical to consumer and talent draw. Explore ways to build a therapy practice in a seemingly competitive healthcare market. Learn strategies of organization behavior management that support management of

staff and program development. Discuss tools and strategies that lead to smart-fingertip management you and your business growth along with how to increase revenue streams within your practice.

Seminar 2

April 4, 2019 Thursday 1:00PM - 2:00PM

Exploring Global Responsive Practices through Ethnographic Linguistic Landscape

Silvia Martinez, EdD, CCC-SLP, Howard University; Beverly Khabo, MS, CCC-SLP, Howard University

Level of Instruction: Intermediate

When a country has more than 85 indigenous languages, it is not easy to determine as professionals that we are providing services in the appropriate language. Additionally, it is not easy to know when you are drawing upon the appropriate culture during service delivery. The language policy of a country often dictates the language spoken by transnational families. As speech-language pathologists, we are tasked with being culturally and linguistically competent with diverse populations. Ethiopia and its myriad of languages, are under resourced in our profession. To begin the process of becoming competent about the main languages spoken in Ethiopia, an ethnographic linguistic landscape was conducted of two cities, Addis Ababa and Bishoftu, Ethiopia. By way of a systematic sampling of signs and field notes in the two cities, the interactions between language policy and local linguistic realities are considered. While Oromifa is the most prevalent first language spoken in Ethiopia, the linguistic landscape reveals most signs are displayed in Amharic and English. This applied sociolinguistics paper, steeped in field notes and interpretation of observations of photographs made in real-world contexts, allows speech-language pathologists to broaden their understanding of the inextricable relationship between culture and language and expand their cultural responsive practice delivery to transnational Ethiopians.

Learner Outcomes: At the culmination of this session, participants will be able to define linguistic landscape. At the culmination of this session, participants will be able to recall at least 3 languages spoken in Ethiopia. At the culmination of this session, participants will be able to explain the language policy of Ethiopia.

Seminar 3

April 4, 2019 Thursday 1:00PM - 2:00PM

A Word of Wonder: Using High-Utility Literature to Build CCLS

Kristin Nellenbach, PhD, CCC-SLP, Center for Literacy & Disability Studies; Carrie Knight, PhD, CCC-SLP, Salus University

Level of Instruction: Intermediate

Advanced literacy skill learning is often predicated on the belief that most students already possess the intermediate-level or cross-curricular literacy skills (CCLS) that scaffold learning across the disciplines. However, with approximately 2/3 of our nation's adolescents reading at or below a basic level of comprehension (National Assessment of Education Progress-Reading, 2017; 2015), it is reasonable to suggest that many teens do not possess CCLS to the degree that is necessary for accessing the advanced curriculum. For many students, developing proficiency in CCLS may be the best place to start, but as speech-language pathologists (SLPs), how can we support the development of these skills in ways that tap into more than one academic discipline simultaneously? Learning standards such as the Common Core State Standards provide opportunities and carefully selected literature provide the means.

Select literature can be used by SLPs as a tool to develop, strengthen, and integrate CCLS. Reading high-quality literature increases students' overall language competence and the process of reading, listening, questioning, and responding to a story provides a foundation for reflective and critical thinking (Pressley 2006). Works such as R.J. Palacio's Wonder, told from various first-person perspectives and infused with multiple cross-curricular themes, provide SLPs and teachers with a framework to collaborate, build, and apply CCLS to different content

areas. The purpose of this one-hour presentation is to introduce SLPs to key components of CCLS and suggest ways in which to use high-quality literature as means for supporting students' initial and sustained access to and across the curriculum.

Learner Outcomes: Participants will be able to define and discuss key components of cross-curricular literacy skills and their role in providing students access to the curriculum. Participants will gain confidence in their ability to identify and select high-quality literature for instruction/intervention with striving adolescent readers. Participants will be able to apply and modify a similar framework to existing intervention practices to effectively build students' literacy skills across the curriculum.

Seminar 4

April 4, 2019 Thursday 1:00PM - 3:00PM

Recruiting African Americans into the Professions of Speech Language Pathology and Audiology: NBASLH's Plan for Action

Cathy Runnels, MS, CCC-SLP, NBASLH

Level of Instruction: Advanced

This four-hour pre-convention planning session/workgroup is in response to the paper by Founding Member, M. Eugene Wiggins titled, On the Underrepresentation of Blacks in Communication Sciences and Disorders: A Call to Action (November 3, 2018). Invited participants from various sectors of the professions will develop proposed actions steps that address four main components: expanding pipelines for potential students, developing academic support systems, monitoring retention and graduation challenges and successes and outlining funding mechanisms. Lastly, a proposed timeline with due dates and persons responsible will be assigned. The membership will have an opportunity to provide input in a Town Hall forum TBD at the 2019 convention. Updates from the planning session will be presented at the Opening Meeting and/or Membership meeting.

Learner Outcomes: Discussed the supports NBASLH will require to address issues outlined in the paper. Outlined specific steps/action plans for four proposed program components. Explained the program to the membership for additional input.

Seminar 5

April 4, 2019 Thursday 2:15PM - 3:15PM

BUILDING COMMUNICATION SKILLS FOR INDIVIDUALS WITH COMPLEX COMMUNICATION NEEDS

Sharla Jefferson, MS, CCC-SLP, Nova Southeastern University

Level of Instruction: Intermediate

This presentation is aimed at facilitating a paradigm shift with teaching and therapeutic intervention for individuals with complex communication needs. Many augmentative and alternative communication (AAC) users experience decreased opportunities to communicate and/or have limited functional messages with which they can use the many facets of communication. Using Assistive Technology (AT) and AAC, speech generating devices (SGD) with individuals who need these tools gives them greater opportunities to advocate, participate and engage in classrooms and life. Additionally, the strategies outlined in the presentation will teach how to create opportunities for these individuals to communicate and learn skills that can be generalized across the lifespan.

Consistently using AAC will build capacity, foster independence, and advocacy skills, promote positive self-esteem, confidence, and raise attainment and achievement of learners. With the advances in technology, AAC has never been more effective, reliable, dynamic and available. This presentation will provide a framework for where and how, to begin with individuals are have complex communication needs (CCN) and how to build capacity. Only when practitioners adjust their mindset, presume competence and focus on teaching, learning and teaching how to learn will the gap close between envisioning the possibility and envisioning the probability.

Learner Outcomes: Define growth mindset and how to apply for individuals with complex communication needs. Define the SETT framework as a model for teaching/learning. Summarize how to implement most appropriate prompt hierarchy to facilitate EBP use of the AAC. Discuss ways to engineer the environment for success.

Seminar 6

April 4, 2019 Thursday 2:15PM - 4:15PM

Wakanda Forever: Jettisoning Colonial Thinking in CSD and in Africa

Chisomo Selemani, MA, CCC-SLP, Baldwin Wallace University; Yvette Hyter, PhD, CCC-SLP, Western Michigan University; Mershen Pillay, PhD, University of KwaZulu-Natal; Harsha Kathard, PhD, University of Cape Town; Woody Rule, MA, CCC-SLP, University of Cincinnati; Alfred Mwamba, AuD, Starkey Hearing Institute

Level of Instruction: Introductory

Research and clinical services in SLP and audiology in many parts of Africa are primarily imported (Pillay & Kathard, 2015). If knowledge and practices from elsewhere are used in Africa, how then do we move into more ethical and sustainable practices? We must examine our thinking. Ethical and revolutionary practice is borne out of recognizing existing epistemologies, examining new epistemological frameworks, adapting new vocabulary, utilizing self-reflection, and engaging in intentional conversations.

This presentation will include a discussion about epistemological frames, definitions of new concepts, and reflective activities. Epistemology is a branch of philosophy that has to do with knowledge, its nature, acquisition, and justification (Hofer & Pintrich, 1997; Hyter & Salas-Provance, 2018). Epistemological frames discuss how people come to know what it is that they know or believe. These different ways of knowing influence our thinking from a foundational level. Epistemology and epistemological frames are not often discussed in the fields of SLP and

Audiology. However, an examination of our thinking can lead us to be better practitioners and partners in CSD locally and globally.

Learner Outcomes: Participants will be able to describe epistemology and its impact on minority/majority world interactions. Participants will be able to identify at least one way to adjust existing epistemologies to be more relevant to providing services outside of the US and with groups inside the US. Participants will be able to describe one way to check-in with themselves and international partners when interacting in cross-cultural exchanges.

Seminar 7

April 4, 2019 Thursday 2:15PM - 3:15PM

Explicit Storybook Instruction on Narrative Retell in African American Preschool Children

LaShawn Thomas Bridges, SLPD, CCC-SLP

Level of Instruction: Intermediate

The overall purpose of this investigation was to determine the effect of a narrative retell intervention on African American preschool children who need support in the area of story grammar elements. Two participants were taught explicit narrative retell instruction using the narrative intervention, Story Champs. Scoring was based upon the most meaningful story grammar parts: problem, attempt, consequence, and ending; however, character, setting, and, feeling were scored as well. Participants' total score of story grammar elements was documented weekly via a tablet for digital scoring. This single subject multiple baseline design across participants investigation took place in a childcare care center in a metropolitan area in South Carolina. The sessions were held three times per week for a total of eight weeks with follow-up occurring after two weeks without intervention; sessions lasted approximately 15 to 20 minutes in length. Results yielded a positive effect of the narrative retell instruction using story grammar elements for both participants. In Phase B, one participant displayed an average change across sessions of + 1.1 points/elements, and the other participant displayed an average change across sessions of + 1.3 points/elements. Although both participants displayed a slight

decline in the story grammar retell scores between Phase B and Phase C, the outcome of this investigation still indicates an effective intervention. These findings demonstrate that Story Champs appears to be an effective intervention tool to measure growth of African American preschoolers' narrative skills.

Learner Outcomes: Identify the need for explicit narrative retell in African American preschool children. Distinguish the tiers of MTSS and recall how explicit instruction in storybooks can help African American preschool children before entering Kindergarten. Differentiate why baseline data is critical to outcomes when guiding instruction.

Seminar 8

April 4, 2019 Thursday 3:30PM - 4:15PM

Differentiating Between Dialect and Disorder Among African American English Speakers

Dionna Latimer-Hearn, MA, CCC-SLP, Notre Dame of Maryland University; REACT Initiative, Inc.

Level of Instruction: Intermediate

ASHA's Position on Social Dialects (1983) calls for differentiation between language disorder and dialectal difference however, SLPs are often ill-equipped to make this difficult distinction. Lack of training among SLPs and educators is a factor that increases the potential of inaccurate referral and qualification for special education services among AAE-speaking populations. This presentation will examine: the results of a research study assessing SLP knowledge and attitudes toward AAE and AAE-speaking populations; accurate assessment methods; development of appropriate goals; and the role of dominant language ideology in the marginalization of AAE-speaking youth.

Learner Outcomes: Identify at least three ways in which varied sociocultural practices impact students' academic performance. Identify prominent features of African American English across linguistic domains (i.e., morphology, syntax, phonology, pragmatics, and semantics). Identify five prominent contrastive features between AAE and MAE.

Seminar 9

April 4, 2019 Thursday 3:30PM - 4:15PM

It's Not Speech, It's Behavior. Understanding Applied Behavior Analysis (ABA) and Applying Key Behavior Analytic Components In Your Therapy Sessions

Landria Seals Green, MA, CCC-SLP, Momentum Autism Therapy Services (Executive Director); Landria Green, PLLC (Principal)

Level of Instruction: Intermediate

Learners with autism and related disorders have specific needs that may prove a hindrance to success in speech-language therapy sessions. Given the increased prevalence of a diagnosis of Autism; the use of ABA Therapy is often recommended first. Because of the varied levels of need of learners with autism and the diagnostic criteria, the collaboration between professionals in speech-language pathology and applied behavior analysis is necessary from a foundational understanding and in clinical implementation.

This session will discuss the critical path and thought process within the field of Applied Behavior Analysis in the treatment of language and speech. Additionally, this session will explore key components how collaboration can look in the private sector and within the school setting.

Learner Outcomes: Understand the qualifications and requirements of becoming a Board Certified Behavior Analyst. Apply the functions of behavior to client behavior challenges. Explore strategies and data collection needed to better communicate to BCBA professionals. Key components of professional collaboration that can be readily applied within the private therapy or public school sector.

Seminar 10

April 4, 2019 Thursday 3:30PM - 4:15PM

Clinical Supervision And The Implication Of Generational Differences

Tiffany Phoenix, MS, CCC-SLP, Howard University Department of Communication Sciences and Disorders; Martine Elie, PhD, CCC-SLP, Howard University Department of Communication Sciences and Disorders

Level of Instruction: Introductory

Clinical Supervision is an extremely integral component of Graduate Programs in the field of Speech-Language Pathology and Audiology. Due to the highly complex nature of clinical supervision, it can present several challenges. One of the challenges that has been given considerable attention in recent COSD literature is generational differences. Currently, there are four distinct generations (i.e. Traditionalists, Baby Boomers, Generation Xers, and Millenials) currently working together in a variety of different demanding and taxing employment environments. Each of these generations present with very unique characteristics and are defined by events, places, people, and symbols that greatly influence their expectations and their value system. According to ASHA (2017), ASHA members range in age from approximately 25 to 95 and belong to five different generations. Although the most COSD students are Millenials , the majority of clinical supervisors are typically members of the Baby Boomer, Generation X, and Millenial groups. As a result of the clear, well defined differences that exist amongst their customs, attitudes, and beliefs, generation gaps exist (Hirsch, Kett, &Trefil, 2002). The purpose of this presentation is to provide an overview of generational differences, it's potential impact on the supervisor/supervisee relationship as well as strategies for successful outcomes when working with different generational groups.

Learner Outcomes: State similarities and differences among generational groups. State the potential effect of generational differences on the clinical supervision process. State strategies to improve the overall effectiveness and quality of the clinical supervision process.

Seminar 11

April 4, 2019 Thursday 4:30PM - 5:30PM

Literacy Through the Arts: Building Bridges and Connections That Foster Stronger Communities and Engaged Citizens

Lorraine Wynn Dancy, PhD

Level of Instruction: Introductory

The Arts provide speech-language pathologists with opportunities to facilitate varied speech and language experiences for school-age youth. This presentation will offer evidence-based research that the Arts (performing arts, visual arts, spoken and written arts) promote focused attention and concentration that facilitate language engagement for receptive and expressive language learning. When there is emphasis on *depth of processing*, the Arts enable the development of rich semantic networks that can greatly improve speech and language expression, while enhancing information retention in long-term memory. Two exemplary school-based programs will be presented that demonstrate how the utilization of art forms' visual and movement aspects foster heightened student engagement in the learning process, while providing guided practice in vocabulary development, as well as spoken and written language expression.

Learner Outcomes: Describe how the Arts can promote improved attention and concentration in school-age youth. Explain how the Arts can be used to improve speech and language expression. Describe at least one school-based program that uses the Arts to enhance learning and language expression.

Praxis Bowl

April 4, 2019 Thursday 8:30AM-10:00PM

Knowledge Bowl

Jason Rosas, M. Phil., M.S., CCC-SLP

Level of Instruction: Introductory

Graduate students will be given the opportunity to prepare for the Praxis examination in speech-language pathology by using clickers (ARS). Test construction, format, and test taking strategies will be highlighted. Teams from each university will be asked questions from previous Praxis exams as well as practice exams in a game show format. Subject matter experts will provide clarification and examples for questions requiring greater focus. Audience members will be encouraged to provide their perspectives.

Learner Outcomes: As a result of this course, participants will be able to:

1. Participants will be able to relate questions to actual clinical and professional practice of Speech/Language pathology.

2. Participants will gain knowledge and insights from subject matter experts from speech science, audiology, private practice, medicine, public schools, universities and ASHA as they elaborate on the answers to questions.

3. Participants will gain knowledge and insights regarding key issues facing the professions from Professional Association Board Members (state and national).

4. Participants will acquire the most up to date information regarding evaluation, assessment, norms, and standards of practice while refreshing their knowledge in speech science, anatomy/physiology, dysphagia and audiology.

Seminar 12

April 5, 2019 Friday 9:15AM - 10:00AM

Planning Auditory Therapy for Children with Hearing Loss

Keena Seward, AuD, Children's Evaluation and Therapy Center

Level of Instruction: Introductory

This presentation will provide an overview of the principles of auditory-verbal therapy. A brief review of audiogram interpretation and various forms of hearing assistive technology will be included. Strategies to facilitate the development of listening and spoken language skills in children with hearing loss will be discussed. The hierarchy of auditory skills will be reviewed as a

basis for development of aural habilitation goals. Strategies for parent training will also be discussed as it relates to therapeutic intervention for children with hearing loss.

Learner Outcomes: List the hierarchy of auditory skill development. Describe the principles of auditory-verbal therapy. Formulate activities to target development of speech and language skills through listening.

Seminar 13

April 5, 2019 Friday 9:15AM - 10:00AM

And the point of it all: Social Justice and Speech-Language Pathology

RaMonda Horton, PhD, CCC-SLP, Midwestern University

Level of Instruction: Introductory

Since the late 1980s there has been a growing need to address issues related to cultural and linguistic diversity within the field of speech-language pathology. Racial and ethnic demographic shifts have broadened and diversified the population of recipients who receive our services. As a result of these trends, ASHA has developed a set of professional practice standards for culturally competent service delivery (2004;2017). These standards focus on acquisition of cultural awareness, knowledge, and skills needed to assess and treat individual clients from diverse backgrounds. However, there has been very little discussion about the types of frameworks necessary for understanding how to leverage cultural competence beyond the individual level, and as a tool to help eliminate educational and health disparities.

In other arenas it has been suggested that a social justice framework is necessary for developing research, training, practice, and policy designed to eliminate disparities (Vera & Speight, 2003). Social justice as a framework for addressing disparities does not make culturally competent service delivery the end goal. Social justice is the end goal, and it is intrinsically linked to the ethical principles underlying the roles and responsibilities of the speech-language pathologist (Payne, 2011). Therefore, the purpose of this presentation will be to:

1) Define and operationalize social justice concepts used in various fields.

2) Discuss why topics of language and disability are relevant to the development of social justice agendas in the field and larger society.

3) Discuss how practitioners, organizations, and training programs can use cultural competence to promote social justice in their professional environments.

Learner Outcomes: Identify terminology used to discuss principles associated with social justice. Recognize at least one model for examining language and disability status that incorporates the principles of social justice.Recall at least 3 strategies and practices that have been effective in promoting social justice.

Seminar 14

April 5, 2019 Friday 9:15AM - 10:00AM

HOW TO PASS THE PRAXIS: LEARNING HOW TO THINK CRITICALLY

LaToya Roberts, MS, CCC-SLP

Level of Instruction: Intermediate

Speech Language Pathology graduate students are required to pass the Praxis-SLP examination to obtain national certification. The purpose of this presentation is to present strategies, case studies, hypothetical test questions, and reduce test anxiety. The significance of this presentation is to be the prep solution to passing the Speech Language Pathology Examination. The test integrates nine key areas of content: Speech sound production, Fluency, Voice/Resonance/Motor speech, Receptive/Expressive speech, Social aspects of communication, Cognitive aspects of communication, AAC, Hearing, Swallowing. These key areas will be addressed measuring knowledge of foundations, professional practice, screening, assessment, evaluation, diagnosis, planning, and implementation.

Learner Outcomes: The participant will be able to utilize study strategies for passing the Praxis examination.The participant will be able to think critically and answer appropriately to

hypothetical test questions. The participant will be able to ID characteristics of disorders in the areas of speech, language, voice, cognition, and swallowing.

Seminar 15

April 5, 2019 Friday 9:15AM - 10:15AM

Trachs, Cuffs, Blue Dye, OMG! Nuts and Bolts for the SLP

RAQUEL GARCIA, MA, CCC-SLP, BCS-S, Joe DiMaggio Children's Hospital

Level of Instruction: Introductory

Breathing and swallowing are considered a perfect pair. Swallowing safely is dependent on a functioning respiratory system. When a person has an artificial airway, there is a theory that the person is at an increased risk for dysphagia. This presentation will review the variable approaches that speech pathologists have when assessing and treating a patient with a tracheostomy. A comprehensive literature review will be highlighted to provide open discussion about the validity of the Modified Evans Blue Dye tool, dysphagia practices, and impact of instrumental assessment. In order to compare literature to clinical realm, highlights of social media survey will be explored that continues to demonstrate the variability on how assessment and intervention is executed. The main focus of this presentation, is to truly review what are best practices for managing a patient with dysphagia who has a tracheostomy. As such, the impact the speech pathologist's intervention on length of stay, safety, and independence will be addressed. The ultimate goal of this presentation is to illustrate what the research has said in the past and currently versus what is actually happening in clinical practice.

Learner Outcomes: Identify normal anatomy and physiology for swallowing & breathing. Define components of tracheostomies, respiratory supports, and speaking valves. Explain scope of Modified Evans Blue Dye test versus instrumental assessments. Review current best practices for assessing and treating patients with tracheostomy tubes.

Seminar 16

April 5, 2019 Friday 10:15AM-11:15AM

Mindfulness-Based Practices and Speech-Language Pathology

Angela Grice, PhD, CCC-SLP

Level of Instruction: Introductory

The purpose of this presentation is to examine the use of mindfulness-based practices in the field of speech-language pathology. Students in urban education experience various types of trauma. This experience of trauma leaves many unable to access the learning environment. Many of the anti-social behaviors are punished without addressing the underlying causes of the behavior. As a result, many students are misdiagnosed with various disorders, e.g., attention, emotional, oppositional, etc. Trauma is frequently at the root of the problem. Providing students and their community (teachers and parents) with tools to help manage the behaviors and increase overall well-being is paramount. Incorporating mindfulness into schools improves outcomes for its practitioners. It boosts self-regulation, promotes pro-social behavior, reduces stress, increases academic performance, heightens the awareness of thoughts/feelings; enhances teaching & classroom management; nurtures resilience; and prevents burn-out. Mindfulness brings the individual back to the present moment, which allows for integration in the brain. If not for communication between structures in the brain, experiences would be viewed through a traumatic lens. This presentation will specifically examine the use of mindfulness in following areas: 1) the treatment of various speech-language populations, 2) supervision of graduate students and clinical fellows, and 3) management of self-care to minimize burn-out. Creating present-moment awareness increases the overall well-being for its practitioners and their clients.

Learner Outcomes: Identify the definition mindfulness and the various mindfulness-based practices that can be used in the field of speech-language pathology. Recall at least three benefits of mindfulness on speech-language therapists, their supervisees, and clients with speech-language disorders. Summarize current research studies in the area of mindfulness.

Seminar 17

April 5, 2019 Friday 10:15AM-11:15AM

Children Living in Poverty: Evidence Based Assessment and Intervention Strategies

Elise Davis-McFarland, PhD, CCC-SLP, ASHA Past President

Children who live in poverty bring more than their communication differences and disorders to their therapy sessions. In order to help these students develop mainstream speech and language skills speech-language pathologists must understand the real-life issues related to poverty and how they effect students. This allows clinicians to plan and implement assessments and interventions that ensure the desired outcomes. Evidence based assessment and intervention strategies designed to optimize therapy outcomes and student success will be discussed.

Learner Outcomes:

1)Determine the childhood poverty rates in their community.

2) Articulate the relationship between poverty and communication and literacy disorders.

3) Develop strategies for including parents in therapy sessions with children from low SES families.

4) Develop successful assessment and intervention strategies for intervention with communication disorders in children living in poverty.

Seminar 19

April 5, 2019 Friday 10:15AM-11:15AM

Infant Fiberoptic Endoscopic Evaluation for Swallowing : Nuts and Bolts for the SLP

RAQUEL GARCIA, MA, CCC-SLP, BCS-S, Joe DiMaggio Children's Hospital

Level of Instruction: Intermediate

Fiberoptic Endoscopic Evaluation for Swallowing (FEES) is an instrumental assessment that was created by Dr. Susan Langmore in the late 1980's to further assess the pharyngeal phase of

swallowing in adults. Once thought that FEES would be an alternative to MBS when the fluoroscopy suite was not available, it is now viewed as an equal instrumental assessment to MBS, as FEES allows for direct assessment of the motor and sensory aspects of the swallow. In the pediatric population, typically Modified Barium Swallow studies are viewed as the gold standard to assess dysphagia. The concern for fluroscopy time, radiation exposure, frequent repeat studies in short period of time, and inability to assess breast feeding are often reviewed in the literature. This presentation will review the role and reliability of FEES in the pediatric population. Additionally, the safety of FEES in the pediatric population will be explored. Lastly, the current best practices with FEES in the pediatric population will be addressed.

Learner Outcomes: Appreciate an overview of how Fiberoptic Endoscopic Evaluation for Swallowing (FEES) is performed. Identify typical and atypical anatomy and physiology of swallowing with FEES. Review differences between FEES and Modified Barium Swallow Studies (MBS). Discuss the reliability of FEES assessment for detecting penetration and aspiration in infants.

Seminar 20

April 5, 2019 Friday 11:30AM-12:30PM

Social Perspective Development in Children and Adults with Asperger's

Claudette Land-Deans, MA, CCC-SLP, North Carolina A&T State University

Level of Instruction: Intermediate

Asperger's is a mild form of Autism. In contrast to persons considered High Functioning, this population does not exhibit early receptive and expressive language delays nor deficits. Similarly, Asperger's culture presents with normal to exceptionally high IQ's with pragmatic deficits, specifically, limitations in social perspective. This means, this culture has difficulty with awareness of and sensitivity to "how the other person feels" when they say what the think rather than cognitively filtering (thinking it versus saying it) to avoid "offending" others. Deficit in social perspective can strain professional and/or personal relationships, as expressively comments come across rather blunt and/or insensitive. In either case, whether a child or adult

with Asperger's, this deficit in social perspective can present as a communication barrier in conversations. For the child with Asperger's, this limits his/her ability to form friendships, which can result in isolation. For adults with Asperger's, difficulty understanding social perspective can hinder building positive customer service, professional, and long-lasting personal relationships. This, of course, is not the intention of this culture as populations with Asperger's also desire to connect with their world. The North Carolina TEACCH program and the Carolina Institute of Multiple Disabilities at the University of North Carolina train researched-based approaches that target social perspective development in children and adults on the Autism spectrum.   Based on this training, a "Social Perspective Communication Flowchart" will be introduced and techniques demonstrated to show clinicians and instructors how to develop "social perspective awareness and application" in populations with Asperger's and/or High-Functioning Autism.

Learner Outcomes: At the culmination of the session, participants will identify three cognitive and pragmatic skill needs that prevent understanding of social perspective in adults and children with Asperger's. At the culmination of the session, participants will be able to describe five procedures from the Social Perspective Communication Flowchart that target and develop awareness, understanding, and application of social perspective in adults and children wit. At the conclusion of the session, participants will be able to perform the steps from the Social Perspective Communication Flowchart.

Seminar 22
April 5, 2019 Friday 11:30AM-12:30PM
Perceptions of Speech-Language Pathologists in Clinical Fellowships

Katrina Evette, Miller, millerk@nccu.edu
Level of Instruction: Advanced
Literature from the speech-language pathology profession has often been limited to the point of view of the student clinician or clinical supervision as it relates to clinical education. Little

attention has been focused on the clinical fellowship or the first year of employment for the speech-language pathologist. This mixed-method study used a 14-question survey, focus group interviews and individual interviews to analyze the lived experiences of speech-language pathologists in their first year of employment. The survey was completed by 42 speech-language pathologists. From the original survey participants, four speech pathologists, two in each interview group, participated in the focus group interviews or the individual interviews. Survey results indicated that clinical fellows felt their mentors were knowledgeable, supportive and cultivated independence. Some of the themes identified during the study included the need for additional training by clinical fellows and the desire to shadow their mentors before deciding on employment sites and mentors. Future research could include a larger sample size of participants and the role that generational and cultural differences play during a clinical fellowship.

Learner Outcomes: Identify how employment setting, environmental factors or personal traits or characteristcs of the clinical fellow contribute to the fellow demonstrating self-supervision behaviors. Identify how supervisory skills and personality traits exhibited by clinical fellow mentors contribute to the clinical fellows' successful or unsuccessful efforts to demonstrate self-supervision behviors; identify how previous clinical experiences contribute to the success or hinderance of the clinical fellow demonstrating self-supervision behaviors.

Seminar 23
April 5, 2019 Friday 11:30AM-12:30PM
Communication & Swallowing Considerations for Patients Requiring Tracheostomy and Mechanical Ventilation

Jamie Fisher, PhD, CCC-SLP, PhD, CCC-SLP
Level of Instruction: Intermediate
Speech-Language Pathologists (SLPs) are responsible for and tasked with the assessment and treatment of patients requiring tracheostomy and mechanical ventilation in the areas of

communication and swallowing. To effectively assess these patients and subsequently devise an effective plan of treatment, SLPs have many factors to consider including identifying and applying evidenced based practice tools and collaborating with healthcare professionals. This presentation will discuss current assessment and treatment trends in research and clinical practice regarding the communication and swallowing of patients requiring tracheostomy and mechanical ventilation.

Learner Outcomes: The learner will be able to identify from evidenced-base research the current trends in the assessment and treatment of patients requiring tracheostomy and mechanical ventilation. The learner will understand how to apply research to clinical practice in the assessment and treatment of patients requiring tracheostomy and mechanical ventilation. The learner will identify current trends in collaborating with medical health care professions to effectively care for patients requiring tracheostomy and mechanical ventilation.

Seminar 24

April 5, 2019 Friday 12:45PM -1:45PM

Breastfeeding in Black Families: Building Yourself as an Advocate SLP

Anastasia Johnson, Shepherd Center; April Anderson, National Speech/Language Therapy Center; Brie Latimore, Texas Children's Hospital

Level of Instruction: Intermediate

Despite efforts to reduce the percentages, racial disparities of breastfeeding among cultural groups in the United States continue to persist. Furthermore, the rate of breastfeeding in African-American children when compared to other majority and minority groups lags behind. Given the national breastfeeding push, speech-language pathologists may find themselves in the position to educate and empower African-American mothers to breastfeed, despite historic and cultural views in their respective communities. This presentation aims to reflect on the World Health Organization's nutritional goal of increasing breastfeeding, provide a review of

anatomy/physiology of lactation, and clarify the SLP's role by providing strategies for intervention with black children and their mothers.

Learner Outcomes: The learner will be able to discuss the SLP's role in promoting breastfeeding among culturally diverse populations. The learner will be able to describe the physiological basis and benefits of breastfeeding. The learner will be able to identify cultural views and stigmas surrounding breastfeeding.

Seminar 25

April 5, 2019 Friday 12:45PM -1:45PM

The relationship between child-caregiver engagement and language development

Jonet Artis, MEd, CCC-SLP, University of North Carolina at Chapel Hill; Ranita Anderson, MA, CCC-SLP, University of North Carolina at Chapel Hill; Linda Watson, EdD, CCC-SLP, University of North Carolina at Chapel Hill

Level of Instruction: Introductory

The ability of caregivers and children to share attention and engage in the same activity provides opportunities for language development within children at an early age (Tomasello, 2000). Children diagnosed with autism spectrum disorder (ASD) demonstrate difficulties with social interaction and social communication skills (APA, 2013). This often impacts their ability to engage in activities with others and has implications for their subsequent language development. In this session, we will discuss different types of engagement states often demonstrated by typically developing children at an early age and examples of how these engagement states may occur less frequently with children at high likelihood of later ASD diagnosis. We will also provide examples of how different engagement states offer opportunities for receptive and expressive language development (Bottema-Beutel et al., 2014). Finally, we will discuss strategies that can be used by caregivers to increase moments of engagement with their child. These strategies will be focused on verbal and nonverbal caregiver responsiveness which have been found to impact receptive and expressive language skills in

young children diagnosed with ASD (Haebig et al., 2013; Siller and Sigman, 2008). Examples of the different types of engagement states and caregiver responsiveness will be drawn from an intervention designed to increase parent and infant engagement in toddlers at high risk for ASD, currently under study.

Learner Outcomes: Participants will identify 3 different types of engagement states often demonstrated by children at an early age. Participants will explain how caregiver-child engagement and caregiver responsiveness facilitate language development. Participants will demonstrate 3 strategies that can be used by caregivers to increase opportunities for engagement with their child.

Seminar 26

April 5, 2019 Friday 12:45PM -1:45PM

Clinical Simulation Use in a CSD Program: The Students' Perspective

Catherine Cotton, MA, CCC-SLP, University of North Carolina Greensboro; Lisa McDonald, MA, CCC-SLP, University of North Carolina Greensboro

Level of Instruction: Intermediate

All graduate students must obtain a minimum of 400 clock hours of supervised clinical experience (ASHA 2014). Direct contact with clients/patients is traditionally the most common method used by graduate programs to allow students to acquire evaluation, intervention, interaction and personal quality skills. Another method for students to gain these skills is via clinical simulation, a web-based learning tool.

Students gain practicum experience as they work towards achieving the Standards for CCC's in Speech-Language-Pathology. Currently, ASHA allows students to obtain up to 75 hours (or 20%) of direct contact hours through clinical simulation, as part of their direct client/patient contact. Research investigating the use of simulation in Communication Sciences and Disorders (CSD) is limited in the number and scope of studies. Recent studies in the field of CSD have focused on

the potential benefits in clinical education of students as an instructional strategy (Hill, Davidson, & Theodoros, 2013) or evaluating clinical performance (Zraick, 2012).

It can be difficult to transition from being a receiver of knowledge to confidently demonstrating knowledge. Traditionally, direct contact with clients/patients is the primary method used in higher education, to assist students in acquiring evaluation, intervention, interaction and personal quality skills. The UNCG graduate program in speech-language pathology also incorporates clinical simulation, via a web-based learning tool, as part of their practicum experience. The use of virtual patients is integrated with the traditional face-to-face method as students work towards achieving the Standards for the Certificate of Clinical Competence in Speech-Language-Pathology (CCC-SLP).

Learner Outcomes: Describe the difference between direct contact and simulation use/alternative clinical education. Discuss different methods that are available for students to obtain clock hours. Give an example of how simulation use/alternative clinical education can provide students with diverse clinical experiences.

Seminar 28

April 5, 2019 Friday 2:00PM - 4:00PM

Research in Culturally and Linguistically Diverse Language and Literacy Services

Nancy Creaghead, PhD, CCC-SLP, University of Cincinnati; Lesley Becker, PhD, CCC-SLP, University of Cincinnati; Sandra Combs, PhD, CCC-SLP, University of Cincinnati; Amy Hobek, PhD, CCC-SLP, University of Cincinnati; Karla Washington, PhD, CCC-SLP, University of Cincinnati; Emily Ciesielski, MS, CCC-SLP, University of Cincinnati; Sisan Cuervo, MS, CCC-SLP, University of Cincinnati; Rachel Karem, MA, CCC-SLP, University of Cincinnati

Level of Instruction: Intermediate

We will discuss research strategies, findings and applications addressing appropriate practices for supporting school success for culturally and linguistically diverse children living in poverty, including collaborating with families, volunteers and school personnel. The projects describe

the current research of faculty and PhD students who are funded through a US Department of Education Leadership Project.

Seven projects will be described. We will include the purpose, methods, outcomes, and implications:

- Peer-Mediated Intervention to Support Preschool English Learners' Social Interactions
- effect of a peer-mediated intervention on EL social interactions in the classroom.
- Digital Dual Language Books for English Language Learners
- difference between verbal engagement of Hispanic DLLs with monolingual adults, when presented with English-only versus bilingual video books.
- Discriminant Accuracy of the Intelligibility in Context Scale for Bilingual Preschoolers
- discriminant accuracy of the ICS and ICS-JC for Jamaican Creole and Standard English 4- and 5-years old bilingual preschoolers with speech disorders.
- Comparison of African American English in Story Retell using Bidialectal Stories
- AAE use as measured by the Dialect Density Measure (DDM) and narrative features through retell of stories read in the home and school dialect.
- Targeting Reading Fluency through RtI with Volunteers
- effectiveness of a reading fluency intervention, implemented by volunteers in schools.
- SLPs, Teachers, and Spelling: Current Knowledge, Practices and Beliefs
- differences between spelling knowledge and practices of teachers and SLPs.
- Women Recovering from "Domestic Trafficking": Barriers to Accessing Education and Healthcare for Their Children
- qualitative analysis of interviews with mothers who have experienced trauma and are reunifying with their children.

Learner Outcomes: Discuss two strategies for supporting language and communication for young Spanish English Language learners. Discuss two strategies for assessing speech and langage skills of children from variedt language/dialectial backgrounds. Discuss methods for

supporting reading and spelling for young at risk learners. Discuss barriers to access to education for children of mothers who have experienced trauma.

Seminar 29

April 5, 2019 Friday 2:00PM - 3:00PM

Keys to successful group therapy: Strategies for the School SLP

Danielle Watson, PhD, Tennessee State University; Jamie Fisher, PhD, Nashville Speech & Swallowing Specialists, PLLC

Level of Instruction: Intermediate

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 group therapy management to increase effectiveness/efficiency and to reduce work-related stress.

Learner Outcomes: Identify and explain three practical ways to effectively manage group therapy. Identify essential elements of successful therapy. Identify at least three behavior management strategies.

Seminar 30

April 5, 2019 Friday 2:00PM - 3:00PM

Patient Safety in Communication Sciences and Disorders: Implications for Working with Culturally and Linguistically Diverse Populations

Tommie L. Robinson, Jr., PhD, CCC-SLP is chief of Hearing and Speech and director of the Scottish Rite Center for Childhood Language Disorders at Children's National Health System in Washington, D.C. and is an associate professor of pediatrics at The Geor Lemmietta McNeilly, PhD, CCC-SLP is ASHA's Chief Staff Officer, Speech-Language. She is an ASHA Fellow, a Distinguished Scholar and Fellow of the National Academy of Practice, and an American Society of Association Executives Certified Association

Level of Instruction: Intermediate

Patient safety is a relatively new area in the healthcare arena that emphasizes the reporting, analysis and prevention of medical errors that often lead to adverse healthcare events. Currently, there is a national push in healthcare to address these issues. In 1999, the Institute of Medicine (IOM) released a report, "To Err is Human: Building a Safer Health System." It called for national efforts to address this issue. While this issue has been studied from a medical standpoint, allied health professions in general, and the discipline of communication sciences and disorders specifically has not focused on this topic for practicing speech-language pathologists and audiologists. This session is designed to address the issue of patient safety and how it applies to the clinical practice for speech-language pathologists and audiologists. While the majority of our services do not lead to adverse healthcare events, there are some practice areas where misdiagnoses or inappropriate treatment approaches could lead to death, suicide or less than adequate quality of life. In addition, this session will address those areas that should be reported, analyzed and prevented. These areas include, but are not limited to: Communication; Patient Safety Education; Technology; Electronic Health Records; Health Literacy; Evidence-Based Practice; Quality Improvement and Safety Initiatives; as well as Creating a "Patient Safety" Culture.

Learner Outcomes: Define patient safety as it relates to clinical practice. Describe the stakeholders' perspective in patient safety. Understand the role of speech-language pathologists and audiologists in patient safety. Apply patient safety standards when working with culturally and linguistically diverse populations.

Seminar 31

April 5, 2019 Friday 3:15PM - 4:15PM

The SLP's role in the Diagnostic Assessment of ASD in Very Young Children

Alayna Townsend, PhD, CCC-SLP, University of Houston

Level of Instruction: Intermediate

According to estimates from the Center of Disease Control, about 1 in 59 children have been identified with Autism Spectrum Disorder (ASD) (CDC, 2018). As the prevalence of ASD continues to surge, the early screening and diagnostic evaluation of very young children is critical in quickly providing intensive early intervention and improving lifetime outcomes. Studies have shown that ASD symptoms can begin to emerge as early as 6 to 12 months old (Sacrey et al, 2018). Research shows that intensive early intervention, prior to five years of age, shows the best positive outcomes for children with ASD (Woods & Wetherby, 2003). Speech language pathologists are often first professionals to suspect ASD and are integral team members in the screening and evaluation process. This session aims to provide the learner with information regarding: 1. Early warning signs of ASD, 2. Formal and informal screening and diagnostic tools for early childhood, and 3. Strategies to promote interdisciplinary collaboration.

Learner Outcomes: Identify at least 5 early warning signs of ASD in early childhood. Compare and contrast at least 3 language and social communication measures. Recall 3 strategies to implement when collaborating on an interdisciplinary team. Describe 3 screening and evaluation tools speech pathologists can implement to evaluation language and social communication in early childhood.

Seminar 32

April 5, 2019 Friday 3:15PM - 4:15PM

Success in Starting a Private Practice in Communication Disorders

Doanne Ward Williams, MS, CCC-SLP, TheraPlay Bilingual Solutions; Arnell Brady, MS, CCC-SLP, Brady Speech-Language Pathology; Shanita Ebere, MA, CCC-SLP, Naturally Speaking Therapy; Jonathan Love, MS, CCC-SLP; Teddy Fayne, Let's Talk Therapy

Level of Instruction: Introductory

This one-hour panel discussion will feature professionals with established private practices that address communication disorders and related concerns. Each panelist will discuss their journey to creating their private practice as well as discuss any pitfalls to avoid and tips for success. Topics to be discussed will include but not be limited to the benefits and drawbacks to developing a private practice, how to create a business plan, funding and payment considerations, ethical issues related to having a private practice and growing your start-up client base. This discussion is intended for professionals and students who are considering or are in the early stages of developing a private practice. While this presentation is part of a two-part series, attendance at both is not required.

Learner Outcomes: Explain what a business plan is and what components should be included in the plan. Discuss the benefits and drawbacks to developing a private practice. Explain at least one ethical dilemma to avoid when establishing a private practice.

Seminar 33

April 5, 2019 Friday 3:15PM - 4:15PM

Evaluating health-related quality of life in African-Americans with aphasia

Davetrina Gadson, MS, CCC-SLP, University of Georgia

Level of Instruction: Intermediate

Strokes are the leading cause of long-term disability in the United States and twice as likely to occur in African-Americans than any other ethnic group. The purpose of this study was to explore the predictors of health-related quality of life (HRQL), social functioning, and communication in African-American stroke survivors with aphasia. This study will be the first attempt to bridge the gap in our clinical knowledge base regarding HRQL in aphasia within a

homogenous population. There is limited available knowledge on the characteristics uniquely identified within minority populations exposed to health disparities.

A cross-sectional design was used to explore the language severity, physical dimensions, psychosocial behaviors, social network, social isolation, and mental health among stroke survivors with aphasia, stroke survivors without aphasia and healthy/successfully aging adults without neurological injury. This research examined the emerging role of the patient perspective on ones' health condition with consideration of dialectal variations, socioeconomic status, health insurance, education level, and financial income.

Research has confirmed the influential role of HRQL in stroke survivors with aphasia with current studies understanding better the predictors of HRQL in people with aphasia. Clinical implications of this study could potentially impact neurorehabilitation by assisting practitioners in shared decision making that promotes client-centered care and a biopsychosocial model approach.

Learner Outcomes:

1. Participants will be able to identify predictors of health-related quality of life in African-Americans with aphasia.

2. Participants will be able to critique characteristics of social functioning that contribute to health-related quality of life in African-Americans with aphasia.

3. Participants will be able to evaluate the role of health-related quality of life on client-centered care through a biopsychosocial approach.

Seminar 34

April 5, 2019 Friday 4:30PM - 5:30PM

Necessity of Multidisciplinary Collaboration for CLD Students with Disabilities

Keena Seward, AuD, Prince George's County Public Schools; Scott Showalter, Prince George's County Public Schools; Isatu Kondeh, Prince George's County Public Schools; Alphria Alghali, Prince George's County Public Schools; Jessica Moore, BA, Prince George's County Public Schools

Level of Instruction: Intermediate

The Individuals with Disabilities Education Improvement Act (IDEIA) mandates that all students are to be provided with a free and appropriate public education. Many considerations are necessary to ensure the appropriateness of education for students with disabilities, particularly those with culturally and linguistically diverse (CLD) backgrounds. This presentation will provide an overview of the challenges involved with providing effective, evidence-based services for culturally and linguistically diverse students in a metropolitan Title 1 school. Several factors must be acknowledged and addressed to meet the needs of this population. Such factors include cultural, linguistic, and socio-economic differences between providers and families, parental education limitations, and stigma associated with disability and special education. The interrelated nature of social, emotional, behavioral, academic, and speech/language needs will be examined, demonstrating the need for multidisciplinary collaboration. A case study will be presented to highlight the importance of contributions from speech-language pathologists, special educators, and school psychologists to develop comprehensive and efficacious individualized education programs.

Learner Outcomes: Identify common challenges observed in a culturally and linguistically diverse Title 1 school. Describe the contributions of speech-language pathologists, school psychologists, and special educators to the provision of appropriate educational services for CLD students with disabilities. Identify strategies to ensure comprehensive support for CLD students with varied needs.

Seminar 35

April 5, 2019 Friday 4:30PM - 5:30PM

From Amiyya to Fusha: Exploring Differences, Similarities, and Clinical Implications between Modern Standard Arabic and the Egyptian Variant of Arabic

Samantha Ghali, University of Kansas

Level of Instruction: Introductory

Arabic is an ancient language with present-day value for the practicing clinician. This presentation will provide an overview of the differences and similarities between Modern Standard Arabic and the spoken variant of Egyptian Arabic in the areas of phonology, semantics, syntax, and morphology. Clinical implications with regard to language and literacy will be discussed.

Learner Outcomes: At the culmination of this session, participants will be able to identify the similarities between Modern Standard Arabic and the Egyptian variant of Arabic. At the culmination of this session, participants will be able to identify the differences between Modern Standard Arabic and the Egyptian variant of Arabic. At the culmination of this session, participants will be able to discuss the diglossic context of Arabic across regions.

Seminar 36

April 5, 2019 Friday 4:30PM - 5:30PM

Building Your Private Practice by Maximizing Technology, Social and Collaborations

Doanne Ward-Williams, MS, CCC-SLP, Theraplay Bilingual Solutions; Arnell Brady, MS, CCC-SLP, Brady Speech-Language Pathology; Cathy Runnels, MA, CCC-SLP, Accent on Speech; Jonathan Love, MS, CCC-SLP; Teddy Fayne, Let's Talk Therapy

Level of Instruction: Introductory

This one-hour panel discussion will feature clinicians with long-standing established private practices that address communication disorders and related concerns. The focus of this second seminar of a two-part series is to provide attendees with marketing strategies to help build and maintain the client-base for a private practice. Panelists will provide first-hand experience

regarding effective and innovative marketing approaches fueled by use of technology, social media and community collaborations. This discussion is intended for professionals and students who are considering or are in the early stages of developing a private practice as well as professionals with an established private practice. While this presentation is part of a two-part series, attendance at both is not required.

Learner Outcomes: Explain at least one effective marketing strategy to build a client-base. Discuss the difference between establishing a client base and maintaining a client-base. Explain how social technology, social media and network collaborations can be best used to build and maintain a client-base.

Seminar 37

April 5, 2019 Friday 4:30PM - 5:30PM

Caregiver Support: Maintaining Care Recipient Dignity through Effective Communication: Part II

Zaneta Ponton, MEd, CCC-SLP, NC Central University; Robin Gillespie, PhD, CCC-SLP, NC Central University;

Level of Instruction: Introductory

In our last session, participants learned about the difficulties associated with communication in the caregiver relationship. Previously, we discussed the definitions of the roles, the stressors, the effects of stress, and the manner in which communication is affected (Fradkin & Heath, 1992). A closer look is needed to determine communication skills needed for effective caregiving that reduces stress and promotes a healthy relationship between family members (Salama & El Soud, 2012). This presentation will discuss how activities, resources, and wholistic service delivery aids in the relief of caregiver stress. It will also address SLPs roles in the IPP/IPE service delivery to clients with respect to the caregivers (WHO, 2006).

Learner Outcomes: state the communication skills associated with caregiving. list activities and resources that aid in the relief of stress due to caregiving. identify the communicative needs of caregivers. promote effective communication between caregivers and their family member.

Seminar 38

April 5, 2019 Friday 4:30PM - 5:30PM

Beyond Cycles and Minimal Pairs

Shaverra Jones, (None), Rocky Mountain University of Health Professions; Christine Lewis, Rocky Moutain University of Health Profession

Level of Instruction: Intermediate

Speech sound disorders (SSD) are a common problem in school-aged children, especially preschool-aged children (Williams, 2003). With the many treatment approaches available, deciding which treatment approach is most appropriate may be difficult and will require awareness of the treatment options and ability to determine which options best serves that client's severity of the phonological disorder.The multiple oppositions approach is a contrastive approach that simultaneously contrasts several target sounds to a comparison sound (Williams 1992, 2000a, 2000b). This session will also discuss how target selections impact treatment progress and how to implement the multiple oppositions approach.

Learner Outcomes: The participant will be able to identify which treatment approach is most appropriate for children with moderate to severe phonological disorder. The participant will be able to identify tools to use to select appropriate treatment targets with children with moderate to severe phonological disorders. The participant will be able to identify the phases of the multiple oppositions approach.

Student Forum 1

April 5, 2019 Friday 10:15AM-10:45AM

Prenatal Exposure to Opioids and its effects on Communication

Kemi Pollock, BS, Howard University; Martine Elie, PhD, CCC-SLP, Howard University
Level of Instruction: Introductory

As pregnancy rate increases, so does the number of pregnant women who have utilized analgesic opioids resulting in an influx of prenatal exposure to opioids. Opioids which are classified as an analgesic are primarily used as painkillers. Significant dosage amounts coupled with the frequency can impact everyday functions and abilities. According to Skovland, Handal, Selmer, Brandilstuen & Skurtveit (2017), 14-28% of pregnant women report opioid use during pregnancy. Opioid use during pregnancy can lead to serious developmental delays which ultimately and adversely affect language development, memory, pragmatic skills and overall communication modalities. Beckwith & Burke (2015) reported that opioid exposure during pregnancy has recently become greater than prenatal pregnancy exposure to cocaine. The purpose of this was to investigate the effects of prenatal exposure to opioids on speech and language. This presentation will explore the areas of language effected by prenatal exposure to opioids and its effects on communication. Results from this increase the awareness of the effects of opioid use during pregnancy.

Learner Outcomes: State the incidence and prevalance of Opioids use in pregnant women. State the effects of prenatal exposure to opioids on communication. Identify the speech and language characteristics of children exposed to opioids.

April 5, 2019 Friday 10:45AM-11:15AM
Infant Led versus Traditional Feeding Approaches: A Literature Review

Maya Leslie, BS, The University of Louisiana-Lafayette; John Tetnowski, BS, The University of Louisiana-Lafayette; Nancye Roussel, PhD, CCC-SLP, The University of Louisiana-Lafayette
Level of Instruction: Introductory

In recent years, there has been significant research regarding feeding approaches for infants. At the culmination of their research, Wright, Cameron, Tsiaka, and Parkinson (2010) found that

infants are ready to begin feeding themselves at four to seven months old. As a result, various research trials have begun to determine which feeding approach is suitable for normally developing infants. As it pertains to infant feeding there are two primary feeding approaches designed for infants: 1. Infant led feeding intervention and 2. Spoon feeding intervention. Some researchers believe that infants should not be introduced to solid foods after weaning (Reeves, 2008). Despite this claim, Cameron, Taylor, and Heath(2015) found that infants receiving infant led feeding consumed more nutrients than infants with traditional spoon feeding. The purpose of this meta-analysis and review is to evaluate successful methods of feeding for normally developing infants and to highlight trends in this area of research.

Learner Outcomes: Determine which feeding approach is best for clients. Provide parents and caregivers with information regarding Infant led and Spoon feeding approaches for infants. Plan feeding intervention for infants.

Student Forum 2
April 5, 2019 Friday 11:30AM-12:00PM
Treatment of Agrammatic Writing Impairments Among African Americans with Aphasia.

Brittani Alomar, BS, Howard University; Dominique Barrett, (None), Howard University; Melanie Evans, BS, Howard University; Danielle Mondesir, (None), Howard University
Level of Instruction: Intermediate
According to the National Aphasia Association (2018), there are approximately 5,000,000 stroke survivors in the U.S.A., with approximately 750,000 new cases of aphasia occurring each year. While much attention has been given to the auditory comprehension and verbal expressive communication impairments that occur as a part of aphasia, much less attention has been given to accompanying deficits, such as writing. This is despite the fact that writing contributes greatly to successful and full life participation (for example, writing checks and correspondence via handwriting and/or computer-based communication).

This presentation examines current literature pertaining to writing and aphasia. Specifically, the presentation will discuss the importance of writing, types of dysgraphia (writing difficulties), and evidence-based writing treatment for people with aphasia. Therapy that targets lexical routes, non-lexical routes, buffer impairments, and peripheral dysgraphia at the word, sentence, paragraph and textual levels will be discussed. Information pertaining to the use of assistive devices to compliment traditional therapies will also be discussed. Information about ways to adapt evidence-based approaches to speech-language pathology management of African Americans with aphasic dysgraphic impairments will also be discussed.

Learner Outcomes: At the culmination of this session, participants will be able to identify evidence based writing treatment for people with aphasia. At the culmination of this session, participants will be able to identify assistive technologies used for people with aphasia. At the culmination of this session, participants will be able to adapt evidence-based approaches to speech-language pathology management of African Americans with aphasic dysgraphic impairments.

April 5, 2019 Friday 12:00PM-12:30PM

Concussion Update! Exploring Athletes from Amateur-Level MMA and University-Level Soccer.

Jeffrey Chang, Howard University; Alaina Davis, PhD, CCC-SLP, Howard University
Level of Instruction: Introductory
Each year there are over 3.8 million reported and unreported sport-related concussions. The concern increases when considering repeated injuries to the brain. Athletes who experience repeated concussions and premature return-to-play before completely healing from an initial event are at-risk for the lasting effects including chronic physical symptoms, changes in emotional/psychological well-being, and deficits in cognitive-communicative skills. While athletes are typically familiar with the physical and emotional symptoms; many athletes are not aware of the cognitive-communicative skills necessary for effectively executing functional daily tasks and communicative activities. In addition, many athletes do not know the role of the

speech-language pathologist (SLP) in the prevention, assessment, and management of concussion. This presentation will present data which examines adult athletes' self-report of concussion experience and knowledge of the associated symptoms, as well the role of the SLP and related professionals for assessment, management, and return-to-activity. Athletes from a university soccer team and from amateur-level mixed martial arts (MMA) were provided concussion education as a seminar and given a pre-education survey to determine baseline knowledge and awareness, as well as a post-education survey to identify any increase or changes in knowledge and awareness of concussion information. Preliminary data indicates low pre-education knowledge of the cognitive-communicative symptoms and the role of the SLP with increased post-education knowledge and awareness for both soccer players and MMA athletes. In addition, gender differences are noted in self-reporting of concussion experience.

Learner Outcomes:

1. Explain the risk for repeated concussion in contact sports as related to speech-language pathology.

2. Discuss the cognitive-communicative symptoms associated with concussion and the role of the speech-language pathologist in assessment and management. Identify key areas of importance in which to focus concussion education programs for athletes in academic and nonacademic settings.

Student Forum 3
April 5, 2019 Friday 2:00PM - 2:30PM
The impact of Nigerian languages on English: linguistic considerations for SLPs

Rosemary Agbeh, BA, Howard University; Martine Elie, PhD, CCC-SLP, Howard University
Level of Instruction: Introductory
The cultural and linguistic backgrounds of children in the United States plays a fundamental role in the incidence and prevalence of speech-language pathologist caseloads. The linguistic features of non-native English speakers acquiring English impact their English language

production. This is true for Nigerian language speakers, who account for a population of nearly 460,000 people in the United States. There are three major language groups in Nigeria: Hausa, Igbo and Yoruba, that presume dominancy over the majority of languages spoken in the country. Speakers of these three languages present with varying spoken forms and accents when speaking English due to the influence of their native language. According to Berardez (2008), as cited in Kaseem and Ekerete (2013), linguistic variety is a feature of the human life in both the social and the individual spheres. The purpose of this presentation is 1) To explore linguistic features of three common Nigerian languages, 2) To determine the impact of Nigerian languages on spoken English and 3) To offer linguistic considerations for SLPs assessing the speech and language skills of Nigerian language speakers.

Learner Outcomes: State linguistic features of Nigerian languages of Hausa, Igbo and Yoruba. State the influence of Hausa, Igbo and Yoruba Nigerian languages on spoken English. State linguistic considerations to use when evaluating Nigerian language speakers.

April 5, 2019 Friday 2:30PM-3:00PM

Building Cultural Bridges with Figurative Language from Music Lyrics

Aija Crawford, BS, Howard University; Chelsie Esek, BA, Howard University; Diamond Godbolt, BS, Howard University; Alaina Davis, PhD, CCC-SLP, Howard University
Level of Instruction: Introductory
Figurative language is often utilized in assessments to examine higher-level language and discourse skills in individuals with cognitive-communicative deficits. Many common standardized assessments used by speech-language pathologists include proverbs and other forms of abstract language that is not representative of persons from culturally and linguistically diverse backgrounds (Davis, 2016). Research has shown that familiarity of figurative expressions is developed from cultural and social interactions, and generational factors more than other aspects of language (Brown &Wright-Harp, 2011). Therefore, familiarity should be a key factor when selecting expressions to obtain the most natural

responses from clients. Payne (2011) suggests developing stimuli for assessment from within the communities being served. Lyrics from songs include a plethora of figurative expressions and are a great source from which to obtain culturally-relevant and appropriate material. Within the African American community, music relates to an oral tradition in which songs, stories, old sayings, and proverbs are verbally passed down from generation to generation. This study analyzes the responses of young African American adults who were asked to provide verbal interpretations of didactic lyrics from the music genres of Gospel, Hip Hop, and Rhythm & Blues. The researchers analyzed the verbal responses which were scored by a modified rating system developed by Brundage and Brookshire (1995). In addition, a qualitative analysis of the participants communicative style was performed to identify cultural and dialectal aspects of communication and language. The findings from this work will support the development of a culturally-relevant and appropriate protocol to assess cognitive-communicative skills.

Learner Outcomes: 1. Discuss cultural and dialectal aspects of communication and language among African American adults. 2. Explain the benefits of utilizing culturally familiar stimuli when assess higher-level language and discourse skills. 3. Identify culturally-relevant and appropriate figurative language stimuli from music.

Student Forum 4
April 5, 2019 Friday 3:15PM - 3:45PM
Interactive Communication Extension to Persons with Autism Spectrum Disorder

Desiree Stribling, Kent State University; Jennifer Roche, PhD, Kent State University; Lisa Audet, AuD, Kent State University
Level of Instruction: Introductory
Miscommunication can be a frustrating aspect of communicating with others. A difficult kind of miscommunication to work through is a referent that is open to more than one interpretation. Disorders of social communication such as Autism Spectrum Disorder (ASD) may inhibit the ability for individuals to work through this kind of miscommunication. We will explore what

effect globally ambiguous statements have on the amount of processing effort a listener with ASD will put forth by using eye-tracking methodology. Participants will be instructed to click on an object and then see feedback about whether her choice was correct. As a part of the design, some of the trials will include ambiguous statements that make choosing an object more difficult. Then, the participant will learn the source of the ambiguity. We expect to find that the processing effort of listeners with ASD may be impacted by the source of the ambiguity and the reliability of a message, differently than typically developing (TD) listeners. We believe that language users with ASD may have a more difficult time weighing conversational context and outcomes during communication which suggests a need for more stringent language controls in the study and treatment of individuals with ASD.

Learner Outcomes: Participants will be able to identify types of miscommunications and explain why they are problematic. Participants will be able to distinguish between two types of ambiguous utterances (global vs. temporary). Participants will be able to discuss our hypotheses regarding the ways adults with Autism interact with ambiguous language.

April 5, 2019 Friday 3:45PM - 4:15PM
Making a difference through Interprofessional education

Chelsie Esek, BS, Howard University; Aija Crawford, BS, Howard University; Diamond Godbolt, BS, Howard University; Martine Elie, PhD, CCC-SLP, Howard University; Jordan Jones, Howard University; Sana Augustus, Howard University
Level of Instruction: Introductory
While research has shown that there is a correlation between specific malocclusions types and speech concerns, little has been done in the area of interprofessional education amongst Speech Pathologist and Orthodontist. Studies such as those completed by Doshi (2011) and Buford, Gebreab, Sympson, Augustus, and Elie (2016) found a significant correlation between types of malocclusion and speech sound errors. After surveying Speech Language Pathologist and Orthodontists, Kowalski, Elie, Augustus, and Quaterman (2017) found that a need to

establish Interprofessional Practice (IPP) and Interprofessional Education (IPE) for increased client care and student education. The purpose of study was to assess pre and post knowledge of Speech Language Pathologist and Orthodontists of each respective specialty and areas of overlap. Participants in each respective specialty completed an hour long training interprofessional clinical didactic training modules focused on the scope of practice, areas of overlap, and the need for referral. The results of the study revealed that the participants across specialties had a better understanding of the each respective specialty and a greater comfort in identifying abnormalities requiring referral across disciplines.

Learner Outcomes: Define interprofessional education and strategies for implementation. state the relationship between speech and orthodontic disorders. state the impact that interprofessional education has on client.

Seminar 39

April 6, 2019 Saturday 8:30AM - 9:30AM

Let's Talk about â€¦.. Evaluating and treating with ASD Kids

Keisha Foster, MS, CCC-SLP

Level of Instruction: Introductory

This presentation will provide attendees with effective and functional strategies to evaluate and treat children with Autistic Spectrum Disorder (ASD) in a school setting. Autistic spectrum disorder is a developmental disability commonly diagnosed in school-age children resulting in an increased possibility of students with ASD on a school-based caseload. From this presentation, attendees will learn how to assess ASD students formally and informally in a school setting. This presentation will also review a school-based assessment protocol and provide a brief overview of commonly used assessment and treatment materials that are conducive to the school-based setting.

Learner Outcomes: Define what ASD. Perform both formal and informal evaluations with elementary and secondary students. Design functional activities for all educational settings in class/individual therapy. List 3-4 items to include in a ASD report.

Seminar 40

April 6, 2019 Saturday 8:30AM - 9:30AM

Examination of FGS in Medicine and Allied Health. An SLP's Perspective

Brigette Wilson, MA, CCC-SLP, Cleveland State University

Level of Instruction: Introductory

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 first generation college

students. Lastly, suggestions for program design, based on the very different academic, social, and psychological needs of FGS entering postsecondary education, will be discussed.

Learner Outcomes: Identify characteristic and unique needs of first-generation students (FGS). Name 4 barriers that impede success of FGS. Discuss best practice methods (High Impact Educational Practices) that lead to student success. Discuss suggestions for program design, based on the different academic, social, and psychological needs of FGS entering postsecondary education.

Seminar 41

April 6, 2019 Saturday 8:30AM -9:30AM

Optimizing the SLP's Role in the NICU Healing Environment

Lindsay Turner, PhD, CCC-SLP, Kingwood Medical Center

Level of Instruction: Intermediate

Optimal fetal neurological development occurs in the last trimester during pregnancy. Unfortunately, premature infants are born into an extrauterine environment that is not conducive to neurological development when compared to the intrauterine environment. Findings from volumes of research show that much more can be done to improve the neurobehavioral outcomes for premature infants (e.g., Butler & Als, 2008; Constable et al., 2008; Wolke et al., 2008). By assessing the infant's ability to cope with stimulation in the extrauterine environment (e.g., smell, sound, touch, temperature, and light), health-care professionals can make modifications and utilize treatment strategies to improve the infant's ability to mature and develop in a normal progression (Sameroff, Brazelton, and Als, 1982). It is common practice for SLPs to be consulted to the NICU as a problem solver focused primarily on feeding and swallowing behaviors. However, as developmental/neonatal therapists, it is vital to be aware of the role we play in facilitating neurobehavioral development, as well as working collaboratively with medical staff and families to promote developmentally supportive positioning and handling, skin protection, stress/pain minimization, nutrition optimization, and

sleep safeguarding. The purpose of this talk is to present the multiple ways the SLP is involved in facilitating neurobehavioral development with less focus given to oral feeding. Our role in areas such as enhancing the sensory environment, positioning, and handling will be described in detail. Lastly, the SLPs role in providing family-centered developmental care will be discussed.

Learner Outcomes: Describe the knowledge, skills, and role of the SLP in the NICU according to ASHA. Identify features of the NICU environment that make it less optimal for typical neonatal development and family bonding. Describe the features of the NICU healing environment. Summarize the role of the SLP in enhancing the elements of the healing environment and providing family-centered care.

Seminar 42
April 6, 2019 Saturday 9:45AM - 10:45AM
Applying Common Core State Standards Utilizing a Curriculum Based Approach

Kyomi Gregory, PhD, CCC-SLP, Pace University
Level of Instruction: Introductory
Educational reform has focused on raising standards for students, holding schools accountable for student performance, redefining what information is important to learn, gaining consensus about a core curriculum, improving teaching methods, implementing evidence based instruction and responding to calls for changes in the curriculum based on needs. Speech-language pathologists (SLPs) play a vital role in providing a curriculum based approach. This presentation will outline the application of Common Core State Standards (CCSS) to assessment and treatment utilizing a curriculum-based approach.

Learner Outcomes: Understand CCSS and application to grade levels. Understand how to align CCSS to literacy state standards and school-based services. Understand how to utilize dynamic

learning maps and linkage levels. Identify clinical strategies for use in both assessment and treatment.

Seminar 43

April 6, 2019 Saturday 9:45AM - 10:45AM

Diverse Student Leadership Pathways: Empowering future student leaders

Charlotte Miller, BA, Plattsburgh State University

Level of Instruction: Introductory

Research identifies that low numbers of minority student populations (e.g., ethnic minorities and LGBT students) participate in high-profile leadership roles at universities (Arminio, Carter, Jones, Kruger, Lucas, Washington, Young, & Scott, 2000). However, the role of minority leaders is paramount. Alire (2001) explains that minority leaders manage a two-pronged agenda: leading a predominantly white society and doing what is necessary to influence, identify, and develop emerging minority leaders. The objective of this presentation is to inform minority students about various pathways of student leadership and how to handle adversity while moving up the leadership hierarchy. Four present and past National Student Speech, Language, and Hearing Association executive council members who represent minority student populations will outline their leadership experiences, including obstacles and successes. The larger goal is to discuss the varied pathways to student leadership and present strategies for being a successful leader.

Learner Outcomes: Identify the steps and competencies needed for a range of leadership roles, including national student leadership. Identify challenges and/or obstacles for minority students in gaining and maintaining leadership roles.

Seminar 44

April 6, 2019 Saturday 9:45AM - 10:45AM

Current topics in assessment and management of dysphagia

Leslie Johnson, PhD, CCC-SLP, North Carolina Central University; Kellyn Hall, PhD, CCC-SLP, North Carolina Central University

Level of Instruction: Intermediate

Assessment and treatment of dysphagia dominate the caseloads of medical SLPs. Training graduate students for externships in medical facilities require that the curriculum continually infuse current dysphagia best practices and research. This course will explore the latest evidence and expert opinion regarding assessment and treatment of dysphagia. It also will be of interest to those who want an overview of the current, evidence-based and clinically relevant information regarding dysphagia assessment, treatment, myths and controversies.

This course will focus on adults with dysphagia and will be divided into 3 sections:

1) Evaluation: This section will review literature related to the efficiency and effectiveness of the clinical swallow evaluation. The utility of objective measures of swallowing will also be discussed with case study examples.

 2) Intervention: The use of diet modifications and compensatory strategies are sometimes too liberally applied by clinicians who are not up to date in the appropriateness or consequence of these two dysphagia intervention models. This section will use the current evidence to support what is Fact and what is Fiction related to the use of diet modification and compensatory strategies.

3) Treatment: This section will discuss the latest evidence to support the use of swallowing treatment, including electrical stimulation, oromotor exercises, swallowing exercises and respiratory training.

Learner Outcomes: Explain the elements of dysphagia screening and clinical swallowing evaluation. evaluate which diet modifications and compensatory strategies are most appropriate for specific clinical presentations of patients with dysphagia. explain which swallowing treatment exercises are suitable for specific patient populations with dysphagia.

Seminar 45

April 6, 2019 Saturday 11:00AM - 12:00PM

Evidence Based Evaluation and Treatment for Children with Auditory Processing Disorders (APD)

Jay Lucker, EdD, Department of Communication Sciences and Disorders - Howard University

Level of Instruction: Intermediate

Audiologists and speech-language pathologists work children who have auditory processing disorders. However, there are two problems that often occur. First is how to identify a child's specific auditory processing disorders (APD). The second is how to treat the specific APD problems identified.

This presentation investigates evidence-based research supporting evaluation of children for APD looking at tests of auditory processing and what they tell us about a child's APD problems. The different types of APD will be described with explanation of general test findings, A discussion and demonstration of evidence-based treatments in various areas of APD identified will be presented.

Since most attendees are SLPs rather than AUDs, the focus of the evaluation part will be to help SLPs identify what behaviors and test findings from language tests could indicate that a child might have APD problems. Screening measures of APD that can be used by the SLP will also be discussed. An overview of the audiological measures that audiologists use will be discussed with a focus on what the different measures tell us about a child's auditory processing abilities. This can help AUDs identify more appropriate methods to report the findings from their APD test battery and it will help the SLP look at the audiologist's test battery to better identify the specific APD problems found.

The treatments discussed will be based on research supporting improvements in APD after specific training in children with the specific type of APD for each treatment has been completed.

Learner Outcomes: Identify the specific types of auditory processing disorders how each type interferes with children's abilities to "get" what they hear. Identify specific screening and diagnostic tests that are appropriate to identify APD problems in children. Explain what factors on tests of APD relate to the specific type of APD problems a child may have. Explain specific treatments for various types of APD problems children may have.

Seminar 46

April 6, 2019 Saturday 11:00AM - 12:00PM

What You Need to Know as an SLP Volunteering Abroad

Alayna Townsend, PhD, CCC-SLP, University of Houston; Sandy Dorsey, MA, CCC-SLP, Smiles for Speech, Inc. & All About Speech LLC; Danielle Devore, MA, CCC-SLP, Texas Children's Hospital; Donalyn Allen, MS, CCC-SLP, Smiles for Speech, Inc.

Level of Instruction: Introductory

By the year 2025, ASHA aims to ensure there is collaborative interchange amongst professions at national and global levels (ASHA, 2018). A few of ASHA's Strategic Objectives are to increase the diversity of members, increase members' cultural competence, and enhance international engagement (ASHA, 2018). To meet ASHA's strategic objectives and envisioned future requires innovative initiatives that focus on members' experiences learning from and serving culturally and linguistically diverse populations nationally and abroad. The purpose of this panel discussion session is to spark discussion about the need for international travel in the profession, provide insights and perspectives on traveling abroad from experienced SLPs, and to provide guidance for SLPs and future SLPs who are interested in venturing abroad.

Learner Outcomes: Identify 3 strategies to begin international travel as a speech language pathologist. State 2 ways that international professional travel aligns with ASHA's Strategic Objectives. List 3 benefits of working or volunteering abroad as a speech language pathologist.

Seminar 47

April 6, 2019 Saturday 11:00AM - 12:00PM

Rare diseases that cause Dysphagia: Plummer-Vinson Syndrome

Violet Cox, PhD, CCC-SLP, Cleveland State University

Level of Instruction: Advanced

Most medical speech-language pathologists are acquainted with common etiologies of dysphagia, such as strokes, head injury, tumors and various types of progressive neurological disorders. These etiologies are addressed in various textbooks on dysphagia. However, given the growth of medical information, there are myriads of disorders and syndromes identified that contribute to dysphagia, yet these are not typically addressed in the textbooks or in most dysphagia courses. Consequently, many practicing medical speech-language pathologists who specialize in dysphagia are unaware of the impact that most rare diseases can have on swallowing. Knowing the etiology of dysphagia, can inform practical therapeutic approaches to treatment. To date, there are approximately 7,000 rare diseases. Most of these are derived from a genetic basis thus affecting the individual from birth or early childhood. Furthermore, a high percentage of rare diseases affect multiple systems creating devastating effects on the patient and family alike. For example, some of these rare diseases affect the patient's motor, cognitive, respiratory and swallowing skills. The inability to swallow safely often leads to aspiration pneumonia and even death. The slow turn around rate in identifying and treating these diseases can have a significant impact on mortality. This course will provide an in depth discussion of a rare disease, Plummer-Vinson syndrome (PVS). The outstanding characteristic of PVS is the significant swallowing disturbances that occur due to the presence of esophageal webs. PVS will be discussed in terms of its history, etiology, epidemiology, clinical presentation, diagnosis, treatment and the significant impact on swallowing that results.

Learner Outcomes: recall the definition of a rare disease. recall two aspects of the epidemiology of Plummer-Vinson syndrome(PVS). identify the nature of dysphagia in PVS. Recall two approaches to treating dysphagia in PVS.

Seminar 48

April 6, 2019 Saturday 1:15PM - 3:15PM

Untold America on Deaf Culture: Reflection & Discussion

Panel Members: Darian Burwell, Regional Center Manager, Division of Services for the Deaf and Hard of Hearing; Martina Moore-Reid, Communications Access Specialist, Division of Services for the Deaf and Hard of Hearing; JaVonda Adams, Deaf Community Member; Anita Baker, Community Interpreter

Level of Instruction: Introductory

Season 8 of *Untold America*, presented by AJ+, breaks down misconceptions about the Deaf community with special focus on African Americans. Panelists for this session will provide their first-hand perspective from individuals from the black deaf community in addition to an American Sign Language Interpreter with experience serving the deaf community in the Charlotte area. Prior to the discussion, attendees will have an opportunity to view the short films comprising season 8 of *Untold America* as part of this seminar.

Learner Outcomes: Participants will discuss misconceptions about the Deaf community, learn about deaf culture, describe challenges specific to African Americans in the deaf community, explain how best to support the deaf community as speech-language pathologists and audiologists.

Seminar 49

April 6, 2019 Saturday 12:15PM - 1:15PM

Increasing the SLP presence for Disconnected-Youth in the Criminal Justice System

Shameka Stanford, PhD, CCC-SLP, Howard University

Level of Instruction: Introductory

The prevalence of disconnected youth of color over-represented in the United States (U.S) criminal-justice system has been persistent for over two decades (Hartney & Vuong, 2009). More specifically, although disconnected youth of color (especially African Americans) make up only 13% of the U.S population, they make up over 40% of all inmates within jails and prisons. The prevalence of over-representation has also been recognized in U.S Special Education system. Data presented from an Annual document (2000) report that the representation of youth of color in special education is more than 20.2% of the special education population. Yet, African-American youth ages 16-21 represent only 14.8 % of the general population. In both instances, the representation of youth of color in the criminal justice and special education system is staggering. What is not known is what communication, social, and learning difficulties/disorders as a result of undiagnosed, untreated, or limited culturally competent interventions may contribute to the disproportionate increase and overrepresentation of disconnected youth of color in the U.S. criminal justice system. As the U.S criminal justice systems begins to hold parole hearings for youth who were sentenced to life without the possibility of parole, it is imperative that we as a profession work to address the causes, interventions, and novel approaches that can affect change in reducing the prevalence of disconnected youths' involvement with the criminal justice system when communication and cognitive development and disabilities is a factor.

Learner Outcomes: Discuss the critical need for SLPs to focus on the plausible correlation between the over-representation of disconnected youth of color in special education and their over-representation in the criminal justice systems to inform therapy and assessment app. Identify the role of the SLP in conducting culturally competent assessment, treatment, and intervention for at-risk and disconnected youth of color from low-SES backgrounds with communication disorders. Identify and perform intervention strategies and best-practices to addressing the presented disparities and its impact on reducing the over-representation of disconnected youth of color in the criminal justice system/ criminal recidivism. Present, demonstrate, and discuss various informal and formal assessment tools that can be utilized to

identify, diagnose, and culturally address the presence of communication disorders that may affect both academic success and criminal-thinking-and-behav.

Seminar 50

April 6, 2019 Saturday 12:15PM - 1:15PM

Suck-Swallow-Breathe Coordination in Neonates: Much More Than Choking

Lindsay Turner, PhD, CCC-SLP, Kingwood Medical Center

Acquisition of oral feeding skills (at the breast and bottle) is especially difficult for premature and medically fragile term neonates. Oral feeding difficulty can delay discharge, affect the parent-child bond, and influence the infant's overall feeding, speech, and language development into school age years. Safe and efficient oral feeding requires interaction between the central and peripheral nervous systems as neonates develop the strength, endurance, and suck-swallow-breathe (SSB) coordination to consume adequate volumes of breastmilk or formula to thrive (Gewolb & Vice, 2006; Lau, 2015; Wolf & Glass, 1992). The synchronous activities between the respiratory system and swallowing mechanism are naturally linked to the infant's ability to protect their airway, gain weight, and develop neurologically. Unfortunately, health-care professionals who consistently feed these infants (e.g., nurses) do not receive training specific to the identification of obvious and subtle signs of poor SSB coordination. Oftentimes, nurses report choking episodes and drops in physiologic stability as indicators of poor coordination. As a speech language pathologist working in NICU, it is important to use our lens to identify the overt and covert signals of poor SSB coordination, and determine how to enhance this area through intervention. By expanding our knowledge in this area, we are better able to support the infant's neurobehavioral development, educate families, and train other health-care professionals to optimize oral feeding experiences. The purpose of this presentation is to illuminate the issues surrounding neonatal SSB coordination from anatomy/physiology of the swallowing mechanism, signs of distress and poor coordination during oral feeding, and common interventions that enhance oral feeding experiences and facilitate the development of SSB coordination.

Learner Outcomes: Describe the basic differences between the swallowing mechanism of neonates and adults. Describe suck-swallow-breathe coordination as it pertains to the oral feeding developmental process. Identify the overt and covert signs of poor suck-swallow-breathe coordination at the bedside and during imaging studies. Summarize four common interventions used to facilitate suck-swallow-breathe coordination across the beginning stages of oral feeding development.

Seminar 51

April 6, 2019 Saturday 2:30PM - 3:30PM

Healthy Start Academy: A Kaleidoscope of a Graduate Clinical Experience!

Robin Gillespie, PhD, CCC-SLP, North Carolina Central University; Erica Bradley, BS, North Carolina Central University; Shelby Hanaburgh, BA, BS, North Carolina Central University; Kayla Valentine, BS, North Carolina Central University; Holly, BA, North Carolina Central University; Murphy Grant, BA, North Carolina Central University; Kayla McCann, BA, North Carolina Central University; Paige Duffy, BA, North Carolina Central University

Level of Instruction: Intermediate

North Carolina Central University's Communication Disorders Program takes pride in its emphasis on multiculturalism and diversity. Healthy Start Academy, one of our in-house clinical sites, allows graduate students an opportunity to serve a population of scholars who are 98% African-American and Hispanic. The Campinha Model says that â€œachieving cultural competence is a developmental process, not a onetime event (Campinha-Bacote, 2002). Serving students at this urban charter school has required that graduate students explore their on cultural biases, spread their belief in what is normal, learn how to embrace cultural differences (Jeffreys, 2006) and demonstrate an ability to create a diverse and inclusive overall environment that is welcoming to all participants. The purpose of this presentation is to demonstrate how 14 years of practicum education at this site has evolved into a place where graduate clinicians demonstrate educational growth through the recognition of cultural differences, establishment of culturally respectful clinical practices and experiences, while

becoming culturally competent speech-language pathologists who provide quality services to all clients (ASHA 2004).

Learner Outcomes: discuss how cultural respectfulness and responsiveness can be achieved to enhance the clinical experience for scholars, compare and contrast overall clinical practicum school environments to determine possible needed modifications, identify changes that can be made to support the continuous growth of culturally competent speech-language pathologists.

Seminar 52

April 6, 2019 Saturday 2:30PM - 3:30PM

Self Reflective Practice Abroad: Student Clinicians Prespectives

Katrina Miller, EdD, CCC-SLP, North Carolina Central University; Anpin Ni, BS, North Carolina Central University

Level of Instruction: Advanced

The purpose of this study is to add to the body of research as it relates to reflective practice in the Communication Disorders field. Nine students, who were participating in a study abroad trip, received training in writing Self SOAPs. During this study abroad trips, these students participated in a summer clinic providing services to Mandarin speaking children in China. Student clinicians were asked to complete Self-SOAPs on four to six individual sessions over a 4 week period. At the end of the experience and after the student clinicians had completed their Self SOAPS a five questions survey was administered. Some of the results of this research indicated: 78% of clinicians strongly agreed they were able to identify their strengths and weaknesses regarding therapeutic intervention after utilizing a Self SOAP; 56% of clinicians strongly agreed that a Self-SOAP assisted them in the areas of preparation and management of client's treatment; 44% of clinicians strongly agreed the Self-SOAP increased their dialogue with their superior;and 56% of clinicians strongly agreed the Self-SOAP enhanced their study abroad clinical experience.

Learner Outcomes: Identify the components of a Self SOAP. List the benefits of reflective practice in the filed of communication disorders. Identify methods to incorporate reflective practice into their clinical education curriculum.

Seminar 53
April 6, 2019 Saturday 2:30PM - 3:30PM
MARRIED TO MEDICINE

LaToya Roberts, MS, CCC-SLP, ASHA; Lauren Hastings, MS, CCC-SLP
Level of Instruction: Intermediate
One of the best things about being a Speech Language Pathologist is the diversity of career settings available to us. Speech Language Pathologist often experience BURN OUT or decide it's time to hone in on new skills. With so many career options, it's no wonder that so many SLP's seek experience in a number of settings. We soon realize it's not easy to transition from school based to medical and vice versa. Whether supplementing a school based job with medical-based work or making a full transition, SLP's are commonly faced with obstacles leading to inability to transition. The purpose of this presentation is to ease the transition from schools to healthcare with the most appropriate resources.

Learner Outcomes: The participant will be able to determine which CEU courses will increase their knowledge and skills as it relates to each setting. The participant will be able to ID the logistics required for each setting. The participant will be able to understand the role and responsibility of each setting in the field of speech language pathology.

Doctoral Forum 1
April 6, 2019 Saturday 8:30AM -9:00AM
CSD Graduate Students' Clinical and Social Perceptions of Various Speakers

Shanna Lee, MS, Howard University; Jay Lucker, (None), Howard University

Level of Instruction: Introductory

The purpose of the study is to identify if there is a need for increased awareness regarding respect and acceptance of dialectal differences in training programs and gain a better understanding of which universities are experiencing cultural breakdowns. The specific aims of the study are to:

(1) analyze SLP undergraduate and master's students' social perceptions of AAE speakers and identify if there is a need for increased awareness regarding respect and acceptance of dialectal differences in training programs to improve social perceptions of speakers of African American English speakers,

(2) analyze SLP undergraduate and master's students' clinical perceptions of AAE speakers and identify if there is a need for further training regarding distinguishing AAE differences from disordered speech to improve accuracy in clinical diagnoses,

(3) compare and contrast social perceptions and clinical perceptions of AAE speakers among undergraduate and master's students at historically black colleges and universities vs. majority-white institutions to determine if there is a difference between the school types. Data collection will occur online. The participants will receive a link in which they can access the survey. Only undergraduate and master's students attending a particular historically Black university and a particular culturally White university will be allowed to participate. Students will listen to and rate the audio samples in the appropriate sections of the survey. The researchers will analyze the rating forms and document how each participant identified and rated the dialects that he/she heard on the recordings.

Learner Outcomes: Participants will be able to discuss the importance of speech-language pathologists being able to differentiate between a language difference and a language disorder. Participants will be able to compare social and clinical perspectives of undergraduate and master's students at a culturally White institution versus a Historically Black University. Participants will be able to summarize implications of the study's results and future research needs.

April 6, 2019 Saturday 9:00AM - 9:30AM

Integrating Bilingualism and Dialect Variation: Theoretical and Clinical Implications

Chelsea Privette, MEd, University of Arizona; Leah Fabiano-Smith, PhD, University of Arizona;

Level of Instruction: Advanced

This talk will discuss the perception and production patterns of children who are exposed to multiple languages and dialects within the framework of PRIMIR (Curtin et al., 2011) and review the evidence supporting a congruent relationship between bilingualism and bidialectalism. Conceptualizing language variation in this manner and changing the narrative surrounding diverse speakers has important implications for research and practice. This research lays the foundation for research in the area of diagnosing speech sound disorders in Spanish-speaking preschoolers acquired African American English.

Learner Outcomes: Identify the underlying assumptions that drive current research and discussions surrounding speakers of nonmainstream dialects. Describe PRIMIR (Curtin et al., 2011) as a model for exploring language variation in the speech production of children. Define dialect using an inclusive framework that normalizes language variation and centers nonmainstream dialect speakers as typical rather than a subpopulation compared to mainstream norms.

Doctoral Forum 2

April 6, 2019 Saturday 9:45AM - 10:15AM

Culturally Responsive Evaluation: Are We Doing It?

Mariam Abdelaziz, MA, CCC-SLP, The University of North Carolina at Greensboro; Robert Mayo, PhD, CCC-SLP, The University of North Carolina at Greensboro

Level of Instruction: Intermediate

Social, behavioral, and educational research have begun to examine the evaluation of diverse individuals and programs using culturally responsive evaluation (CRE) theoretical framework. A national survey was conducted to examine how SLPs assess English learners in the context of CRE theory. Findings indicate that SLPs are not using culturally responsive assessment procedures consistently with non-native English speaking students.

Learner Outcomes: Define culturally responsive evaluation (CRE). Identify how SLPs are currently implementing CRE when assessing English learners. Identify areas of improvement in assessment practices of English learners using a CRE approach.

April 6, 2019 Saturday 10:15AM - 10:45AM
Graduate Students Perceptions of People Who Stutter

Jarin Hawkins, MS, CCC-SLP, Howard University; Jay Lucker, EdD, Howard University
Level of Instruction: Introductory
Many research studies and clinical approaches about people who stutter (PWS) focus on strategies to increase fluency and improve self-perception of the person who stutters, and rightfully so. However, there is limited research regarding the perceptions of other people who influence the lives of people who stutter. Two groups of people are those who are involved in media, journalism, and social media as well as those who work directly with PWS. Thus, the present study set out to investigate attitudes of students at the university level studying to be future professionals in media, journalism, and social media (communications) and those who are studying to become future speech-language pathologists (communication sciences and disorders).

The present study investigated the perceptions of graduate students in Communication Sciences and Disorders and Communications) who will interact with PWS socially and/or professionally. A survey was presented to these students with responses collected and evaluated to determine these students' perceptions of PWS regarding social interactions,

comfort engaging in work with PWS, and whether these students when they move into the workforce would feel comfortable working with or hiring PWS. Outcomes from the survey are discussed along with implications from the findings such as answering the question: Is specific education and knowledge needed to counteract negative opinions of People Who Stutter?

Learner Outcomes: Participants will be able to recall positive and negative perceptions graduate students have of People Who Stutter. Participants will be able to identify biases that affect a Person Who Stutters social and professional lives. Participants will recall perceptions that graduate students have of the communication abilities of People Who Stutter in social and professional settings.

April 6, 2019 Saturday 10:45AM-11:15AM
Effects of a Personal Story Generation Intervention on Narrative Performance

Bhairvi Trivedi, MA, University of Georgia; Jennifer Brown, PhD, CCC-SLP, University of Georgia
Level of Instruction: Intermediate
Narrative language performance include story retell, story comprehension, and personal story generation. Narrative language skills have great social importance and strongly impact academic performance. However, the literature on interventions directly targeting personal story generation skills is limited. This session examines the impacts of a personal story generation intervention on narrative language abilities in African-American elementary school students. The participants were 6 African-American students in first through third grade with below grade-level language and literacy performance who received special-education speech-language pathology services. We used a multiple baseline design across three pairs of students grouped by grade level. Each group received ten 30+ minute intervention sessions across six weeks during the school year. Story retell skills were targeted throughout baseline and intervention phases as the foundational narrative intervention. Personal story generation intervention was systematically introduced in the intervention phase as the independent variable. The students demonstrated gains at levels of language macrostructure and

microstructure for story retell and personal story generation skills. Data will be provided and discussed through graphs, figures, and tables. Interrater reliability and fidelity of treatment data will be presented and discussed. Further avenues of research and implications for practice will be discussed.

Learner Outcomes: Identify key components of the study design. Discuss the impact of personal story generation intervention on narrative language abilities. Discuss implications of targeting personal story generation skills in clinical practice.

Poster Session 01

April 6, 2019 Saturday 2:30PM - 4:00PM

Coding Reliability For Evaluating Gesture Use by SLPs and Educators with Students who are Typically Developing or Language Impaired

Mikala Bowen, (None), Xavier University of Louisiana/University of South Alabama

Level of Instruction: Introductory

Beverly, Shelton, and Limbaugh (to be presented 2018 Nov) analyzed gesture use by 24 speech-language pathologists (SLPs) and 24 educators when teaching to two hypothetical audiences: a group of typically developing (TD) kindergartners and a group of kindergartners with language impairment (LI). Results revealed significant increases in their use of representational gestures (i.e., gestures that convey part of the meaning, such as holding up three fingers to indicate 3) when SLPs and educators were teaching preposition terms (e.g., in, off, to) to the children with LI compared to the children who were TD. Furthermore, SLPs and educators significantly increased gesture-speech redundancy (e.g., saying three while gesturing with three fingers) for the target concepts when teaching the LI group compared to the TD group. There was an unexplained interaction among the profession groups based on years of experience. Regrettably, this interaction could be due to coding differences for two coders (Shelton and Limbaugh) who collected and analyzed data at separate time points. The primary aim for this project is to engage one trained coder, blind to the profession and learner conditions, to re-

code the gesture data from Beverly, Shelton and Limbaugh. Outcomes will address coding reliability, and any resultant variation in the study results to date will be discussed. Findings can impact the education of SLPs who traditionally are not trained to gesture intentionally during instruction, despite research that shows benefits for children with LI who encounter representational gestures and gesture-speech redundancy in word learning tasks.

Learner Outcomes: Examine the impact of coding reliability on research outcomes. summarize the benefits of gestured input for students and children with language impairment. Describe the types of co-speech gestures that SLPs and other educators can use when teaching language concepts.

Poster Session 02

April 6, 2019 Saturday 2:30PM - 4:00PM

Remember Me Always: A Communication Outreach Project for Older Adults

La'Toria Jallah, MEd, CCC-SLP, Remember Me Always;

Level of Instruction: Introductory

Remember Me Always (RMA) is a non-profit developed by a speech-language pathologist that creates and organizes community programs to educate, increase awareness, and build skills within the aging population. This program also focuses on medical, legal, and social-emotional factors associated with life changes so older adults and their families are prepared for the aging process. Addressing social-emotional factors such as isolation is important because decreased social interaction has been associated with depression and cognitive decline in older adults. This presentation describes activities and strategies that are used to promote socialization in older adults in the community. The evaluation techniques that are used to determine the effectiveness of this program will be discussed.

Learner Outcomes: Discuss the importance of communication activities for older adults. Describe 3 activities that can be used to promote communication and social interaction among

older adults. Identify one method that can be used to evaluate the effectiveness of the communication outreach project.

Poster Session 03

April 6, 2019 Saturday 2:30PM - 4:00PM

Mind Over Matter: "Mindfulness" as a Supplement to Aphasia Therapy

Tiffany Carson, BA, Howard University; Gloriajean Wallace, PhD, CCC-SLP, Howard University

Level of Instruction: Introductory

"Mind over matter". This age-old phrase has been used by many people to navigate through various circumstances, but does it serve justice as a mantra for people with aphasia? This poster will provide the participant with an understanding of the difference between the brain, the mind, and an alternative treatment approach called mindfulness. This poster will define the popular practice of mindfulness, and describe research literature that supports the value of mindfulness as a contributor to post stroke improvements. This will be followed by a discussion of current literature that supports the benefits of combining mindfulness treatment with traditional evidence-based aphasia treatment. Current research documents the value of mindfulness techniques as a way of helping to reduce anxiety, increase focus and attention, and promote self-awareness. These benefits have been shown enhance the overall healing process for people who have incurred stroke, and --more recently --for people recovering from stroke and aphasia. After presenting information about mindfulness, the discussion will be toward discussing benefits of pairing mindfulness with traditional approaches to aphasia treatment. This will provide a description of how mindfulness contributes to the development of new neural connections and neuroplasticity. The poster will also discuss that a positive mindset can result from the use of mindfulness. While available research does not guarantee that mindfulness alone will aid in recovery from aphasia per se, the literature provides evidence for reasons why mindfulness in tandem with evidence-based aphasia treatment techniques may likely yield improvements in communication for people with aphasia.

Learner Outcomes: At the culmination of the session poster session, the participant will be able to define mindfulness. At the culmination of the poster session, the participant will be able to list 2 mindfulness techniques that can be used to supplement traditional aphasia treatments. At the culmination of the session, the participant will be able to explain how the practice of mindfulness meditation may contribute to neuroplasticity for people who have incurred stroke and aphasia.

Poster Session 04

April 6, 2019 Saturday 2:30PM - 4:00PM

Using the Hip-Hop genre as a strategy for literacy intervention

Rachael Quicquaro, (None), Southern Connecticut State University; Glenda DeJarnette, PhD, CCC-SLP, Southern Connecticut State University

Level of Instruction: Intermediate

African American English (AAE) has a rich history of being transmitted orally across generations and Hip-Hop is one of the genres used by African American youths that is born out of that rich oral tradition. Scholarship in education has proposed that the Hip-Hop genre allows users of AAE to see and express cultural metaphor and symbolism pertaining to everyday life, but this skill does not translate to the curriculum-based activities in the classroom or clinic. This study examines the scholarly literature to extract ways to classify pragmatic cultural traits of Hip-Hop and Rap genres so that these classifications can inform literacy instruction and intervention to assist in closing the gap for African American English (AAE) speaking adolescents. Implications for using Hip Hop education methods and strategies for literacy intervention with African American English speaking youths are discussed.

Learner Outcomes: Describe the significance of having relevant and culturally sensitive methodologies such as Hip-Hop and Rap to make instruction and intervention in literacy more relatable for African American English speaking youth. Describe the pragmatic language (speech acts) and social communicative functions found in Hip-Hop and Rap that can be translated to

the curriculum-based activities in the classroom or clinic. Identify implications for practice as gleaned from the study findings.

Poster Session 05

April 6, 2019 Saturday 2:30PM - 4:00PM

The Prevalence of Self-Reported Voicing Concerns Among South Georgia Preachers

Shakela Primrose, BS; Crystal Randolph, PhD, CCC-SLP

Level of Instruction: Introductory

Preaching in religious sectors requires the use of the voice to deliver a religious message. This extensive use of the voice may impact the phonatory abilities of clergymen. It is also proposed that religious denomination and ethnicity may impact how the voice is used during sermon delivery. These factors are shown to be relevant in a study conducted by Reed and Sims (2017), who found that pastors from denominations of African descent were at a greater risk for self-reported voice problems. The purpose of the current study was to compare the prevalence of self-reported vocal complaints of preachers in South Georgia based on religious denomination and ethnicity. Participants were chosen based on known pastors in South Georgia who were contacted in person or by phone. Surveys - including the VHI and a demographic survey were sent, and 12 returned surveys were analyzed to determine the incidence of voicing concerns (as evidenced by a total VHI score of at least 1) and any related risk factors. Six participants were Black/African American while the other half were White/Caucasian. Childhood and current denominations included A.M.E., Baptist, Catholic/Roman Catholic, Church of God, Lutheran, Pentecostal, Primitive Baptist, United Methodist, and nondenominational. All participants had a total VHI score of at least 3 and related risk factors included denomination and number of sermons given per week in combination with sermon length. Results indicated the need for SLPs to provide preventative education to this population about risk factors for voice disorders and proper vocal care.

Learner Outcomes: At the culmination of the session, the participant will be able to list three risk factors of voice problems associated with the clergy profession. The participant will be able to describe why pastors from different denominations differ in levels of risk for self-reported vocal complaints. The participant will be able to explain why preventative education for clergymen in South Georgia could be beneficial.

Poster Session 06

April 6, 2019 Saturday 2:30PM - 4:00PM

The Cognitive Communication Effects of Alcoholism in the African-American Community

Danielle Mondesir, BS, Howard University

Level of Instruction: Introductory

Wernicke's-Korsakoff Syndrome is a neurological disorder that is in the form of two parts, Wernicke's encephalopathy and Korsakoff psychosis. This is a condition in which the brain is damaged due to the excessive long-term use of alcohol which then leads to a severe memory loss. This research examines different literature reviews addressing the specific syndrome discussing the causes, effects, and speech-language pathology therapy. The speech-language pathologist can provide many compensatory strategies to focus on teaching methods to aid with the restoration of memory.

Learner Outcomes: Audience will analyze effects that alcoholism has on the brain in regards to Wernicke's-Korsakoff Syndrome. Audience will be able to describe compensatory strategies that speech-language pathologist can use when handling treatment for this specific syndrome. Audience will discuss the long-term effects that alcohol has on the brain in predominantly minority communities.

Poster Session 07

April 6, 2019 Saturday 2:30PM - 4:00PM

Collaborating with Educators to Promote African American High School Students' Code-Switching Skills

Brandi Montgomery, BA, North Carolina Central University Graduate Student; Crystal Cox, BA, North Carolina Central University; Sheila Bridges-Bond, PhD, CCC-SLP, North Carolina Central University

Level of Instruction: Introductory

The two investigators, recent recipients of the Albert Schweitzer fellowship award, are engaged in a project, Speaking in Color, to promote code-switching skills among African American English (AAE) speaking students enrolled in the Career and Technical Engineering (CTE) department in a local high school (HS). Critical to the project's immediate and long term success, is the collaborative relationship the investigators formed with the participating teachers, thus establishing interprofessional partnerships (IPP). Research examining interprofessional collaboration across disciplines suggest that cooperative and collaborative relationships prove to be beneficial to its participants. The purpose of this study is to investigate the effectiveness of IPP 1) in promoting the participants' professional growth, linguistic knowledge, and cultural competence and 2) in benefiting HS students in acquiring bi-dialectal code switching skills while enrolled in the CTE department.

Pre-existing survey data was collected upon establishing a partnership with two participating teachers examining their current level of knowledge and practice related to the use of AAE and code-switching among their HS students. A second survey was administered to the students to exam their initial knowledge and use of AAE and code-switching. Anecdotal data and post surveys were administered to examine students' code-switching skills and teachers' knowledge and practice related to the use of AAE upon the completion of the project. This descriptive study examines the preexisting data and outcome post survey data to determine the effectiveness of the IPP.

Learner Outcomes: The participants will recognize the effectiveness of an interprofessional partnership in promoting the professional growth, linguistic knowledge and cultural competence. The participants will recognize the effectiveness of an interprofessional partnership in benefiting HS students in acquiring bi-dialectal code switching skills. The participants will identify the benefits of cultural competency in promoting code-switching skills among HS students.

Poster Session 08

April 6, 2019 Saturday 2:30PM - 4:00PM

Impact of chin-down posture on airway protection: Secondary analysis

Jessica Forbes, MS, CCC-SLP, Howard University; Carol Smith, Swallowing Systems Core-University of Florida; Alicia Vose, MA, CCC-SLP, Swallowing Systems Core- University of Florida; Ianessa Humbert, PhD, CCC-SLP, Swallowing Systems Core-University of Florida

Level of Instruction: Intermediate

The chin-down position is one of the most commonly prescribed postural techniques for reducing penetration and aspiration in patients with dysphagia. However, the effectiveness of the chin-down maneuver for this particular problem is debatable.

To determine the effectiveness of the postural technique, swallowing data from 15 patients were examined. Each patient had a swallow in the chin-down and neutral position consisting of matching bolus types and modes of bolus delivery. Swallows were randomized and individually rated for kinematic events, bolus flow events, duration of swallowing events, swallowing frequency, and penetration and aspiration status.

The primary finding was chin-down posture swallows prolonged the elapsed time between when the prematurely spilled bolus entered the pharynx relative to swallows onset compared to the neutral head position (p=.006). There was no significant difference between PAS scores and head position. A PAS score of 1-2 (normal range) occurred in 23% of neutral and chin-down

swallows. A score between 3-5 (indicating penetration) was reported for 15% of neutral and 19% of chin-down swallows, and scores between 6-8 (aspiration) were noted for 13% of neutral and 8 % of chin-down swallows.

Our findings suggest that use of the chin down posture can impact bolus flow kinematics prior to swallow onset, but there were no trends in whether the position influenced penetration or aspiration status. To understand the variability in bolus flow outcomes of the chin down posture, further studies with a larger sample should include an analysis of the underlying cause of aspiration among individuals with dysphagia.

Learner Outcomes: Distinguish differences in kinematic events between chin-down and neutral head position. Identify issues associated with using chin-down swallowing to reduce penetration and aspiration in patients with dysphagia. Discuss current challenges in the treatment of dysphagia.

Poster Session 09
April 6, 2019 Saturday 2:30PM - 4:00PM
Bridging the Diagnostic Gap Between Underserved and Served Communities

Lahya Woodruff
Level of Instruction: Introductory
Autism spectrum disorder (ASD) is a neurodevelopmental disorder that impairs social interaction, behavior, and communication. Being that autism presents in early childhood, it is possible to detect symptoms (e.g. reduced sharing and joint attention) as early as 14 months (Landa & Tek, 2012). Although autism has no medical cure, timely diagnosis and early intervention can root more developmentally appropriate results in social interaction, communication, and behavior (Emerson, Morell, & Neece, 2016). In a study on reported early diagnosis, Mandell and colleagues found that African-American children and Hispanic children received diagnoses at a later age (i.e. 7.9 and 8.8 respectively) than Caucasian children with ASD

(i.e., 6.3) as cited in Allain, Brewton, Mire, & Nowell, 2015). The author of this paper explored peer-reviewed articles from the Journal of Autism and Developmental Disorders and ASHAwire. The inclusionary criteria for this study yielded articles that contained data about the correlation between ASD prevalence, diagnostic age, and demographic factors within the abstract. The following keywords were used to access articles that meet this criteria: autism spectrum disorders, minorities, demographics, and/or Disparities. The exclusionary criteria ruled out articles that were published later than 2012.

Learner Outcomes: Explain benefits of timely diagnosis and access and utilization to early intervention services for autism spectrum disorder (ASD. Analyze the disparities of autism between minority and non-minority families (e.g. average diagnostic age, varying interpretations of symptoms). Describe ways in which clinicians, educators, and caregivers can contribute to timely diagnosis among communities of color.

Poster Session 10
April 6, 2019 Saturday 2:30PM - 4:00PM
Dynamic Assessment of Literacy in CLD Students Using High-Utility Literature

Kayla McCann, BA, North Carolina Central University; Hannah Rasmussen, BS, North Carolina Central University; Kristin Nellenbach, PhD, CCC-SLP, Center for Literacy & Disability Studies; Carrie Knight, PhD, CCC-SLP, Salus University
Level of Instruction: Introductory
Approximately 63% of students in 4th grade perform at or below a basic level of reading proficiency on national reading assessments (National Assessment of Educational Progress [NAEP], 2017). When broken down by race/ethnicity, this trend is even more pronounced for culturally-linguistically diverse (CLD) students (NAEP, 2017). Speech-language pathologists (SLPs) can use their knowledge and expertise in the language components that underpin literacy to help identify areas of greatest need for CLD students (ASHA, 2001a; ASHA, 2001b; Ehren & Ehren, 2001). Best practices suggest that multiple forms of assessments should be used

in order to obtain a culturally-linguistic representative literacy profile (e.g., American Speech-Language Hearing Association, n.d.; Laing & Kamhi (2003). Since some of the commonly used standardized measures are not sensitive to cultural-linguistic differences, dynamic assessment (DA) is a particularly useful practice. This is because it helps to glean an unbiased diagnostic understanding of each student's current ability/skill level while promoting new learning through mediated teaching during the assessment (Lantolf & Poehner, 2008; Vygotsky, 1978). To tap into students' interests, models of discourse, and content-area learning, SLPs can use high-utility literature as tool to perform DAs of literacy (Nellenbach & Knight, 2016). For example, award-winning works such as The Island of the Blue Dolphin by Scott O. Dell can be used as a platform to identify students' knowledge and language needs across multiple domains and content-areas. The purpose of this poster session is to present information on what, why, and how SLPs can use high-utility literature to perform DAs of literacy.

Learner Outcomes: Participants will be able to define and discuss key components of dynamic assessments of literacy and their benefits for identifying areas of need in CLD students. Participants will be able to identify and select high-utility literature for dynamic assessment with late elementary students. Participants will be able to apply and modify a similar framework to existing assessment practices to effectively identify students' areas of literacy-related need.

Poster Session 11
April 6, 2019 Saturday 2:30PM - 4:00PM
Effects of Talker Variability on Voice Emotion Recognition

Shauntelle Cannon, AuD, Boys Town National Research Hospital; Aditya Kulkarni, MS, Boys Town National Research Hosptial; Monita Chatterjee, PhD, Boys Town National Research Hospital
Level of Instruction: Introductory

Introduction: It is known that adults with cochlear implants (CIs) show declines in performance in voice emotion recognition tasks. The effects of talker variability on voice emotion recognition by CI users, however, are not well understood. The purpose of this study is to investigate the interactions between talker variability and age on voice emotion recognition by adult CI users and by normally hearing listeners subjected to CI-simulated speech.

Methods: Participants listened to 10 emotion-neutral sentences, each spoken with 5 emotions (happy, sad, scared, angry, neutral) by male and female talkers. The sentences were either unprocessed (full spectrum) or CI-simulated (8-channel noiseband vocoded speech). Participants identified the emotions in the sentences while listening either in a single talker or in a multiple-talker condition. Percent correct scores were obtained.

Results: Preliminary data with four normally hearing listeners show better performance with the full spectrum condition than with CI-simulated speech, and better performance in the single-talker condition than in the multiple-talker condition.

Conclusions: These results confirm previous findings on effects of talker variability for NH adults listening to CI simulated speech. Additional data with NH adults and by adults with CIs of various ages will be presented. These results have important implications in the aging population of adults with NH and who use CIs as declines in the quantity and quality of social interactions and in social cognition may be associated with declines in quality of life.
[Work supported by NIH/NIDCD grant no. R01 DC014233 and R01 DC014233 04S1]

Learner Outcomes: Better understand the effects of talker variability on voice emotion recognition by normally hearing adults. Better understand the effects of talker variability on voice emotion recognition by adults with cochlear implants. Identify interactions of age on talker variability and voice emotion recognition.

Poster Session 12

April 6, 2019 Saturday 2:30PM - 4:00PM

Perspectives of Graduate Clinicians' Training for an Interprofessional Developmental Playgroup

Danai Kasambira Fannin, PhD, CCC-SLP, North Carolina Central University; Priyanka Ghosh-Roy, Northern Illinois University; Christina Odeh, Northern Illinois University
Level of Instruction: Intermediate

One in six children have Developmental Disabilities (DD), with an annual 9% prevalence increase over 15-20 years. Early intervention (EI) can lessen the degree of disability and improve outcomes. The group model is not funded by EI, yet parents need to place children in group childcare. Few playgroups are affordable, developmentally designed, or interdisciplinary. Interprofessional Practice (IPP) is best practice, but few Interprofessional Education (IPE) university experiences exist. Thus, using IPE, we provided a free, 12-week, interdisciplinary parent/toddler playgroup for 2-4-year-olds with DD. This study used qualitative methods to describe the experience of five graduate clinicians in the playgroup. The addition of Nutrition clinicians was an expansion of previously coded data from Speech-Language Pathology (SLP) and Physical Therapy (PT) clinicians, in order to describe their attitudes, knowledge, previous experience, and receptiveness to IPE. Results showed that general themes about clinician conflict and training procedures might inform the development of a formal IPE training program.

Learner Outcomes: Explain the interprofessional play group experience from various clinicians' perspectives. Identify implications for clinical training of future interprofessional teams. Describe the rationale for provision of an interprofessional, developmental play group.

Poster Session 13

April 6, 2019 Saturday 2:30PM - 4:00PM

Culturally and Linguistically Diverse Families Perception on Autism Spectrum Disorders

Jada Augustine, BA, Howard University; Martine Elie, PhD, CCC-SLP, Howard University

Level of Instruction: Introductory

Students with disabilities and their families can come from culturally and linguistically (CLD) diverse communities. Factors that affect these families perception include but are not limited to: language barriers, socioeconomic status, and educational background. According to the CDC (2018) the prevalence of Autism in the United States is estimated at 1 in 59 births. With the increasing incidence of Autism, it is important for speech and language pathologist to consider cultural variables that may impact families perception about autism and service provision. The purpose of this presentation is to increase awareness of Speech- Language Pathologist perception of Culturally and Linguistically Diverse families on autism spectrum disorders. Learner Outcomes: State the characteristics of Autism Spectrum Disorders. Demonstrate an understanding of the perceptions of CLD families of ASD. 3. Recognize and incorporate the perceptions, needs, and values of CLD families to provide culturally competent services and counseling.

Poster Session 14

April 6, 2019 Saturday 2:30PM - 4:00PM

Using High-Utility Literature for Literacy Intervention with Adolescents

Hannah Kelley, BS, North Carolina Central University; Radwa Samy, BS, North Carolina Central University; Jazmine Walker, BA, North Carolina Central University; Kristin Nellenbach, PhD, CCC-SLP, Center for Literacy & Disability Studies; Carrie Knight, PhD, CCC-SLP, Salus University

Level of Instruction: Introductory

More than two-thirds of our nation's students in grades 4-12 read and write at or below basic levels of literacy (National Assessment of Educational Progress, 2015; 2011). However, content-area learning in high-school often requires proficient, if not advanced, literacy skills. The discrepancy between student ability and academic demands often leads to access barriers for students who are required to learn through reading and writing. To address this issue, speech-language pathologists (SLP) can use their knowledge and expertise in the language components that underpin literacy to help students further develop their literacy skills (ASHA, 2001a; ASHA,

2001b; Ehren & Ehren, 2001). One promising way SLPs can do this is through the use of high-utility literature (Nellenbach & Knight, 2016). For example, popular and award-winning works such as The Hate U Give by Angie Thomas can be used as a platform to develop students' knowledge and language across multiple domains and content-areas. The purpose of this poster session is to present information on what, why, and how SLPs can use high-utility literature to provide collaborative and evidence-based literacy intervention.

Learner Outcomes: Participants will be able to define and discuss key language components related to literacy and their role in providing students access to the curriculum. Participants will be able to identify and select high-utility literature for instruction/intervention with adolescents. Participants will be able to apply and modify a similar framework to existing intervention practices to effectively build students' literacy skills across the curriculum.

Poster Session 15
April 6, 2019 Saturday 2:30PM - 4:00PM
Autism Spectrum Disorders: An International Perspective

Jalen Poindexter, BA, Howard University; Martine Elie, PhD, CCC-SLP, Howard University
Level of Instruction: Introductory
Autism spectrum disorder (ASD) are developmental disabilities that vary in severity and characteristics. According to the World Health Organization (WHO, 2017), defines autism Spectrum disorder (ASD) as a range of conditions characterized by some degree of impaired social behavior, communication and language, and a narrow range of interests and activities that are both unique to the individual and carried out repetitively. Significant differences exist in the prevalence of reported national and international autism cases with the CDC (2018) reporting the estimated prevalence of ASD 1 in 59 births and the WHO worldwide estimate of 1 in 160. The prevalence of ASD in many countries is unknown, due to awareness, resources, as well as, cultural beliefs. The of this presentation is to provide the results of a meta-analysis of

the literature on international perspectives on ASD with a specific emphasis on how incidence, prevalence, and diagnosis of ASD in different areas of the world.

Learner Outcomes: Define autism and its characteristics. state the incidence and prevalence of Autism Spectrum Disorders in various regions of the world. provide international perspectives on Autism Spectrum disorders.

Poster Session 16

April 6, 2019 Saturday 2:30PM - 4:00PM

Learning styles of Dual Language Learners: strategies for effective intervention

Arantza Martinez, BS, Howard University; Martine Elie, PhD, CCC-SLP, Howard University
Level of Instruction: Introductory
Dual language learners (DLLs) are a fast growing population in the United States (U.S. Census Bureau, 2010). DLLs include children with home exposure to a native language and/or the need to learn a majority language after learning a minority language at home (Duraìn, Hartzheim, Lund, Simonsmeier, and Kohlmeierc, 2016). While research has demonstrated the advantages and cognitive benefits from speaking more than one language (Kamenetz, 2016), there is limited research on the linguistic abilities of DLLs and their performance on language specific tasks. As the DLL population increases, it is imperative for speech-language pathologists (SLPs) and educators to understand the learning styles of DLLs to implement techniques that will most benefit DLLs on their caseload. The purpose of this presentation is to provide an the results of a metanalysis of the literature of on DLLs performance on language specific tasks along with the effectiveness of DLL intervention.

Learner Outcomes: State the language related learning styles of DLLs. State the most efficient language intervention models for DLLs. provide culturally relevant services for DLLs.

Poster Session 17

April 6, 2019 Saturday 2:30PM - 4:00PM

Readability Ratings of CSD Journals: Improving students' writing performance

Ronald Jones, PhD, Hampton University; Robert Mayo, PhD, CCC-SLP, University of North Carolina at Greensboro; Olivia Hinsley, Hampton University

Level of Instruction: Introductory

The Flesch-Kincaid readability scale was used to assess the grade level and reading ease of 50 articles randomly selected from peer-reviewed journals in communication sciences and disorders. It was postulated that by virtue of the journals editorial standards their published articles could serve as exemplars in programs designed to help CSD students improve their writing performance.

The Flesch-Kincaid (F-K) was also used in this study to evaluate writing samples from two student cohorts: undergraduate communication majors and graduate CSD students. The results suggest a need to introduce professional writing skills training to CSD students prior to their entry into graduate training programs.

Learner Outcomes: Apply the Flesch-KIncaid Readability rating scales to their own writing samples. Differentiate professional level writing performance from general writing performance. Provide assistance to students submitting articles for publication in CSD journals.

Poster Session 18

April 6, 2019 Saturday 2:30PM - 4:00PM

Social language in personal narratives of Culturally Linguistically Diverse populations.

Coral Jimenez, BS, Southern Connecticut State University; Glenda DeJarnette, PhD, CCC-SLP, Southern Connecticut State University

Level of Instruction: Intermediate

Personal narratives of African American, Asian/Pacific Islander, Latin/Hispanic, and First Nation (Native American) populations were analyzed for social language as cultural markers. Social language categories were: 1) cultural identity, 2) socially situated activities, and 3) socially situated identity. Cultural identity in personal narratives tended to differentiate the groups more than the other categories of analysis. Implications are discussed for use of personal narratives in culturally responsive assessment and intervention.

Learner Outcomes: describe major elements of the study design; discuss the findings regarding cultural influences in narrative discourse of AAE children and adolescents and the impact these traits on literacy performance; identify possible implications for practice.

Poster Session 19
April 6, 2019 Saturday 2:30PM - 4:00PM
The Linguistic Features of Cape Verdean Creole and its Impact on English Language Learners

Ciara Monteiro, BS, Howard University; Martine Elie, BS, Howard University
Level of Instruction: Introductory
Cape Verdean creole is a dialect of creole spoken in Cape Verde, a country on the west coast of Africa with a limited amount of Speech-Language Pathologists. The language of Cape Verdean creole has features that aren't commonly seen in the English language. While Cape Verdean Creole is not a commonly spoken throughout the United States, there are certain areas in the U.S. with a significant Cape Verdean population. Owens (2010) reported that 70% of the English language learner students in Brockton, Massachusetts are native Cape Verdean creole speakers.   The purpose of presentation is to provide an overview of the linguistic differences of Cape Verdean Creole and its impact on Standard American English.

Learner Outcomes: State the different linguistic features of Cape Verdean Creole. State how the linguistic features of Cape Verdean Creole may impact English Language Learners. State linguistic considerations to use when evaluating Cape Verde creole speakers.

Poster Session 20

April 6, 2019 Saturday 2:30PM - 4:00PM

Adolescent Versus Adult Transgender Quality of Life

Danielle Mondesir, BS, Howard University; Toni Livingston, BS, Howard University; Silvia

Martinez, PhD, CCC-SLP, Howard University
Level of Instruction: Introductory
The purpose of our research is to determine if speech-language therapy improves the quality of

life of transgender people when services are received at a younger age than as an adult.

Studies have shown that speech-language therapy largely enhances transgender quality of life

by helping transgender people to achieve the voice parameters of their desired gender, and

subsequently a better perception of self.

However, the majority of studies done on this topic have focused on the quality of life of adult

clients. This research focuses on adolescent transgender people who have received speech

therapy services and whether or not their quality of life is greater than that of adults who have

received the same services. The quality of life indicators that will be looked for include: client

self-perception, general health, family and friend perception of the client, and client integration

into society.

Learner Outcomes: Discuss how speech-language therapy can improve the quality of life for

transgendered clients; Describe findings from previously reported research on the quality of life

for transgendered clients; Explain at least two quality of life indicators.

Poster Session 21

April 6, 2019 Saturday 2:30PM - 4:00PM

...Cognitive Reserve, Functionality, and Postmortem Cortical Structures in Alzheimer's Disease

Meredith Towey, BA, The University of North Carolina-Chapel Hill; Emily Fender, BS, The University of North Carolina-Chapel Hill; Kiarra Hill, BS, The University of North Carolina-Chapel Hill
Level of Instruction: Intermediate

According to the cognitive reserve theory, lifestyle characteristics may influence cognitive function (Reed et. al., 2011). For people with Alzheimer's disease, researchers have measured lifestyle characteristics to rates of decline in cognitive function. The cognitive reserve theory may help to identify modifiable ways to preserve cognitive function in patients with Alzheimer's Disease. The purpose of this systematic review is to examine how cognitive reserve influences the relation between reported functionality and atrophy in the brain of adults with Alzheimer's Disease.

Learner Outcomes: Identify lifestyle characteristics that influence cognitive reserve. Distinguish the relationship between cognitive reserve and cognitive function. Identify modifiable ways to reduce the effects of Alzheimer's Disease.

Poster Session22

April 6, 2019 Saturday 2:30PM - 4:00PM

Peer-Mediated Intervention to Support Emergent Bilingual Preschoolers' Social Interactions

Rachel Karem, MA, CCC-SLP, University of Cincinnati; Amy Hobek, PhD, CCC-SLP, University of Cincinnati
Level of Instruction: Intermediate

More than 25% of children in Head Start programs speak a language other than English (Hulsey et al., 2011). Children who are newly exposed to English in the classroom often experience social isolation that could negatively impact English acquisition (Halle et al., 2014). This study investigates the effect of a peer-mediated intervention, emphasizing peer communication on emergent bilinguals' social interactions in the classroom. A multiple-baseline design (3 dyads)

was used to document the interactions of emergent bilingual and peer-buddy dyads over-time in baseline, treatment, and maintenance phases.

Learner Outcomes: Participants will be able to list the primary elements of a staggered, multiple baseline design across participants. Participants will be able to identify critical elements of a peer-mediated intervention using an Invite-Play-Talk Strategy. Participants will be able to describe clinical implications regarding peer-support of emergent bilingual children's communication in the classroom.

Poster Session 23
April 6, 2019 Saturday 2:30PM - 4:00PM
Reading Fluency for Primary Grade Students through RtI with Volunteers

Sarah Waligura, MA, CCC-SLP, University of Cincinnati; Nancy Creaghead, PhD, CCC-SLP, University of Cincinnati; Caitlin Whitaker, BA, University of Cincinnati
Level of Instruction: Intermediate
Response to Intervention (RtI) is a framework for a tiered approach that targets the individual needs of at risk students with the goal of avoiding identification for special education. The number of referrals for small group intervention is often more than can be served by the teachers in small group settings. The objective of this study is to identify an effective reading intervention that may be implemented in a time saving and cost effective manner by schools. The hypotheses are that students will make gains after intervention and that the intervention is simple enough that there will not be a difference in gains made during intervention with an SLP and intervention with a volunteer. We are investigating whether a specific reading intervention (Fluency Builders) implemented by volunteers is effective when used in 20- minute weekly sessions over a six week period. Participants are three groups of children in kindergarten to third grade students identified as below grade level. Group 1 receives intervention using Fluency Builders from an SLP. Group 2 receives the same intervention from an undergraduate volunteer trained by the SLP. Group 3 receives no intervention (until conclusion of study). The

Qualitative Reading Inventory-6 (Leslie & Caldwell, 2016) will be used for pre and post testing of decoding and comprehension. Perspectives of team members gained through interviews will highlight challenges and successes of collaboration throughout the process. Results will aid in structuring future RtI programs at schools using best practices and effective collaboration for children from diverse backgrounds.

Learner Outcomes: Identify strategies for effective reading interventions. Discuss the value of using volunteers for Response to Intervention. Consider the view of team members when designing Response to Intervention programs.

Poster Session 24

April 6, 2019 Saturday 2:30PM - 4:00PM

Automatic Speech Recognition systems for scoring Speech in Noise test.

Neil Vanchipurakel, University of Arkansas for Medical Science; Naveen Nagaraj, PhD, AuD, University of Arkansas for Medical Science

Level of Instruction: Introductory

Automatic speech recognition (ASR) is the process of using computer technology to convert speech to text. ASR is used in a variety of applications such as hands-free computer interface, real-time voice typing, video captioning, and even language translations. However, ASR is currently not used in the clinical audiology testing. Automatic Speech Recognition system can be used as standard supplement when using Speech Recognition Test for audiologists who are hard-of-hearing and deaf. Our objective to evaluate two ASR systems (Google and IBM ASR systems) in scoring post recorded speech audiometry results. We recruited 25 subjects who are of the ages from 58-71 years with mild to moderate loss. Based on these results, it may be too early to use the ASR system independently for clinical usage, but Google scored higher than IBM ASR. However, it could be used as a supplement when scoring speech testing especially if audiologist has hearing difficulties.

Learner Outcomes: Be able to identify what is the purpose of Automatic Speech Recognition. Be able to recall the purpose of QuickSIN sentences. Be able to identify which Automatic Speech Recognition is best used as supplement.

Poster Session 25

April 6, 2019 Saturday 2:30PM - 4:00PM

Implementation Research in Early Childhood: Challenges & Choices

Rhea Paul, PhD, CCC-SLP, Sacred Heart University; Jill Douglas, PhD, CCC-SLP, Sacred Heart University; Ny-Aja Boyd, BA, Sacred Heart University

Level of Instruction: Introductory

Implementation research is the study of how specific strategies are used to successfully integrate evidence-based practices in real world settings. This presentation discusses some of the challenges encountered when attempting to initiate this kind of research in a community setting. Suggestions for more successful pursuit of this kind of research are presented.

Learner Outcomes: Define implementation research. Understand the role of participants' perspective in implementing communication interventions in classrooms. Adapt interventions to classroom cultures.

Poster Session 26

April 6, 2019 Saturday 2:30PM - 4:00PM

General Practitioners's Perspectives While Working with Individuals with Learning Disabilities

Ruixia Yan, North Carolina Central University

Level of Instruction: Intermediate

Learning disability (LD) is a disorder that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The Individuals with Disabilities Education Act (IDEA) requires all individuals with disabilities including LD receive free and

appropriate public education. One of the hallmarks of the IDEA was the Individualized Education Program (IEP), which is the cornerstone of a quality education for each child with a disability. When a person with LD seeks health care, general practitioners (GPs) knowledge of LD or IEP is critical to provide high-quality health care and improve the patient-physician relationship. The proposed study is to investigate GPs'level of awareness of LD and IEP and to explore their attitudes and perspectives when working with patients with LD. Also, accommodations that can be adapted by GPs to overcome patients' LD will be analyzed.

Learner Outcomes: Discuss language communication difficulties encountered by students with LD. Understand is GP level of awareness of LD and IEP. Describe the attitudes and perspectives experienced by GPs when working with patients with LD. Discuss what are the accommodations that can be adapted by GPs to overcome patients' LD.

Poster Session 28
April 6, 2019 Saturday 2:30PM - 4:00PM
Improving Narrative Language and Vocabulary Skills of Preschoolers at Home

Krystal Simpson, MA, CCC-SLP
Level of Instruction: Introductory
When children from low-income homes begin kindergarten, they often do so with underdeveloped narrative language and vocabulary skills. Low language skills place children at a higher risk for later academic difficulty. The problem is that after children with low language skills begin kindergarten, it is more difficult to close the language gap. The preschool years are critical for improving narrative language and vocabulary skills. One of the best ways to improve language skills is using shared reading, but parents of low-income children need to be taught to use shared reading techniques in the home.

This study used a multiple baseline, across participants design to determine if teaching preschool parents to use shared reading at home increases children's narrative language skills

and vocabulary. Participants were 6 typical language preschoolers who attended Head Start. During the intervention, parents were taught to read four books. Each book was read four times during one week. Parents were taught to read books in a way that encouraged interaction and discourse. Discussions and activities were completed following the shared reading session to emphasize oral language skill development.

Results of this study revealed clinically significant gains in narrative language and expressive vocabulary as a result of teaching parents to use the shared reading intervention. This study adds to the literature in the area of language and literacy. The study offers the implications of findings for clinical practice, as well as suggestions for future research ideas.

Learner Outcomes: Identify oral language skills critical to later academic success. Recall the reasons for teaching preschool parents to use shared reading techniques with children from low-income homes. Identify and Distinguish how each of the four readings of one book are used to build language skills prior to kindergarten.