2010 NBASLH Convention Proceedings

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A New Decade With New Directions: Healthy People 2020
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In 2010, the USDHHS will launch Healthy People 2020. This document represents the fourth decade of publicizing nation-wide health promotion objectives so that 'all people live long, healthy lives'. The primary goals of HP 2020 are:
• Eliminate preventable disease, disability, injury and premature death;
• Achieve health equity, eliminate disparities and improve the health of all groups;
• Create social and physical environments that promote good health for all;
• Promote healthy development and healthy behaviors across every stage of life.

Implications for the NBASLH members developing healthy lifestyle practices, and training future professionals about 'communication wellness' was discussed.

Aphasia in America: The Impact of Residence, Race/Ethnicity and Gender
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National data indicates that the regional distribution of aphasia varies by region of residence (South, Northeast, Midwest, West). In addition, the number of individuals with aphasia as a percentage of all individuals who experienced a stroke in 2006 also varied significantly by region of residence. A convenience sample of 8 states and approximately 14,000 individuals with aphasia indicate that race/ethnicity and gender are variables that increase the risk of experiencing aphasia after stroke.

Assessment of Cross Cultural Adaptability of Graduate Students in CDS
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This study utilized the Cross- Cultural Adaptability Inventory (CCAI) to examine the cultural adaptability of continuing graduate students enrolled in the communication disorders and sciences program at a Midwestern University. The data was ran through SPSS and generated information on cultural adaptability as it relates to participants' age, ethnicity, education status and participation in a teacher education program. Graduates overall results suggest that they are able to adapt to cultures other than their own. Failure to incorporate cultural considerations into speech therapy may lead to poor client outcomes.

Bilingual Intervention: Is Assessment in the Dominant Language Most Effective in Determining Language Disorders in Bilingual Children?
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Research on assessment for determining language dominance in bilingual children shows inconclusive results regarding which method is most effective. Presently, there is no general protocol that is accepted as a standard method for this process. It is important to determine which form of assessment is most valid in determining language disorders in order to avoid misdiagnosis. This study observed various assessment strategies for bilingual children with language disorders. Using a single-subject design, this study examined the effectiveness of a proposed method for determining language dominance in two bilingual (English/Spanish) children with language disorders. Further, this study helped to determine whether assessment in Spanish is more effective in determining a true language disorder than assessment in English.

Bilingual Intervention: Is Treatment in the Dominant Language Most Effective?
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Several well-substantiated models regarding the treatment of bilingual children with language disorders exist in the field of speech-language pathology. Yet, existing research is inconclusive in regard to whether treatment is most effective in the dominant, or non-dominant language. This study examined intervention strategies for bilingual children with language disorders. Using a single subject design, the study will determine if a true dominant language is evidenced in the two Spanish-speaking school-age participants. Further, this study examined whether treatment in Spanish has a greater impact than treatment in English.

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Cerebral Palsy and Associated Effects on Speech, Language and Hearing

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The current study examined Cerebral Palsy and the effects of this disorder on the speech, language and hearing development of children, birth to three years of age. Currently about 8,000 babies and infants are diagnosed with cerebral palsy each year. In addition, some 1,200-1,500 preschool age children are recognized each year to have cerebral palsy. Cerebral Palsy is a common disorder, occurring in about 2 to 2.5 per 1,000 live births; with a 1.3:1 ratio of boys to girls. The impact of Cerebral Palsy on speech and language development is particularly evident in expressive language abilities. Depending on which areas of the brain have been damaged, one or more of the following may occur: muscle tightness or spasticity, involuntary movement, disturbance in gait or mobility, difficulty in swallowing, problems with speech and pragmatic deficits. Speech-language pathologists and audiologists are an integral part of the early intervention team, providing the most efficacious assessment and treatment strategies. This current research explored best practices and future research implications.

Creating a Successful Distance Education Program: Effectively Using Technology

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Creating a successful distance education program in speech-language pathology is often challenging because there are many obstacles to overcome such as securing administrative support and faculty participation, providing excellent student support services, choosing the right technology and having good technological support, and implementing teaching strategies to support online learning. An additional challenge is creating an excellent clinical education program for students receiving their education via distance learning. The purpose of the presentation was to discuss strategies to help solve many of the problems commonly associated with distance education programming. The ultimate goal of the presentation was to provide suggestions and strategies for securing administrative support, overcoming obstacles to faculty participation, improving student support services, enhancing student learning online, using the technology effectively, and developing excellent clinical experiences for distance students.

Efficacy of Treatment of Pediatric Feeding and Swallowing Disorders

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Feeding and swallowing disorders are prevalent in the pediatric population. 25-45% of normally developing children and 80% of children with disabilities present with feeding and swallowing difficulties each year. In addition to feeding and swallowing, these children also present with a number of various concomitant disorders. The purpose of this study was to review and define the causes of pediatric feeding and swallowing disorders as well as discuss the efficacy of assessment and treatment of feeding and swallowing issues in this population.

Establishing Clinician Rapport

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Establishing a relationship with the patient is an important task when providing skilled speech and language therapy. Our colleagues could debate that this interaction with the patient weighs the scale of progress versus no progress. A speech-language pathologist (SLP) must assess their personal skills and its contributing role in their ability to establish clinician rapport. A SLP must utilize their interpersonal skills, in order to establish effective diverse relationships with patients/clients. To maintain this technique a speech-language pathologist must grade their personal skills and determine the value they hold in the therapeutic process.

Fragile X Syndrome

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This current research study examined is about communication behaviors in children with Fragile X Syndrome. Fragile X Syndrome is an X linked genetic condition, which is the most common inherited cause of mental retardation affecting 1 in every 4,000 individuals (Crawford, Acura, &Sherman, 2001, Turner, Webb & Robinson 1996.) Fragile X Syndrome results in significant impairments in development and adaptive function. This research also examined the distinct characteristics that Fragile X infants may possess in the Birth to Three populations. A parent resource, The National Fragile X Foundation (NFXF) has been helping individuals

with Fragile X, their families and the professionals who work with them since 1984. Best practices for speech–language pathologists as well as future research implications were discussed.

Gauging Readability of Materials for Client Education
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Fetal Alcohol Syndrome: Implications of Speech and Language on Development
This current research examined archival research addressing speech and language development for the birth-three population for children diagnosed with Fetal Alcohol Syndrome. This study identified assessment, intervention, parental involvement and efficacy issues as well as incidence and prevalence of Fetal Alcohol Syndrome in the United States and how FAS impacts the child once school-aged. The findings suggest that receptive and expressive language are impacted by prenatal alcohol abuse including reading comprehension, syntactic structure and semantic development. Best practices for speech-language pathology services as well as future research implications was discussed.

Inspiring and Motivating Student Success in CSD Program
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This presentation was designed to assist educators of pre-professional students in communication science and disorders programs in improving successful retention of students from diverse populations in the field. It examined undergraduate student experiences, suggestions, questions and concerns for being successful in our CSD programs.

Introductory to Craniofacial, Cleft Palate and VPD, Treatment and the Patients That SLPs Serve
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This presentation provided an introductory review of the basic anatomy of the oral cavity and the etiologies for cleft lip, cleft palate and craniofacial anomalies as well as discuss various causes of velopharyngeal port dysfunction (VPD). Etiology of cleft lip and palate and craniofacial anomalies.

Diagnose and treat patients with those suffering from the effects of craniofacial anomalies/cleft lip and palate and velopharyngeal dysfunction was discussed with the focus on patients with cleft palates. Surgical and alternative treatments for cleft palate patients was reviewed and the case presentation demonstrated the fabrication of a palatal lift, designed by a pediatric dentist for a patient who no longer was a candidate for surgical intervention.

Keeping it Positive: The Key to Rewarding Therapy
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The basic principles of reinforcement was revisited along with the introduction of the theory of positive psychology. Attendees were given creative ways to motivate and uplift their colleagues, students and clients by learning to implement consistent reinforcement and appropriate reinforcement scheduling while using the principles of positive psychology to facilitate targeted change and success. By integrating the principles of positive psychology into interpersonal relationships, professionals are better equipped to identify different personality types, learning styles and collaborate with other professionals. Combining the principles of reinforcement and positive psychology makes therapy a rewarding experience for all involved.

LLEAD: Language and Literacy Enrichment and Development Through Community Service
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This presentation described the LLEAD Project (Language and Literacy Enrichment and Development), a community service project that supports underserved children from culturally and linguistically diverse backgrounds through small group book reading and parent support activities. The project helps children to develop the language and literacy skills they will need to succeed in school and it encourages them to enjoy learning. The overall style of book reading and strategies and activities that are used to support language and literacy before, during and after reading each book were described. The LLEAD Project is supported by the Albert Schweitzer Fellowship.

Multicultural Bioethics: Implications for Health Care Advocacy
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Health disparities are well documented for multicultural populations. These differences affect life expectancy, as well as quality of life. Disparities are typically attributed to heredity, diet, lack of access to care and other practices. This presentation examined the contribution of religious beliefs to health disparities for African Americans, which are manifested in risk behaviors, failure to follow through on medications and orders, lack of participation in research, less acceptance of prosthetics and missed appointments. Through their sustained and trusted communicative contact, multicultural speech-language pathologists can be critical advocates for improving the health care status of their multicultural clients.

Non-Mainstream Dialect and the Identification of Risk for Language Impairment
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Typical grammatical patterns in African American English (AAE) speaking children are often confused with signs of language disorder (Seymour, Bland-Stewart, & Green, 1998). This paper presented evidence to show that morphosyntactic features contrastive between AAE and General American English (GAE) have little diagnostic value for AAE-speakers.

We analyzed a dataset of responses from 1258 children ages 4 to 12 years who took the Dialect Sensitive Language Test (DSLT), a comprehensive test of all language domains (Seymour et al., 2000). We correlated a measure of dialect density based on the DSLT with children's scores on a standardized language test.

Among AAE speakers, the dialect density measure was moderately associated with lower test scores, ($r = -0.4$, $p < .005$), but reliance on contrastive features led to both over- and under-identification of risk for language impairment. Most high-dialect children were typically developing, and some low-dialect children were not. Moreover, the accuracy of SLP designations of LI was lower among high-dialect speakers than among low-dialect speakers.

Planning is Everything: Using Thematic Units
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Planning effective activities serves as the basis for therapeutic interaction. Thoughtful, well planned therapy sessions provide a multitude of teachable moments that happen as children make connections between targeted skills and those closely related. By using thematic units, a clinician can manipulate variables in the therapy setting to promote learning within context, incidental learning and generalization. Learning words and concepts in a context gives a child an experience to which new knowledge can be anchored and then later retrieved. Planning and implementing thematic units is an excellent venue to promote a language rich environment with multiple opportunities to succeed.

Prelinguistic Vocalizations: Anatomical Implications for Interaction, Assessment and Treatment
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Infant vocalizations were discussed with regard to proposed systems of categorizing the vocalizations and how those early vocalizations are shaped into meaningful speech. Stages and corresponding age expectations will be visited. The vocalizations of infants are often shoehorned into the adult phonetic system. Although having similar properties, infant vocalizations are not failed attempts at adult targets. They are anatomically reflexive and exploratory in nature. Specific prelinguistic precursors are essential to positive interaction. Recognizing an infant's readiness to interact is essential in establishing early relationships. Strategies for dealing with infants that have aversions to interaction were addressed.

Prenatal Alcohol Exposure, Complex Trauma and Language Outcomes,
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Both prenatal exposure to alcohol and chronic maltreatment can be overwhelming separate impairments. When they occur together, results can be devastating. Little data exist explaining the combined effects of these traumatic events on language and social communication outcomes for school age children. This presentation will examine the effects of both prenatal alcohol exposure and complex trauma on receptive and expressive language skills, as well as social communication abilities compared to the effects of complex trauma alone. Children affected by both complex trauma and prenatal alcohol exposure were found to have more impaired skills. Specific implications for intervention will be addressed.

Prospective Teachers' Attitudes Towards Differing Dialects
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This study sought to determine junior and senior prospective teachers' perceptions of various dialects. Various dialects received unfavorable reactions in situations ranging from the classroom to employment (Garrity and Oetting, 2005). However, there is no literature siting the perceptions of Gullah dialect, which is indigenous to slaves that originated from Sierra Leone, Africa. Fort-six African American and Caucasian-American teacher education majors listened to three recordings of individuals speaking Gullah, Southern English and Standard English. The listeners judged the speakers intelligence, friendliness, consideration, education, trustworthiness, ambition, honest and social status.

Relationship of Cognitive Style to Metalinguistic Awareness: Ramifications for Reading
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Learning to read is often challenging for many students. The beginning reader is required to accomplish some very difficult tasks in transforming letters into recognizable words, a process that involves phonological awareness and other metalinguistic abilities. Although studies have shown a relationship between cognitive style and broad measures of reading, its effect on metalinguistic awareness, including phonological awareness, remains unclear. The purpose of this study was to investigate the effect of cognitive style on phonological awareness, specifically, and on metalinguistic awareness, in general.

Twenty nine six-year-old analytic and wholistic students were administered the Phonological Awareness Assessment Protocol, a measure of phonological awareness and the Quick Test of Phonological Awareness, a measure of metalinguistic awareness. Data were analyzed using T-tests and Pearson correlations. Results show that analytic students performed significantly better than wholistic students on phonological and metalinguistic awareness. Analytic-wholistic differences in phonological awareness were shown to encompass early acquired rudimentary phonological awareness skills as well as later emerging and more demanding phonemic awareness abilities.

Findings suggest that wholistic students may experience phonological- and metalinguistic-awareness-related reading problems that: involve word decoding and reading comprehension, occur across both simple and complex text, and affect both the early and later stages of reading acquisition. Since, minority students tend to be more wholistic than their mainstream peers, findings may also partially explain the genesis of the minority-majority reading achievement gap.

Response to Intervention (RTI), Universal Design (UDL) and AAC - Theory to Practice
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This session addressed the application of response to intervention (RTI), universal design for learning (UDL) and AAC to promote inclusion for diverse students at risk with exceptionalities, learning differences and those evidencing disorders. The anticipated outcome of this session was for participants to be able to identify the theory and application of UDL, RTI, and AAC; establish mutually beneficial partnerships between educators, administrators and speech-language pathologists; and implement strategies to support diverse learners with significant communication needs.

Screening Thematic Discourse Markers as Evidence of Cognitive-Communicative Integrity
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Altered cognitive-communicative function is a marker for a latent or emerging neurological condition that warrants medical diagnosis and treatment. Early detection may lessen complications of diseases and disorders (ASHA, 1991). Secondary prevention provides the impetus for the Communication Wellness Check-up©, a screening assessment of speech, language and cognitive abilities. An assumption is that qualitative change in discourse may be a marker of cognitive decline. This normative research study tested the cognitive-communicative performance of African American adults (N=40) on an experimental discourse production task that was analyzed for thematic content. Results were compared with performances of other clinical and nonclinical groups in order to extend external validity to African American adults.

Seizure Disorders in Birth-3 Population: Impact on Speech/ Language

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This current research examined the impact of seizure disorders among the early intervention population and the speech and language acquisition process. Research findings revealed speech and language deficits by exhibited children diagnosed with seizure disorders include delays in prelinguistic communication as well as later developing language skills which include phonological awareness deficits, morphology, semantic and pragmatic deficits. The role of the speech-language pathologist during the early intervention process is critical to addressing such communication deficits. This research discussed best practices, assessment and treatment strategies as well as future research implications.

Spanish-English Phonology: Research to Practice and Empowerment Through Knowledge

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It is estimated that by the year 2050 approximately 50% of the U.S. school population will be Latino, African American or Asian American (Alliance for Excellent Education, 2008). Currently, statistics indicate that 15.4% of the U.S. general population is of Latino origin. Additionally, statistics indicate that 22% of the U.S. population under five years of age is Latino (Facts for Features, 2008). Latinos in the U.S. have shown a higher preschooler population than any other culturally and linguistically diverse group (U.S. Census Bureau, 2005).

Eleven percent of students in speech-language pathology are culturally and linguistically diverse (Messick, Currie, DiSarno, Hardin-Jones, & Lof, 2008). However, in 1999–2000, there were only approximately 416 master's and doctoral SLP and Audiology members who were fluent in another language (Shinn, Goldberg, Kimelman, & Messick, 2001). These figures indicate that the majority of speech-language pathologists may not be adequately prepared to provide services in a second language.

Limited information exists for Spanish-English articulation and phonology development in young bilingual children living in the United States. Some studies have documented Spanish phonetic and phonological development in young children who are either monolingual or bilingual speakers of the southwestern Mexican dialect (e.g., Acevedo, 1991;

Becker, 1982; Gildersleeve-Neuman, Kester, Davis, & Peña, 2008; Martinez, 1986). Goldstein and Washington stated that, "Thus, there is a need to describe both the English and the Spanish phonological skills of bilingual children" (p. 154). This is reiterated by the ASHA (2004) document of knowledge and skills needed to provide appropriate culturally and linguistically diverse services, i.e., SLPs must have knowledge of "Typical language development in simultaneous and sequential bilinguals" (p. 4).

The purpose of this presentation was to provide current research (Brice, Carson, & Dennis O'Brien, 2009; Goldstein, Fabiano, & Washington, 2005; Goldstein & Washington, 2001) with regards to appropriate assessment and intervention with regards to Spanish-English articulation and phonological development.

Speech and Language Development of African American Children Representing Low Socioeconomic Strata

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The purpose of this research study was to examine archival research the relationship between African American children representing low socioeconomic status and the speech and language acquisition process for the birth-three population. Socioeconomic, as defined by the Oxford English Dictionary (1989) derives from both social and economic factors: that combine both factors to provide an indication of a person's or a group's effective social situation. Indicators of low socioeconomic status include family income, parental education, marital status and occupational status. Best practices as well as future research implications were discussed.

Story Grammar Elements Used by Kindergarteners in Narrative Retells

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Twenty typically developing African American Kindergarten children who were attending an urban public school were administered a story retelling task from the Strong Narrative Assessment Procedure (SNAP; Strong, 1998). The purpose of this investigation was to determine if there were specific story grammar elements that the children used more often than others. A coding system was developed based on Stein and Glenn's story grammar elements (1979) and included an introduction, relationship between characters, initiating events, internal responses, attempts and conclusions. This presentation discussed the story grammar elements that were used as well as their frequencies.

The State of Pragmatic Language Research for Children of Color

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Pragmatic language skills materialize within historical, social, and cultural processes. Demographic shifts show that by 2042 the majority of children in US schools will be children of color, many of whom will be speaking languages other than English. Pragmatic language research on this population significantly lags behind research on Euro-Americans. Speech-language pathologists need current information about pragmatic language of children of color, and scholars are obliged to fill knowledge gaps. Through this short course the authors will present current pragmatic research on children of color, identify research gaps and establish research agendas inviting participants' contribution to this effort.