

2012 NBASLH Convention Proceedings

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A Journal Content Analysis Study of Women Who Stutter,

Robert Mayo, PhD, University of North Carolina at Greensboro; Kelly McIntyre, University of North Carolina at Greensboro; Alyssa Hedrick, University of North Carolina at Greensboro; Carolyn M. Mayo, PhD, North Carolina Agricultural & Technical State University

Speech-language pathologists in need of evidence-based research data (EBR) on stuttering intervention to incorporate into their clinical practice are likely to seek such information from the major journals in speech-language pathology. Given the reality that most persons who stutter are males, what is the probability that clinicians will find in the key scholarly journals in the profession, EBR data for women who stutter? In this presentation we describe the findings of a content analysis of the top six journals in the field of speech-language pathology for information about women who stutter. Research and clinical implications of these results are discussed.

A Phenomenological Study of Multicultural Infusion in Communication Sciences and Disorders,

Andrea Toliver-Smith, MS, AR Consortium for the PhD in Communication Sciences and Disorders; Gregory C. Robinson, PhD, AR Consortium for the PhD in Communication Sciences and Disorders

While the US has been culturally and linguistically diverse since its inception, communication disorder programs have only recently been mandated by the American Speech-Language-Hearing Association to include multicultural content throughout their curricula. A recent survey (Stockman, Boulton, and Robinson, 2008) revealed that many instructors don't readily recognize science-based courses worthy of multicultural information. In this phenomenological study, the manner in which instructors infuse multicultural issues into their science-based courses were explored. The participants were recruited during the 2011 NBASLH Conference. They completed an online questionnaire with 10 open-ended questions. Results of this study will be revealed during this presentation.

A Sista in China: My Journey to Cultural Awareness and Sensitivity, Katrina Evette Miller, MA, CBIS, North Carolina Central University

This session is the result of a study abroad trip to China. During this trip students and professional visited Educational Centers, orphanages, Hospitals, Special Schools and Adult Long term Care/Assistant Living Facilities and observed/participated in various therapeutic modalities. This session will explore the presenter's cultural awareness and sensitivity as it relates to Asian, African-American and American

cultures. Potential implications on service delivery to clients from various cultural backgrounds will be discussed.

African American Families and End of Life Decision Making,

Sharon W. Williams, PhD, The University of North Carolina at Chapel Hill

Speech-language pathologists (SLPs) increasingly work with families and older adults faced with life sustaining treatment (LST) decisions, including artificial nutrition and hydration. Unfortunately, African Americans are among the least likely to have formal and/or informal discussions regarding such medical choices and decisions. This presentation reports on interviews with 55 family caregivers who provided care for seriously ill older African Americans. Qualitative and quantitative data were analyzed to examine older adult's wishes related to LST, including feeding tubes. Given that SLPs increasingly provide EOL consultations to families and/or older adults and that African Americans often experience poor EOL outcomes, it is critical to better understand EOL preferences and communication within families of seriously ill older African Americans.

After Shock: Shaken Baby Syndrome, Kristen Taylor Hobson, BA, North Carolina Agricultural & Technical State University; Deana Lacy McQuitty, SLPD, North Carolina Agricultural & Technical State University

This research project is a meta-analysis of literature regarding the development of communication skills in young children diagnosed with Shaken Baby Syndrome. According to Ashton 2010, Shaken Baby Syndrome results in cognitive as well as communication deficits following infancy. Furthermore, the literature purports that there continues to be an increase of shaken baby syndrome among infants whose parents exemplify poor attachment styles. Due to the critical role the parent-child interaction dyad has on a child's communication development, it is critical that an investigation of best practices and the role of the SLP be explored when providing services to this population.

Am I Too Young to Start a Private Practice?, Doanne L. Ward-Williams, MEd, Carolina Speech Consultants, PLLC

As a young speech-language pathologist, the idea of starting your own private practice may seem overwhelming! This seminar will focus on the framework necessary for a speech-language pathologist to consider starting a private practice. There will be a discussion on challenges faced and strategies to help overcome these challenges. The presenter will also share resources that have been beneficial in the start-up process.

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An Auditory Processing Screening Test for Children who are Bilingual English/Arabic Speaking, Reem Abulhamayel, MS, Howard University; Nada Faquih, MS, Howard University; Jay R. Lucker, EdD, Howard University

Children who are bilingual may have problems processing verbal information. One method for assessing auditory processing in these children is to test them in both their native language and in English. This presentation describes the first four parts of the Token Test for Children (TTFC) in the standard English format, along with a translated Arabic version. Both versions were administered to a group of children who are bilingual in both English and Arabic. Results of each of the four parts in both languages are presented indicating how children who are developing bilingually perform on this test.

Analysis of Current Literature: Arteriovenous Malformation and Communication Development in Children, Kristyn Leah Sanders, North Carolina Agricultural and Technical State University; Deana Lacy McQuitty, SLPD, North Carolina Agricultural and Technical State University

This current research project investigates scholarly literature regarding the incidence and prevalence of Arteriovenous Malformation (AVM) and its affect on communication development in young children. The practitioner must be aware that as the infant mortality rate continues to decrease, the life expectancy of medically fragile infants and toddlers/preschoolers with rare syndromes and disorders increases. This research will present a case study of a four-year-old diagnosed with AVM and the rehabilitative process regarding the areas of cognition, communication and motoric functions. Current findings, limitations of research, and best practices regarding speech- language assessment and intervention will be discussed.

ASD: A Review of Best Practices & Efficacy Studies for Speech-Language Pathologists, Brenda Lynette Williams, BA, North Carolina Agricultural & Technical State University; Deanna McQuitty, SLPD, North Carolina Agricultural & Technical State University

This research provides a meta-analysis of literature regarding best practices in the assessment and intervention for autism spectrum disorders (ASD). Based on a perusal of literature children with ASD are identified as early as infancy and the acquisition of early language skills is an important predictor for later speech and language development (Matson, 2008). Due to the role of the speech-language pathologist (SLP), it is imperative that SLPs have knowledge of best practices outlined in the research literature. This study will discuss current findings, limitations of research, and best practices regarding assessment and intervention strategies for children diagnosed with ASD.

ASHA's Compass: The Revised Code of Ethics, Paul Rao, PhD, CPHQ, FACHE, National Rehabilitation Hospital

Audiologists and speech-language pathologists are disciplined, often harshly, by professional associations and state regulatory agencies for ethical violations. When confronted about their misconduct, many of them assert they didn't know that their conduct was problematic or unethical. Audiologists and speech-language pathologists need to develop a sensitivity to ethics and acquire decision-making strategies when confronted with ethical quandaries. One without the other is insufficient. This session will address each by, among other things, employing case scenarios that represent ethical dilemmas and practical means the busy practitioner can employ to appropriately respond in an ethically responsible manner. It will be argued that the revised ASHA Code of Ethics is the invaluable compass for staying "on course" in your professional conduct. Finally, attendees will learn the ASHA complaint process and the process the Board of Ethics employs to adjudicate cases.

Assessing Attention Deficit Disorders in Non-Traditional College Students, Arnell Brady, MA, Brady Speech-Language Pathology; Ronald C. Jones, PhD, Norfolk State University

Presented are the results of a preliminary investigation of 10 non-traditional college students who presented with reported characteristics of attention deficit disorders (ADD). The Integrated Visual and Auditory Continuous Performance Test (IVA-CPT) was used to assess the students' vigilance, prudence and consistency of response across two modes of primary learning: vision and audition. IVA-CPT results from the non-traditional students were compared with those from a control group (more traditional college students). Although significant differences appeared between the two cohorts in the areas of vigilance and consistency of response, no clearly identifiable characteristics of attention deficit disorders were found.

Assessing Speech and Reading Fluency Performance in College Level Students, WaNelle J. Anderson, PhD, Norfolk State University; Ronald C. Jones, PhD, Norfolk State University

This presentation reports on the speech and reading fluency performance of 64 college freshmen screened using a voice recognition program. A speech-to-text (STT) ratio (i.e., time difference reading a passage with and without errors) was calculated by timing students reading, aloud, a passage guided by a computer program. Misread, mispronounced and/or omitted words slowed the progression of the passage. Students' STT ratios were compared with their silent reading rate of the same passage. Results suggest that assessing oral reading, using a speech-to-text computer program, provides a reliable method of determining actual speech and reading fluency performance, particularly, for college students.

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Assessment, Diagnosis and Treatment of Cleft Lip/Palate and VPI and the African-American Population, Nancy Gauvin, MS, Nova Southeastern University

Participants will be able to learn about assessing, diagnosing and treating patients with cleft lip/palates and VPI while understanding how it affects the African-American population. The participants will be able to understand the importance of conducting and/or recognizing an appropriate evaluation as it relates to African-American patients. Dialectal norms and vocabulary differences will be discovered and taught. Participants will be able to assess speech intelligibility based on the appropriate norms for African-American speakers. Recognizing the social stigmas related to cleft lip/palates and VPI as they pertain to African-Americans will also be discussed. Participants will be able to use information provided to aide in conducting a thorough evaluation or recognize when a proper evaluation has been done considering specific speech and language difficulties. Participants will be able to distinguish what type of referral should be done regarding language differences. Using the case history the specialist will learn to prepare informal assessments, as well as modify formal evaluation tools, in order to accommodate the patient's regional dialect. When reading an evaluation report, participants will be able to distinguish if proper steps have been taken into consideration for the African-American population.

Auditory Processing Testing: Is There a Need to Use a Sound Treated Test Booth?, Nicolle Franklin, Howard University; Brittani Hightower, Howard University; Martin Nyanzu, Howard University; Kierra Villines, Howard University; Jay R. Lucker, EdD, Howard University

Audiologists state that tests of auditory processing must be administered in sound treated test suites. Many times, schools may be willing to have students' assessed for APD, but all they can supply is a quiet test room. This poster session looks at the auditory processing test results for a group of young adults tested in the sound treated booth and a quiet test environment. The same equipment and tests were used both times. Results identify what differences, if any, in raw scores occurred when subjects were tested in each of these test environments.

Blast Injuries and Post-Traumatic Stress Disorder, Alaina S. Brooks, MS, Howard University; Joan C. Payne, PhD, Howard University

Blast injury in soldiers returning from Iraq and Afghanistan is the "signature injury" of the Global War on Terror (Elder & Cristian (2009). These individuals are returning home with multiple brain injuries along with symptoms of post-traumatic stress disorder. These factors combined impact

their abilities to function cognitively and socially. This presentation discusses the mechanics of blast injury followed by the related. The relationship between post-traumatic stress disorder and traumatic brain injury are discussed. Appropriate assessment techniques are identified along with evidence-based treatment practices that are beneficial to speech-language pathologists. Implications for social reentry in this population are also explored.

Bronchopulmonary Dysplasia: Impact on Communication, Cognition and Swallowing in Children, Patience Brennae Stephenson, North Carolina Agricultural & Technical State University; Carolyn M. Mayo, PhD, North Carolina Agricultural & Technical State University

Bronchopulmonary dysplasia (BPD) is a chronic lung disease resulting in inflammation and scarring of the lungs (American Lung Association, 2011). BPD is one of the most common medical complications experienced by premature infants. Children with severe BPD tend to experience developmental delays in speech and language, swallowing disorders, and are often placed in special education settings as school aged children. This review of research literature informs SLPs about the specific characteristics of speech, language, cognitive and swallowing issues found in infants and children who have experienced BPD. The study also suggests early assessment and intervention strategies that can be employed.

Chronic Traumatic Encephalopathy in Athletes, Cherita Danese King, North Carolina Agricultural & Technical State University; Carolyn M. Mayo, PhD, North Carolina Agricultural & Technical State University

Repetitive brain trauma associated with contact sports may produce a progressive neurological deterioration known as Chronic Traumatic Encephalopathy (CTE). Clinical features of CTE include various symptoms affecting the pyramidal and extrapyramidal tracts. Major manifestations of CTE include disturbed posture and coordination, slurred speech, tremors and cerebral dysfunction causing cognitive impairments and neurobehavioral disturbances (McKee, 2006). This study describes the specific cognitive-linguistic characteristics of CTE from early onset to its later stages. Additionally, identification of the prevention strategies and equipment being used by the sports industry to offset injuries in athletes that may lead to chronic cognitive and linguistic deficits is presented.

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Clinical Supervision in the 21st Century: Students and Cyberspace, Nichelle Verna Porter, MA, Hampton University; Katrina E. Miller, MA, North Carolina Central University; Zaneta Rosboro Ponton, MEd, North Carolina Central University

As the use of technology increases, clinical educators are faced with more and more challenges in regards to how to safely and effectively allow the use of technology in the clinical setting. More and more students are experiencing legal issues before their 21st birthdays and universities must develop creative methods to address these challenges. This seminar will explore these and other issues that arise in the 21st century.

Community Connections: The Key to (Re)Engagement for the Adult With Aphasia, Maura English Silverman, MS, Triangle Aphasia Project, Unlimited

The response by the aphasia community to the call of the LPAA Project Team (Life Participation Approach to Aphasia) (ASHA, 2001) to offer a framework for the management of aphasia was swift and expansive. Speech Pathologists across the world accepted the paradigm shift from language goals within the clinic office to the short term and long term life objectives of their clients. The definition of service now included access to those communicative barriers for Persons With Aphasia (PWA) within their community. The recruitment, training and shaping of that engagement must be individualized for successful (re)engagement. This presentation aims to present perspective on that process from a program that utilizes a unique center without walls concept.

Comparing DELV Scores With Listener Judgments of AAE, Sunni Elizabeth Cottrell, BS, University of Central Arkansas; Shavonica Williams, BS, University of Central Arkansas; Kathleen Talley, BS, University of Central Arkansas; Valentina Taran, PhD, University of Central Arkansas

This study demonstrates the validity of listener judgments to be a reliable tool for measuring non-mainstream dialect use. The study was conducted by three coders who were responsible for listening to two minute sound clips of 60 language samples. After listening to a sound clip, coders independently made judgments of the speaker's race and use of AAE. Results of this validation study showed correlations between listener judgments and DELV-ST scores.

Conversational Discourse in Right Hemisphere Brain Damage, Jamila Minga, MS, University of North Carolina at Greensboro

Conversation is one form of communication that permeates all aspects of daily living. Some persons with right hemisphere brain damage (RHD) may have deficits in effectively engaging in conversation. Few studies, however, examine this debilitating social consequence. This presentation describes what we currently know about conversational discourse deficits following RHD, considers potential underlying contributors to the observed deficits, and proposes research questions to empirically further our understanding of these deficits.

Correlation Between Reading and Auditory Processing Skills in College Freshmen, Joe A. Melcher, PhD, Xavier University of Louisiana; Yaesha Joseph, Xavier University of Louisiana; Joy Sorells, Xavier University of Louisiana

The primary purpose of this project was to determine if there is a correlation between the reading skills, based on ACT scores, of college freshmen and their abilities on a battery of auditory processing tests. A pilot study suggested there may be a difference between students with high reading scores and low reading scores on some auditory processing skills tests. Data on a larger number of students will be presented.

Cross-Cultural Study on Parental Awareness and Perceptions of Autism Treatments, Shauna Marie Phillips, BA, North Carolina Central University; Courtney A. Long, BS, North Carolina Central University; Wenye Zou, BS, North Carolina Central University; Grace Hao, PhD, MD, North Carolina Central University

Level of Instruction: Introductory

This trans-cultural research addresses the need for more cross-cultural research that focuses on issues surrounding autism spectrum disorder. Parental assessments of the efficacy of selected approaches regarding communication skills and behavioral modification, made by parents of children with autism in both the United States and the People's Republic of China, will be discussed. This presentation will provide professionals and the society-at-large with a greater understanding of factors considered by parents of children with autism, during their selection process of various treatments, which will contribute to the development of more culturally relevant treatment approaches and further research.

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Culture, Caregiving and Communication Disorders, Joan C. Payne, PhD, ASHA Fellow, Howard University

For every child or adult who is referred to the speech-language pathologist for treatment of a communication disorder, there is at least one person who is responsible for rendering assistance with physical and emotional needs for that person. Family caregivers are those who provide substantial care of a loved one with a chronic or disabling illness without compensation. Nationally, more than 50 million people provide care for a chronically ill, disabled or aged family member or friend during any given year. Within this group, 36% care for a parent, 7 out of 10 caregivers are caring for loved ones over 50 years old and 16.8 million are caring for special needs children under 18 years old (Caregiving in the United States, 2009). Successful therapeutic intervention for speech, language or swallowing problems frequently depends on how well caregivers embrace therapy for their loved ones, provide assistance for their loved ones to complete a therapy regime and provide carry-over of therapy goals activities in the naturalistic setting. Therefore, a major purpose of this presentation is to direct the attention of speech-language pathologists to the important role that caregivers play in the management of communication disorders. This presentation will focus on how practitioners can identify caregiver stress, provide support through information on respite care, financial matters, and physical/emotional self care and develop intervention strategies that include caregivers. Since there is variance among family caregivers based on available resources and cultural expectations about care giving, this presentation will include information on the stressors faced by many family caregivers, particularly African Americans.

Delivering an Online Praxis Preparation Course: Lessons from 10 Years Experience, Kay Payne, PhD, Howard University

It has been documented that minority performance on the Praxis is significantly less than the general pass rate of 85% regardless of the type of institution attended by the examinee. Howard University has delivered an online Praxis preparation course for 10 years. This presentation will demonstrate the development of the course content and the various technical and media platforms used, as well as the impact on improvement of minority students' performance on the Praxis.

Detecting Early Cognitive-Communicative Change in Mild Cognitive Impairment, Valarie B. Fleming, PhD, Texas State University-San Marcos

Ten neurologically intact adults and ten adults with mild cognitive impairment (MCI) were assessed in terms of spoken discourse production and executive function (EF). The purpose of this study-in-progress is to explore the cognitive flexibility and planning components of EF and to understand how EF ability contributes to spoken discourse production. The research questions for the study are: what are the quantitative and qualitative characteristics of spoken discourse in cognitively normal individuals and individuals with MCI?; what is the relation between the spoken discourse production and the higher-order cognitive skills in cognitively normal individuals and individuals with MCI?

Dialect Density Variation by Parent Education and Age, Janice Jackson, PhD, DeKalb County Schools; Barbara Zurer Pearson, PhD, University of Massachusetts Amherst

Patterns of dialect density in typically developing African-American English (AAE)-speaking children were assessed using the Diagnostic Evaluation of Language Variation Screening Test Part 1. Participants were 1,051 African-American children in a nationwide cross-sectional sample, ages 4 to 9, divided into parent education (PED) groups, high school or less and more than high school. As reported elsewhere, PED was a significant, but small, factor influencing use of AAE features at all ages. The largest differences between PED groups were observed at ages 6 and 7, and diminished at ages 8 and 9, indicating that large differences favoring higher PED

Dialectal Variations in Standardized Testing: A Classification Process, Cathy A Runnels, MS, Accent On Speech, LLC

This seminar will highlight the resources and documents used in the standardization and coding process of the newly revised OWLS test which consists of four co-normed scales that offer measures of oral, listening and written language for ages 3-21. With expanded norms and test items, the newly revised OWLS has specifically broadened the norms for African American clients and has utilized a three step process to code and verify responses. An example of the database of the re-coding samples is presented that allow for the comparison of AAE children's oral language with age or grade-matched SAE speaking peers. The presenter will discuss the manner in which this detailed process adds to the

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confidence in the decision making process for the clinician. Research data that support the efficacy of this approach is presented and are discussed within the context of research on language and dialect development. Lastly, general administration and scoring guidelines will be demonstrated.

Enhancing College Student Athlete's Communication

Wellness and Effectiveness, Cherie McNeill Avent, MA, Guilford Technical Community College; Robert Mayo, PhD, University of North Carolina at Greensboro

Similar to their peers in the general student population, a number of student-athletes are less-than-effective communicators. For some student-athletes, this challenge may be attributable to dialectal differences and/or regional or foreign accents. Still, others may have clinically significant communication disorders such as stuttering, articulation errors, voice quality disturbances, or hearing loss. The purpose of this presentation is to describe Athletes Communicating Effectively (ACE), a collaborative program for university student-athletes that focuses on enhancing their communication wellness and interpersonal/public communication skills for successfully communicating verbally and nonverbally in venues including athletic events, the classroom, meeting with professors, and job interviews.

Expertise of SLPs Who Work With Students Who Speak African American English

Tamika Reynold LeRay, MS, Emerson College/Boston Public Schools; Belinda Fuste-Herrman, PhD, Emerson College; Ruth Grossman, PhD, Emerson College; Eiki Satake, PhD, Emerson College

A clinician's knowledge and skills regarding the linguistic features of AAE is directly related to their ability to distinguish a language difference from a disorder, as well as their ability to perform culturally and linguistically sensitive assessments and provide treatment to children from multicultural backgrounds. The goals of this project were to explore the clinical knowledge and experience of school-based SLPs, as measured by self-evaluation, of their abilities to distinguish a language difference [AAE] from a disorder, identify a language difference [AAE] with a co-occurring disorder, as well as administer culturally and linguistically sensitive assessments and intervention to speakers of AAE who also have a language disorder. The findings of the study provided insight regarding the strengths and relative areas of weakness of school-based clinicians who work with children who speak AAE.

Foreign Accent Syndrome, Sarah Ghaleb Abulibdeh, BS, North Carolina Agricultural & Technical State University; Carolyn M. Mayo, PhD, North Carolina Agricultural & Technical State University

Foreign accent syndrome (FAS) is defined as a disruption to the speech control process but with a compensatory mechanism that allows the individual to maintain an acceptable and intelligible degree of speech output. Despite the difference in speech, individuals with FAS usually preserve the auditory perceptual ability and capacity for fluent auditory to phonetic conversion in repetition of non-words. The intent of the study is to heighten the awareness of SLPs about the presence of FAS as a possibly misdiagnosed communication problem, and to differentiate this disorder from other disorders of speech such as acquired apraxia of speech.

Integration of Rhyming, Story Retelling and Kinesthetic Into Language Therapy

Maggie Connelly, BA, South Carolina State University; Kerry Dorn, BA, South Carolina State University; LaTeka Kegler, BA, South Carolina State University; Sonya Shepard, BS, South Carolina State University; Mandy Stevens, BA, South Carolina State University; Regina Lemmon, PhD, South Carolina State University

Rhyming is important to literacy since it helps children to understand word families. It helps children acquire phonological awareness skills and language. Songs and rhymes expose children to the rhythm of the language. Rhyme also prepares children to make predictions while learning words and gives them crucial decoding skills (Masclé, 2009). The purpose of this study is to determine the impact that storytelling, rhyming therapy, and kinesthetic play had on the rhyming abilities of twenty-eight language-delayed first and second graders. An experimental group received specific therapy for rhyming with the incorporation of kinesthetic play and storytelling over nine therapy sessions while the control group did not. Both groups were pre/post tested and the results showed significant gain in the rhyming abilities of the experimental group who received the therapy.

Language Sampling ... Deal or No Deal, Cecelia H. Jeffries, PhD, South Carolina State University; Ensley S. Graves, BA, South Carolina State University

Level of Instruction: Intermediate

Language sampling, while an essential tool in language assessment, is not readily practiced due to the amount of time it takes to administer. Additionally there are many variables that can influence the reliability of the sample. However, when properly elicited, employing a variety of procedures such as, spontaneous elicitation, story-retelling, role-playing

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and object identification, can yield therapy altering results. Language sampling can be the key to remediating language and moving children forward in the educational arena.

Let's Talk Trash - A Cost-Efficient Approach to Intervention, Merrill Kay Catt, MSP, Arkansas State University

The purpose of this presentation is to provide a model for speech-language pathologist regarding the use of environmental contextualized resources as cost-efficient therapy materials. The model, titled Therapy on a DIME: Dynamic Intervention Using Materials from the Environment, was designed to optimize all facets of communication by using "trash" or authentic resources to target explicit articulation, language and literacy skills. The results of the DIME project suggested that authentic materials coupled with interactive, functional activities were effective in fostering internalization and generalization of targeted skills. Strategies and examples will be discussed.

Listener Judgment as a Method for Characterizing Children's Dialect, Janna B. Oetting, PhD, Louisiana State University; Jessica S. Richardson, MA, Louisiana State University

We examined the validity of listener judgment as a method for characterizing children's dialects. Data were new language samples from 82 kindergarteners in a rural Louisiana parish who spoke various densities of either African American English (AAE) or Southern White English (SWE). Results supported the method because significant correlations were found between the listener judgment method and two other dialect density measures (Spearman $\rho = .71$ and $.58$, $p > .001$). The listener judgment method was also able to detect dialect density differences between AAE and SWE speakers (AAE $M = 4.79$ vs. SWE $M = 2.74$).

Medical Professionals Perceptions of the Effectiveness of E-Stim for Dysphagia Therapy, April Burris Chisholm, BA, South Carolina State University; Lorena Centurion, BA, South Carolina State University; Elizabeth Govan, BS, South Carolina State University; Lindsay Moore, BA, South Carolina State University; Kristina Smith, BA, South Carolina State University; Regina Lemmon, PhD, South Carolina State University

The purpose of this study was to determine professionals' perceptions of the effectiveness of neuromuscular electrical stimulation (E-Stim). The surveys used by Crary et al. (2007) were adapted. The surveys ascertained information on practice patterns, clinical outcomes, complications, and perceptions of professionals. The survey consisted of two parts – one for professionals that practice E-Stim therapy and one for those who do not. Results revealed strokes are most commonly treated using E-Stim and 91.3% of respondents

perceived E-Stim to be effective. The top four reasons respondents reported for not using E-Stim include: a lack of ASHA endorsement, safety outcomes for different ages, need for more data on group outcomes, and different authors.

Mentoring Isn't Just for Students, Jay R. Lucker, EdD, Howard University

As we grow professionally, we gain expertise in certain areas. Other professionals may like to tap our expertise. We can become their mentors. This presentation discusses the role of a mentor based on the presenter's unique approach. Benefits seen by both mentor and mentee are discussed. Success is seen when a mentee grows as a professional in the areas mentored. Dr. Lucker has developed a unique approach to mentoring using distance learning, the internet, and other telecommunication methods to meet with, guide, teach, and work with his mentees.

Mining Research of Pragmatic Language Behavior in African American Children: A Systematic Literature Review, Yvette D. Hyter, PhD, Western Michigan University; Kenyatta O. Rivers, PhD, University of Central Florida; Glenda DeJarnette, PhD, Southern Connecticut State University

Our 2010 NBASLH presentation of pragmatic behavior in children of color resulted in lively interaction with participants who raised issues making it clear that a systematic study of pragmatic language behavior in African American children was warranted. Given this research imperative, preliminary findings were presented at the 2010 ASHA convention. This NBASLH 2012 proposal is a more extensive review. Five databases (SCOPUS, EBSCOhost, PROQUEST, Google Scholar, Dissertation Abstracts) and seven journals (AJSLH, LSHSS, JSLHR, TLD, CDQ, ECHO, Journal of Pragmatics) have been mined over a 31 year period (1970-2011). Methodology, findings and direction for future research will be shared.

Music as a Mirror: A Relational Analysis of AAE & Hip Hop/Rap Music, Iris Johnson Arnold, PhD, Tennessee State University; Cierra Love Baker, Tennessee State University; Daniel Flatt, BA, Tennessee State University; Owen Johnson, PhD, Tennessee State University; Jenna LaNier, Tennessee State University; Chareva McCullough, BS, Tennessee State University; Lauren Phillips, Tennessee State University; Lauren Prather, BS, Tennessee State University

Hip Hop and Rap Music are popular cultural entities appealing to many African Americans and others across various spectrums (e.g. race, age, geographical regions, education level, SES, etc.). The current research explores various linguistic aspects of AAE within Hip Hop/Rap Music as it takes a historical journey spanning from 1965-

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2012. It will focus on semantics/content and phonological content/changes within this genre of music. Popular past and present songs (as outlined within the Billboard.com category of Hip Hop/Rap Music) will be analyzed. The goals of the present study are: to quantitatively compare phonological patterns used within rap music by Longevity Era (Pioneers, Old School, New School & Contemporary) and Region (East Coast, West Coast & South), to qualitatively and quantitatively analyze rap music by categorizing topical content (political issues, misogyny, violence, materialistic boasting, etc) and comparing it to historical occurrences (natural disasters, presidents/elections, economic conditions, major headlines, etc.) by Longevity and Region. One can learn much about the culture of a period in history by listening its music for it serves to reflect and influence its listeners. Samples of Hip Hop/Rap music will be played during this presentation for three reasons: to illustrate the data/results obtained, for pedagogical purposes and for entertainment.

Nutritional Analysis of Food Additives: Implications for Communication Disorders, Keiofia Katasha Mitchell, North Carolina Agricultural and Technical State University; Carolyn M. Mayo, PhD, North Carolina Agricultural and Technical State University

Numerous research studies have focused on food additives and their relationship to attention deficit/hyperactivity disorders as well as communication problems resulting from ADHD. However, there appear to be other diseases and disorders that can result from food additives that negatively affect body systems responsible for communication (i.e., nervous system, chromosomal system etc.) This research study investigates food additives (i.e. preservatives, food coloring, and flavor enhancers) and their relationship to a broad array of communication disorders. The need for SLPs to further enhance our knowledge of food additives and how long term ingestion of additives can impact communication is also presented.

Operationalizing Social Communication in ASD: A Scoping Review, Brittany Reed, BS, University of Central Arkansas; Amy Curtis Stone, BS, University of Central Arkansas; Mary Jo Cooley Hidecker, PhD, University of Central Arkansas; Byron Ross, PhD, University of Houston; Briano DiRezze, MSc, McMaster University; Lonnie Zwaigenbaum, MD, University of Alberta; Peter Rosenbaum, MD, McMaster University

Purpose: To examine ASD literature to operationalize the characteristics of social communication in children with ASD. Searches were conducted with ASD as the major subject heading and “social communication” as a keyword. Two reviewers independently identified social communication

definitions. The search yielded 155 sources, including 136 peer-reviewed articles. Social communication characteristics included skills in nonverbal, speech and language performance. Social communication is a multi-faceted construct which is often not specified in the literature. The breadth of the journals from different professional areas suggests the concept of social communication and ASD is part of a scattered literature.

Pathways to the Profession: The College Scholar-Athlete, Shakia Je’Cole Forbes, North Carolina Agricultural & Technical State University; Carolyn M. Mayo, PhD, North Carolina Agricultural & Technical State University; Robert Mayo, PhD, University of North Carolina at Greensboro

Students pursuing a career in communication sciences and disorders (CSD) have a variety of pathways they can travel that may lead them to the profession. Scholarship college student-athletes who plan to attend professional/graduate school must make an enormous commitment to excel in the classroom and on the field of competition. This paper, presented from the perspective of a college student-athlete majoring in CSD, will describe the skills needed to excel athletically; discuss how these skills are transferable to a student’s academic pursuits; and provide examples of how perseverance, motivation, and time management can be learned and utilized by all students to achieve success.

Performance of African Americans With and Without TBI on RIPA-2, Alaina S. Davis, MS, Howard University; Wilhelmina Wright-Harp, PhD, Howard University

The ability to problem solve indicates an individual’s level of independence as well as the ability to critically analyze abstract reasoning tasks (Lezak, Howieson, & Loring, 2004). This high-level cognitive activity is often assessed in standardized tests. However, cultural appropriateness of test items and scoring needs to be examined. This study administered the problem solving/abstract reasoning subtest of a popular standardized assessment to African Americans with and without mild traumatic brain injuries. Raw scores are compared to determine whether differences. Findings of the study will reveal whether differences exist between groups.

Phonological Awareness Skills In Undergraduate Students, Tinita Ortega, MS, Howard University; Silvia Martinez, EdD, Howard University; Jay Lucker, EdD, Howard University
Level of Instruction: Intermediate

Recent research targeting phonological awareness in undergraduate students has alluded to correlations between these abilities and the abilities to carry out transcriptions tasks appropriately. Not only are phonological awareness skills necessary for phonetics and phonological tasks, but also for

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managing cases that address language and reading abilities in the clinical setting. This research project evaluates the phonological awareness skills of undergraduate students in an effort to identify those skills that may be necessary to include as part of the undergraduate or graduate training curriculum.

Recession Proof Speech-Language Pathologist: Is it Possible? Roger Lamar Grimsley, MEd, WakeMed Health & Hospitals

In today's world with the uncertainty of the domestic and global economy and long-term employment, as a speech-language pathologist you may have to adapt to unforeseen changes in your job situation. Have you ever wondered what skills are required to transition from one population to another (children vs. adults) or move from one setting to another (hospital vs. nursing home)? In this presentation we will discuss tools needed to transition smoothly from one employment setting to another and make yourself a marketable candidate for various jobs.

Removing the Training Wheels: A Round Table Forum on CFY, Shameka Nicole Johnson, MEd, Howard University; Tinita Ortega, MS, Howard University; Alaina Sherrell Davis, MS, Howard University; Valencia Cordova Perry, MS, Howard University

The CFY workshop will discuss how to approach and secure a CFY position that is pleasing to them. The process of how to go about securing a CFY and conducting interviews for your CFY position will be addressed. Participants will also be provided with personal experiences of CFY "disasters" and how they may avoid this fall. The program will be conducted and set up to run like a roundtable forum. It will allow for open discussions, questions as they arise including comments and concerns.

SC Public Schools Teachers' Perceptions of Dialectal Differences, Robert Cox, BA, South Carolina State University; Jakiya Evans, BA, South Carolina State University; Jada Swan, BA, South Carolina State University; Valerie Bell, BA, South Carolina State University; Regina Lemmon, PhD, South Carolina State University

This study determined the extent to which new teachers' perceptions about dialect could be improved through education of dialectal differences regarding African American (AAE) and Southern American (SA) dialects. This research was designed to discourage biased and unnecessary teacher referrals to special services for speakers of dialects. Seventeen elementary school teachers were asked to make judgments on 48 randomized sentences with grammatical dialect features (16 AAE, 16 SA, and 16 SAE) in a pre and post-survey. Between

the surveys, the participants were given information dispelling biases about dialect speakers and offered information about the difference between dialect features and characteristics.

Selective Visual Attention to Facial Expressions of Emotion, April Gibbs Scott, MS, University of Pittsburgh; Connie A. Tompkins, PhD, University of Pittsburgh

Facial expressions are critical forms of nonverbal communication which aid our interactions during social exchanges. Therefore, breakdowns in processing facial expressions could be socially debilitating. Understanding the mechanisms that orient visual attention to emotional faces is critical in enabling investigators to characterize the nature of normal visual attention processes and in guiding the course of treatment for facial emotion processing impairments. However, the debate regarding the identity and validity of such mechanisms is ongoing. This presentation describes an investigation that examines the hypothesized factors that modulate selective visual attention to facial expressions of emotion.

Special Educator Attitudes Toward Children With Communication Disorders in Caribbeans, Shameka Nicole Johnson, MEd, Howard University; Ovetta Harris, PhD, Howard University

The study's purpose was to sensitize educators to the world and educational experiences of a child with a communication disorder. This study utilized surveys, focus groups and a simulated workshop to address the culture/personal beliefs of special educators in the Caribbean.

Speech and Language Development in Children With Craniofacial Anomalies, Shakia Je'Cole Forbes, North Carolina Agricultural and Technical State University

The purpose of this presentation is to examine the effects Craniofacial Anomalies have on speech and language development in children in the Birth to Three populations. Archival research was conducted to review data involving craniofacial anomalies with a specific focus on cleft lip/palate within the Birth to Three populations. Outcomes of treatment for cleft lip and palate can be measured by intelligible speech, normalized facial appearance, normal hearing, and favorable facial and dental growth as well as development. Successful treatment often involves surgical reconstruction of the upper airway which is effective in most cases. This correction allows children to communicate more effectively.

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Speech Language Pathology Shadowing Opportunities: Building a Strong Foundation, Chanel Iman Blaylock, BA, University of North Carolina at Chapel Hill; Brenda Everett Mitchell, MS, University of North Carolina at Chapel Hill

An undergraduate degree in SLP or related disciplines is merely a starting point for being a competitive applicant for entry into graduate school. Maximum exposure through shadowing and volunteering helped to solidify my desires and passions for the profession. These experiences have led to opportunities that have opened doors for employment, research and networking. As a result, I am now able to mentor other students. This presentation will allow me to share these experiences that have prepared me to be a successful senior at UNC-CH and to address how other programs have been instrumental in preparing students.

Speech-Language Pathologists Perceptions of School-Based Dysphagia Therapy, Felicia Cantey, South Carolina State University; Kelly Crowe, BA, South Carolina State University; Julie Kennedy, South Carolina State University; Regina Lemmon, PhD, South Carolina State University

This study was conducted to determine the comfort level of school-based ASHA certified SLP's when managing a student who has a feeding and or swallowing disorder. Surveys were completed via e-mail by 118 school based SLP's in Georgia, North Carolina and South Carolina. Questions on the survey targeted formal education, Continuing Education Units (CEU's) /On-the-Job Training, Caseload and Self-Assessment. Results revealed that SLP's who have support from their district, CEU's and support from a school-based dysphagia team feel strongly confident in treating students who have dysphagia. More than half of the participants said that they did not feel confident in treating students with swallowing disorders. Findings revealed that SLP's need more support from the district.

Success Strategies of Speech and Hearing Sciences Graduate Students, Camille L. Walton, BS, The University of North Carolina at Chapel Hill; Brenda Everett Mitchell, MS, The University of North Carolina at Chapel Hill

This qualitative study examines the methods students in the field of speech and hearing sciences use for graduate school success. Specifically, it addresses whether these students knowingly or unknowingly use the advice presented in NSSLHA's Communication Sciences Student Survival Guide to navigate through their first year of graduate school. The study compares the differences in reported useful strategies relative to the students' individual profiles (i.e. gender, traditional/non-traditional) and explores whether students with

organizational structure feel more optimistic about graduate school success. Implications for what advice and strategies are most useful to graduate students will be presented.

Telehealth: A Speech-Language Intervention For Adolescents With TBI, Lauren E. Robinson, BS, Longwood University; Sara Betz, BA, Longwood University; Michele L. Norman, PhD, Longwood University; Shannon Salley, SLPD, Longwood University

Adolescents are among the highest population at risk for head injury, especially males. Their involvement in contact sports and willingness to engage in high risk behaviors are just two of the reasons statistics show an increase in the number of traumatic brain injuries among male adolescents compared to females. Unfortunately, in rural communities, consistent therapeutic intervention may be inaccessible for long-term rehabilitation. This study will review the benefits of providing speech-language therapy to adolescents in these communities through web-based programs in order to improve patient outcomes.

The Effectiveness of the SACCA Model for Collaboration, Britany Burke, BA, South Carolina State University; Ashley Jones, BA, South Carolina State University; Shannon Mitchell, BA, South Carolina State University; Courtney Nesmith, BA, South Carolina State University; Regina Lemmon, PhD, South Carolina State University

The purpose of our research is to verify the effectiveness of the Standards Aligned Communication Curriculum Assessment (SACCA) model and whether or not the model promotes teacher and speech-language pathologist (SLP) collaboration. The SACCA model is a curriculum standards and evaluation program that is aligned to the South Carolina Curriculum Standards. It has been used as a tool to assist the SLP with determining goals that are relevant to the general education classroom requirements. The participants of the study included 15 SLPs and 15 teachers. The participants completed the surveys online. The results of the surveys were compiled to determine the participants' perceptions of the SACCA model and SLP and teacher collaboration. Results show that SLPs agree that this model helps them in collaborating with staff, and therefore, shows that the SACCA model is effective.

The Impact of Prior Knowledge on Science Text Comprehension, Mary Kristen Clark, MS, University of North Carolina at Greensboro

Purpose of study was to investigate the impact of misconceptions and missing/incomplete knowledge on science text comprehension; to determine whether

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disciplinary attitudes/dispositions play equally important roles in the two conditions of prior knowledge. Ninth grade students (n=36) completed assessments of reading comprehension, vocabulary, epistemological beliefs, interest, self-efficacy, and prior knowledge. They then read two refutation and two expository texts and completed comprehension tests. Learning was greater in the misconception than in the missing/incomplete knowledge condition. Students with more advanced epistemological beliefs, interest, and self-efficacy outperformed those with lower levels. Science text comprehension is facilitated by refutation text and disciplinary attitudes/dispositions.

The Whole Client: Improving Intercultural Service Delivery Through Service Abroad, Ebony Roniece Brown, BA, Armstrong Atlantic State University; Maya R. Clark, PhD, Armstrong Atlantic State University

The 2010 Census results have clearly illustrated the increasing cultural diversity of the United States. With this increase in diversity, intercultural communication and competence should be a priority for both new and seasoned clinicians. While highlighting a service abroad experience in Central America, this presentation will provide an overview of cultural and linguistic influences as they relate to service delivery, review culturally/linguistically enriched strategies that can be implemented during assessment and intervention, and discuss ways to increase intercultural awareness among SLP students and professionals to support the demands of a 21st century global workforce.

UNC-CH Health Affairs Partnership Initiative (HAPI), Brenda Everett Mitchell, MS, The University of North Carolina at Chapel Hill

The Health Affairs Pipeline Initiative is an exciting new collaboration formed by minority administrators at UNC Chapel Hill in Allied Health Sciences, Nursing, Pharmacy, Public Health, Social Work, Medicine and Dentistry. HAPI's goal is to increase retention of underrepresented students at UNC Chapel Hill in health careers. A number of dynamic strategies were created and utilized by HAPI partners to serve as informational portals for high school, undergraduate students and gatekeepers who seek information on health affairs degrees and pipeline programs.

Using Service Learning Projects to Promote Language and Literacy Skills, Maya R. Clark, PhD, Armstrong Atlantic State University; Ebony R. Brown, BA, Armstrong Atlantic State University

Although diagnosis and treatment is at the foundation of our discipline, ASHA's Scope of Practice in Speech-Language Pathology mandates that SLPs engage in prevention and advocacy activities to educate families and work towards the prevention of communication disorders. Unfortunately, many CSD students graduate from training programs lacking experience with developing and implementing awareness and training programs for at risk groups. This seminar will discuss how service learning can be used as a tool for training future clinicians, developing educationally relevant skills in preschool children, and professional growth. Approaches to program development along with instructor and student perspectives will be shared.

Using Therapeutic Music to Improve Listening in Children With Auditory Processing Deficits, Jay R. Lucker, EdD, Howard University

Some professionals believe that therapeutic music improves auditory processing, learning, language, and behavior factors in children. Others question the utility of such programs. This presentation will discuss a theory explaining why therapeutic music may help children and adolescents who have auditory sensitivity problems. The seminar will discuss research to support this theory including neurophysiological and behavioral evidence. Behavioral evidence relates to auditory sensitivities in children with APD, children in the autistic spectrum, and students diagnosed with emotional disorders and learning disabilities. Outcomes from this seminar will help clarify many questions and concerns professionals may have about listening and therapy programs.

Variations in Value Orientations of Parents, Teachers and Speech-Language Pathologists, Mona Bryant-Shanklin, PhD, Norfolk State University; Ronald C. Jones, PhD, Norfolk State University

Presented are the results of a social values survey conducted on two groups: the parents and teachers of AA children (low academic achievement), and the parents and speech-language pathologists of AA children (language-impairments). Results show a strong relationship between the values of the two groups of parents, and a comparably strong relationship between the values of the teachers and the speech-language pathologists. Significantly less congruence was shown in values between the parents and the respective professionals. The findings suggest that when parents and professionals have divergent social values they risk conflict in the management of the children involved.

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Working With Culturally Unenlightened Clients and Families, Robert Mayo, PhD, University of North Carolina at Greensboro; Brittney C. Aiken, BA, University of North Carolina at Greensboro; Terri Harris, MEd, Carepoint Therapeutic Services

Clinicians of color, those of culturally-linguistically diverse backgrounds or non-Judeo-Christian religious beliefs, may encounter culturally unenlightened clients/families. These clients and/or their families resist receiving services from clinicians who differ from their own racial/ethnic/religious background. These encounters can result in various challenges for both parties. The purpose of this presentation is to provide clinicians and supervisors with knowledge of how to professionally work with and resolve situations that may occur with culturally unenlightened clients/families.

Wounded Warriors: Brain Injury and Its Impact on our Communities, a Panel Discussion (presentation by BIANC and NBASLH), Katrina Evette Miller, MA, CBIS, Brain Injury Association of North Carolina (BIANC)

This Panel discussion will explore the challenges families and our communities face as our serve members who have suffered brain injuries, return home. Panel will include a variety of professionals, caregivers, veterans and others that assist with the transition.