

2015 NBASLH Convention Proceedings

Table of Contents

<i>A Collaborative Approach to Preschool Language and Literacy Intervention</i>	3
<i>A Collaborative Dysphagia Management Model in a Psychiatric Hospital</i>	3
<i>A Haitian Creole Version of the Boston Diagnostic Aphasia Examination</i>	3
<i>American English Variations and the Courts: Recommendations for Speech-Language Pathologists</i>	3
<i>An Interdisciplinary Team Approach to Cultural Communications Concerns</i>	3
<i>Aphasia Beyond the Linguistic Impairment: The Individual's Perspective</i>	3
<i>A Speech-Language Pathology Perspective on Addressing Alzheimer's in Egypt</i>	4
<i>Assessing Health-Related Quality of Life in People With Aphasia</i>	4
<i>Beyond Institutional Mistrust: Fostering Positive Post Assessment Communications With African-American Families</i>	4
<i>Bienvenue Ayiti: Providing SLP Services in Haiti</i>	4
<i>CCSS: Supporting Achievement of Culturally and Linguistically Diverse Students</i>	4
<i>Challenging Deficit Discourse in Research With Diverse Children</i>	5
<i>Cleft Palate Speech in Children</i>	5
<i>Client Outcomes, Evidence-Based Practice and Clinical Decision Support Systems</i>	5
<i>CLOSE Reading: Teaching Students to Analyze and Comprehend Complex Text</i>	5
<i>Code Switching and AAE Features in African-American SLP Students</i>	5
<i>College Students' Views About Faculty With Accents</i>	6
<i>Communication Development for Young Children With Fragile X Syndrome</i>	6
<i>Communication Development in Young Children With Cerebral Palsy: Meta-Analysis Review</i>	6
<i>Communication Patterns Used by American Indian Parents and School Administrators</i>	6
<i>Cradle to Walking-Cane: Using Evidence Based Practice to Improve Outcomes</i>	6
<i>Critiquing the Black Male Problem: What Can A SLP Offer?</i>	7
<i>Current Perspectives in the Evaluation and Management of Auditory Neuropathy/Dys-synchrony (ANSD)</i>	7
<i>Developing on AAC System to Communicate With Nonverbal ICU Patients</i>	7
<i>Does the Bahamian JUNKANOO Create a Risk to Hearing-Health?</i>	7
<i>Early Intervention and the Autistic Child: The SLP's Role</i>	7
<i>Early Speech and Language Acquisition of Hearing Impaired Infants</i>	8
<i>Ebonics: Yesterday, Today, Tomorrow</i>	8
<i>eDiagnosis for Language Disorders in Pediatric and Adult Populations</i>	8
<i>Employment Experiences of Speech-Language Pathologists Who Stutter</i>	8
<i>Evidence Based Treatment of Phonological Process Disorders in Children</i>	8
<i>Exploring the Gap Between Audibility and Comprehension in Children</i>	8
<i>Factors Affecting the Writing and Communication Skills of College Students</i>	9
<i>Fostering Language and Literacy Amongst Teens and Their Children</i>	9
<i>Global Initiatives: Speech-Language and Hearing Services in Barbados</i>	9

2015 NBASLH Convention Proceedings

Table of Contents

<i>Grammar Fundamentals for a Pluralistic Society: Video Modules to Build Capacity</i>	9
<i>Helping SLPs Detect Orofacial Myofunctional Disorders Using a More Comprehensive Oral-Mechanism Examination</i>	9
<i>Implications of Parental Involvement on the LLD Child's Clinical Performance</i>	10
<i>Infants With Hearing Loss: Role of Caregivers on Communication Development</i>	10
<i>In School Based SLH Services Change is the Only Constant</i>	10
<i>Intercollegiate Athletes Knowledge and Attitudes of Concussion and Cognitive-Communication Survey</i>	10
<i>Is Wa Ya Say?</i>	10
<i>Just Do It. From Conference Presentations to Scholarly Publishing</i>	11
<i>Limited Verbal Communicators and AAC in Low Income Minority Communities</i>	11
<i>Literacy, Language and Culture: Strategies for School-Based Speech Pathologists</i>	11
<i>Medical Speech-Language Pathologists' Perception of Treatment Efficacy for Patients With Aphasia</i>	11
<i>Modification of a Science Curriculum for Students With Learning Differences</i>	11
<i>New Changes for the Praxis: How Can We Assist Our Students</i>	12
<i>Orofacial Myofunctional Disorders as Clinical Markers for Obstructive Sleep Apnea and Their Relevancy to Speech-Language Pathology</i>	12
<i>Pathways to the Profession: The Career Change Student Experience</i>	12
<i>Perceptions of Speech-Language Pathologists in Clinical Fellowships</i>	12
<i>Positive or Negative: Graduate Students' Perceptions of Others' Speaking Differences</i>	12
<i>Practicum and Practice: Counseling in Culturally and Linguistically Diverse (CLD) Populations</i>	13
<i>Preliminary Study: Communication Counseling for Caregivers of Individuals With Alzheimer's Disease</i>	13
<i>Project IMPACT (Increasing Minority Participation in Allied Health Care Tracks)</i>	13
<i>Semantic Feature Distinctiveness in Accessing Lexical Representations</i>	13
<i>SLP's Involvement in Concussion Management in School Age Children</i>	14
<i>Social Media as a Tool in the Promotion of CSD</i>	14
<i>Social Media in Higher Education: Supporting Multicultural Learning Styles</i>	14
<i>Speech and Language in Young Children With Autism: Meta-Analysis Review</i>	14
<i>Telepractice on a Budget!</i>	14
<i>The Basics of Working With Children With Hearing Loss</i>	15
<i>The Role of Airway/Sleep Disordered Breathing in Speech-Language Assessment Protocols</i>	15
<i>The Use of Simulated Clients for Clinical Preparation</i>	15
<i>This SLP Loves Haiti: Clinical Experiences as Volunteers</i>	15
<i>Tying it All Together: OMD, Sleep Disorders and Neurogenics</i>	15
<i>Typical Language Preschoolers are Proficient Complex Syntax Users: What Does That Mean for Children With Language Impairments</i>	15
<i>Utilization of a Computerized Pseudopalate in Accent Modification</i>	15
<i>"WINK" and Why I Still Want to Be a SLP</i>	16

2015 Convention Proceedings

A Collaborative Approach to Preschool Language and Literacy Intervention

Sandra Carr Jackson, PhD, North Carolina Central University; Donell Lewis, PhD, North Carolina Central University; Crista Misenheimer, BS, North Carolina Central University; Sydnie Muessen, BA, North Carolina Central University; Denique Reid, BA, North Carolina Central University

The purpose of this presentation is to describe the collaborative approach to preschool language and literacy intervention implemented by the Language and Literacy Enrichment and Development Project (L.L.E.A.D.). The L.L.E.A.D. Project provides language and literacy enrichment services for underserved children from culturally and linguistically diverse backgrounds with and without disabilities. The program promotes children's motivation and engagement in language and literacy learning through small group book-reading activities. Language and literacy activities and strategies are implemented before, during and after book reading. Children need a variety of language and literacy experiences in order to achieve success in preschool and school environments. Innovative language and literacy experiences help children from low-income backgrounds to develop the language, communication and literacy skills they will need to succeed in school. Children with language impairments, developmental disabilities, and/or physical impairments may have significant language and literacy learning difficulties, and benefit from early language and literacy intervention. This presentation will describe collaborative activities that can be used to support parents and teachers in using language and literacy enrichment strategies during book reading.

A Collaborative Dysphagia Management Model in a Psychiatric Hospital

Fleetina Tisdale, MEd, Central Regional Hospital; Dawn Thomas, MA, Central Regional Hospital; Tonya Young, MEd, Central Regional Hospital; Zeina Mvemba, BS, North Carolina Central University

This presentation discusses the collaborative efforts of speech-language pathologists and dietitians in managing dysphagia within the psychiatric setting. Prior to implementation of this specific management model, the SLP was limited to incomplete data about what constituted each diet as it related to appropriateness, taste and consistency versus visual presentation. Participating in the weekly taste panel allows the SLP to make informed decisions about specific food items the patient will receive. This model permits the SLP increased flexibility when making recommendations for the least restrictive diet that accounts for the patient's safety and quality of life.

A Haitian Creole Version of the Boston Diagnostic Aphasia Examination

Ritchie Anaise Ciceron, BA, The University of North Carolina at Greensboro; Mica Bellgarde, BS, The University of North Carolina at Greensboro; Robert Mayo, PhD, The University of North Carolina at Greensboro

The purpose of this paper is to present preliminary normative findings of a Haitian-Creole-translated version of The Boston Diagnostic Aphasia Examination (BDAE). Haitian Creole is the native language of the descendants and current inhabitants of the country of Haiti. The translated subtests of the BDAE included: Conversational and Expository Speech and Auditory

Comprehension. Additionally, a supplemental cognitive-linguistic assessment was included in the evaluation protocol based on a framework from Wallace (1997). The test protocol also incorporated a key component of life for the Haitian population, cooking. The test retained the major features of the original English version of the BDAE such as assessment of word retrieval, categorization, sequencing, organization, planning and memory. Other cultural considerations factored into the translated version of the test included creating a positive patient-clinician rapport and adhering to the native culture of persons of Haitian descent. The researchers utilized common Haitian folklore and proverbs to aid in the client's ability to 'connect' with the test and tester. A case demonstration of administration of the translated protocol to an elderly adult without aphasia will be presented.

American English Variations and the Courts: Recommendations for Speech-Language Pathologists

Kenyatta O. Rivers, PhD, University of Central Florida; Yvette D. Hyter, PhD, Western Michigan University; Glenda DeJarnette, PhD, Southern Connecticut State University

The purpose of this seminar is to examine the extant literature with regards to the relationship among speakers' usage of language variations of American English and criminal justice outcomes. Recommendations for speech-language pathologists who provide, or may provide, services to speakers' of American English variations, as well as areas in need of further research, will be discussed.

An Interdisciplinary Team Approach to Cultural Communications Concerns

Dollye P. Finney, MEd, Cleveland State University; Jack Stanly Correia, MA, Tamalpais Union School District

Speech-language pathologists play an integral part in the composition of multi factored evaluation teams in schools operating in the identification of students with disabilities. Although these teams are comprised of interdisciplinary professionals, the psychologist and speech-language pathologist operate as close allies in the diagnostics and assessment of clients. The use of both standardized and criterion referenced evaluation tools help to define measurable objective benchmarks and outcome goals. The black professional often is asked to present information in culturally sensitive and academically appropriate terms. This delicate balance is further complicated in culturally and socio economically diverse settings where African-American practitioners are often expected to act as "cultural ambassadors." This role forces the minority professional to both explain the behaviors of culturally diverse students and the reactions or perceived reaction of their parents or to the assessment data gathered.

Aphasia Beyond the Linguistic Impairment: The Individual's Perspective

Violet O. Cox, PhD, Cleveland State University

The World Health Organization's (WHO) classification system of disablements that highlights impairment, activity limitations and reduced participation (ICIDH-2) addresses the need to measure the consequences that are inevitable following health conditions (strokes, diseases, injuries). There is now an emerging interest in how chronic aphasia affects an individual's ability to participate in life's events. Traditional definitions of aphasia were intrinsically linked to the language deficits, thus informing the

2015 Convention Proceedings

various treatment protocols. However, the recent attention to the social consequences of aphasia have sparked a redefining of the disorder that addresses aphasia beyond the linguistic impairment. This study explores the self-perception of restricted participation in individuals with chronic aphasia. Seven individuals (four males and three females) with chronic aphasia were asked to describe five important areas of their lives affected by aphasia, and to rank these areas on a scale of one to five in the order of importance. The average age of the participants was 59.1 years (SD=9.2), average time post onset of aphasia was 31.4 months (SD=20.2). A grounded theory qualitative methodology was used to identify and categorize the themes that emerged from their responses. Work and family interactions were the two most important areas identified. The importance of each appeared to be influenced by the participant's age. Other areas of slightly less importance were identified and differed across participants. Additional research is needed with a much larger pool of participants of various ethnic groups in order to assess differences in perspectives, if any, that might impact future assessment and treatment protocols.

A Speech-Language Pathology Perspective on Addressing Alzheimer's in Egypt

Nola T. Radford, PhD, Volunteer with Neighbor to Neighbor Community Services; Nermin Nabil, MA, Professional Fellows Congress

Numerous sources report the expansion of dementia in countries worldwide (Bryce, Albanese, Wimo, et.al, 2013; Elwan, Hassan, Naseer, et.al 1996; Suzman, 2014; Tanna, 2004) with a prediction that the frequency of diagnosis will double by 2030 (i.e. Tanna, 2004). Globally, Alzheimer's is a likelihood with increasing age. However, the ability to determine prevalence varies dependent upon a given country's resources and unique historical predicaments. Egypt represents a complex landscape, with challenges emanating from civil war, the experience of refugees from Northern Africa and the instability of the economy. Information specific to Alzheimer's Dementia in Egypt is sparse. In contrast, broader searches on the topic of Alzheimer's disease, without the limiter of "Egypt" results in articles that number in the thousands. The proposed miniseminar will provide an overview of life experiences of the elderly living in Egypt, with personal vignettes and a unique perspective of the sociopolitical landscape as provided by one of the authors who is native to Egypt. This miniseminar represents an ambitious attempt on several levels. First, it represents an international collaboration between an Egyptian linguist and African-American speech-language pathologist-professor to make sense of the patchwork of services currently available for elders in Egypt. Available literature will be discussed. Issues addressed will include the incidence and prevalence of Alzheimer's dementia in this population, and the potential impact of speech-language pathology to promote improvements in healthcare and quality of life for the elders of Egypt.

Assessing Health-Related Quality of Life in People With Aphasia

Davetrina Seles Gadson, MS, University of Georgia; Rebecca Shisler Marshall, PhD, University of Georgia

This doctoral research project conducted at the University of Georgia assessed HRQL in PWA pre and post clinical intervention. A

Comprehensive Aphasia Rehabilitation Education (CARE) program composed of intensive language treatment, yoga, meditation and counseling will be analyzed. This forum will present preliminary results from this case study and discuss future research and clinical implications in this area.

Beyond Institutional Mistrust: Fostering Positive Post Assessment Communications With African-American Families

Dollye P. Finney, MA, MEd, Cleveland State University

The speech and language assessment is completed. Now you, the speech-language pathologist, has to deliver the news to the family that their child has a disability. How do you effectively and compassionately share the news? Add to this scenario that the family is African-American and generations of Institutional racism and mistrust underlay this encounter. Effective, compassionate and authentic communications are at the heart of a success of this discussion. Although as African-American practitioners, you recognize the disconnect between your assessment results and what the parents may or may not believe. You are going to recommend therapeutic intervention for their child. For generations many families have turned to relatives for advice and they may have heard, "he is just shy," "give him time" or "we didn't do that and you turned out just fine." Now you have to convince the family that there is the need for therapeutic intervention, as well as, convey that there is no institutional or systematic negative plan. Thus in part the plight of African-American clinicians and clients.

Bienvenue Ayiti: Providing SLP Services in Haiti

Michelle Adesiyun Tella, MS, New York City Department of Education; Joyce Jung Huh, MS, Independent Contractor

Two SLPs will present their experiences in volunteering for a school in Haiti, including a discussion of sustainable clinical practices regarding a variety of disorders and disabilities that they've faced while there. They will also describe how their experiences in Haiti have informed their professional practice in the U.S.

CCSS: Supporting Achievement of Culturally and Linguistically Diverse Students

Kristin Marie Nellenbach, PhD, Affiliate of the Center for Literacy and Disability Studies at Chapel Hill

Our national academic landscape is rapidly changing. In part, this change is in response to the widespread adoption of national academic standards known as the Common Core State Standards (CCSS). However, America's schools are also witnessing rapid change brought upon by the increased enrollment of culturally and linguistically diverse students (Crouch, 2012). Achievement of CCSS by culturally and linguistically diverse students necessitates responsive instruction and in some cases, additional services provided by paraprofessionals such as speech-language pathologists (SLPs). SLPs can play an integral part in supporting achievement of culturally and linguistically diverse students, if they are aware of the expectations/demands of the CCSS; able to identify potential achievement barriers for students; armed with the knowledge and skills required for responsive assessment and service-delivery and motivated and encouraged to collaborate with others. This one-hour session will introduce participants to these topics as well as allow time for a brief interactive discussion about personal challenges/successes, resources and supports.

2015 Convention Proceedings

Challenging Deficit Discourse in Research With Diverse Children

Amy Hobek, PhD, University of Cincinnati; Mia Kimmons, MS, University of Cincinnati; Terri McDonald, BS, Miami University; Chelsea Morrow, University of Cincinnati; Alanna Remy, BS, University of Cincinnati

This presentation will explore research discourse in child language and literacy studies with diverse groups of children. Research investigating diverse children often relies on intervention studies focusing on providing compensatory skills, due to alleged inadequate backgrounds, especially with children from low socioeconomic families. The child's language abilities (i.e., vocabulary) are proposed as a potential area of deprivation, and the Hart & Risley (1995) study published over two decades ago continues to be used as the predominant evidence to support these claims. This deficit framework has strong historical roots and has varied between models with discourses of genetic pathology, culture of poverty, and the current manifestation of this model: "at risk" children. The deficit discourse of at-risk invokes ideas of pathological problems that lie within individuals, families, and communities, as they are compared to norms of "mainstream" children and their home practices. This deficit lens views non-mainstream children as students who come to school "less skilled" and often overlooks diverse children's cultural strengths. Therefore, compensatory interventions are proposed to provide necessary skills to fill the void that was created by these "inadequate" backgrounds. This presentation will challenge these deficit discourses: first providing evidence indicating the shortcomings in methodology and conclusions of the Hart & Risley study, and then further demonstrating how specific research with diverse children can perpetuate deficit discourses. Next, this presentation will identify current research that validates the home language and literacy practices that diverse children and their families possess.

Cleft Palate Speech in Children

Mia Letitia Brydie, BA, North Carolina Agricultural and Technical State University; June Graham Bethea, MA, North Carolina Agricultural and Technical State University

The purpose of this present investigation is to review scholarly research regarding the development of cleft palate speech in children and optimal forms of assessment and intervention. A number of studies were analyzed. The results of this meta-analysis reveal that although the vocalizations of children with cleft palate differ from their non-cleft peers at a very early age, as they get older, the differences fade. It is not known if this is due to early intervention or maturity. Some authors assert that the standards for speech in non-cleft children are too high, and that neither children with cleft palate nor typically developing preschoolers meet the developmental models. Several authors question the necessity of early intervention and even challenge certain therapies such as blowing tasks for the development of the speech musculature. The findings of this study indicate that speech-language pathologists tend to place children with cleft palate in early intervention (during infancy) without evidence that the therapy is effective. More research is needed to assure that the developmental norms are correct, current practices are effective, and that young children with cleft palate are not striving for unattainable articulation goals.

Client Outcomes, Evidence-Based Practice and Clinical Decision Support Systems

Kenyatta O. Rivers, PhD, University of Central Florida; Janet Whiteside, PhD, University of Central Florida; Michelle Romeo, MA, Aegis Therapies; David L. Ratusnik, PhD, University of Central Florida

Clinical Decision Support Systems (CDSS) have been shown to improve practitioners' decision-making and patient outcomes in medicine and nursing. To increase client's speech and language outcomes and clinicians' knowledge and implementation of evidenced-based practices, the opportunities and challenges of CDSS, along with recommendations for effectively using them in everyday clinical situations, will be presented.

CLOSE Reading: Teaching Students to Analyze and Comprehend Complex Text

Beryl Irene Bailey, EdD, Bloomfield, CT Public Schools

This short course will facilitate the participants' understanding of the qualitative attributes of complex text (levels of meaning, structure, language conventions and clarity and knowledge demands) and build capacity in students to acquire a landscape of lexical consciousness. The persistence of the fourth grade slump (Biemiller, 2003, Chall, 1983, 2003) in reading achievement nationwide was a motivating factor in embracing CLOSE Reading as a lynch pin strategy in improving reading and language comprehension. Converging research evidence indicates that children who arrive at school with weaker verbal abilities and literacy knowledge are much more likely to experience difficulties in learning to read in the primary grades. Approximately 50% of poor readers in second grade have listening comprehension deficits (Catts et al., 2005). This suggests a significant role for teaching students to conduct a close read of text and to promote language and comprehension beginning in kindergarten and progressing through the high school grades.

Code Switching and AAE Features in African-American SLP Students

Rodneisha Chanelle Davis, BA, Howard University; Chanice Brown, BS, Howard University

Koch, Gross & Kolts (2001) define code switching as the ability to adapt one's behavior as a response to a change in the situation or context. For African-Americans, linguistic code switching is the status of "bi-dialectalism," that is having both Standard American English (SAE) and African-American English (AAE) for use as required. For code switching to become unconscious and habitual, the ability to self-monitor is essential. This is especially true for speech-language pathology wherein the professional becomes the speech model for the client. This study posited that many African-Americans who do not code switch are unaware of subtle AAE features in their speech. As a result they may not code switch completely as desired. The aim of this investigation was to examine the attitudes and perceptions of African-American speech-language pathology undergraduate students towards code switching. The study also assessed participants' awareness of their code switching practices. Lastly, the study analyzed the presence and nature of AAE features in the formal speech and writing samples of African-American SLP students. Participants included 18 African-American graduate and undergraduate students, aged 18-25. Research questions included the following: Are there relationships among attitude, self-code switching perception, peer

2015 Convention Proceedings

code switching perception, and observed speech behavior in African-American college students? Is there a significant difference between African-American college students' self-perception of the presence of AAE features in their speech and their peers' perceptions? What are the most frequent phonological and grammatical features of AAE in the speech of African-American SLP students?

College Students' Views About Faculty With Accents

Stephanie Austin, Tennessee State University; Iris Johnson Arnold, PhD, Tennessee State University; Owen Johnson, PhD, Tennessee State University

Universities throughout the United States have the tremendous responsibility in hiring faculty with expertise from a variety of disciplines and backgrounds. One obstacle that many universities are experiencing is when the listener (students) experience difficulties understanding the speaker (instructor). During the 2013-2014 school year, student facilitators (n= 14) were trained and lead organized focus group discussions across a variety of subcultures (speech pathology, student leaders, resident assistants, athletics, STEM, honors, international students, first-year students, boot campers and university ambassadors). The focus groups targeted questions related to faculty, student and university responsibility in addressing communication barriers to student learning. Questions were developed by students in speech pathology, communication and from the Office of Diversity and International Students. The trained student facilitators and the students participating in the focus groups (n= 144) also completed a survey entitled *College Students Perceptions of Teaching Effectiveness of Instructors With Accents*.

Communication Development for Young Children With Fragile X Syndrome

Deana McQuitty, SLPD, North Carolina A & T State University; Ariel Johnson, North Carolina A & T State University

This meta-analysis research study sought to examine the impact of early speech and language development for young children diagnosed with fragile X syndrome. Based on a perusal of literature scholars suggest that most children with fragile X syndrome display weakness across varied language and literacy domains. The impact of early identification for these children is very important in order to facilitate the most successful communication outcomes. Research studies under current review highlighted toddlers between two to five years of age. However, fragile X has been detected at an earlier age. This meta-analysis study will discuss trends regarding the best speech and language assessment and intervention strategies as well as the role of the speech-language pathologist. Future research needs will also be explored as well as limitations to the current study.

Communication Development in Young Children With Cerebral Palsy: Meta-Analysis Review

Deana McQuitty, SLPD, North Carolina A & T State University; Vonrita Cooper, North Carolina A & T State University

This is a meta-analysis research project which examined the relationship between cerebral palsy and its effect on early speech and language development. Cerebral palsy is defined as permanent brain damage to the motor control centers of the developing brain (Nolte, 2010). Cerebral palsy is a group of disorders that can involve brain and nervous system functions, such as movement,

learning, hearing, seeing and thinking. Based on a perusal of the research examined, young children diagnosed with cerebral palsy can have difficulties within speech domains. When children have problems with the oral motor coordination to produce speech this can negatively affect speech intelligibility (Peeter, Moor, and Verhoeven, 2009). This research project will explore further speech affects and will discuss best practices for promoting communication effectiveness for young children diagnosed with cerebral palsy. The role of the speech-language pathologist will also be discussed. Collaboration with parents and caregivers during the prelinguistic stage of communication development will be critical. Best practices including speech and language assessment and intervention strategies will be investigated. Limitations of the study as well as future research needs will also be discussed.

Communication Patterns Used by American Indian Parents and School Administrators

Ernest K. Jones, EdD, Jones Educational Consultancy; Ronald C. Jones, PhD, Norfolk State University

This presentation highlights the results of an investigation that compared the communication patterns of school administrators, teachers, staff, with that of American Indian parents with children attending a Program Improvement (failed) school in northern California. The parents had been engaged in a series of meetings with the state board of education, school administrators, teachers and staff to address requirements for returning the school to a more favorable academic status. Each of the administrators, teachers and staff, save one, is Anglo American. One teacher is African-American. Through participating in the meetings, this investigator (the aforementioned African-American teacher) observed what appeared to be series of fundamental misunderstandings and cross-purpose communications resulting from, presumably, cultural and/or social differences reflected in the communication styles or patterns that each group used. The parents, all members of an American Indian tribe, appeared to use a circular or "wheel" communication pattern that sought agreement or consensus from all parents (in attendance) before a statement could be made. The administrators, teachers and staff used a "chain" pattern, wherein contributors were free to speak, and those who did followed the lead of an administrator. This presentation offers insight into a unique communication experience that had a "high-stakes" outcome that was difficult to attain, but ultimately proved successful for the school and the children it serves.

Cradle to Walking-Cane: Using Evidence Based Practice to Improve Outcomes

Yolanda Feimster Holt, PhD, East Carolina University; Charles Ellis Jr., PhD, East Carolina University

The use of Evidence Based Practice (EBP) is advocated by state and national boards governing the practice of speech-language pathology and audiology. Additionally third party payers require the documentation of disease diagnosis, prognosis for recovery, treatment plan and outcomes measures. In the current healthcare climate there has been an increase in the demand for service providers to justify every aspect of therapeutic intervention. This demand require unique and explicitly tailored treatment plans for each patient, with clearly defined interventions and expected outcomes. This new emphasis on uniquely tailored evidence based treatment

2015 Convention Proceedings

plans enable clinicians to implement the most effective tailored interventions which in turn have a greater likelihood of facilitating patient success, addressing family concerns, and achieving higher rates of reimbursement. Additionally implementation of evidence based treatment protocols based on peer-reviewed data of best practices allows clinicians to implement treatment protocols with likely or demonstrated success. This session will explore effective methods to navigate freely available peer reviewed resources to find the evidence; explain the process of choosing the appropriate evidence; and discuss the effective use of that evidence to diagnose, plan, treat, and appropriately document outcomes for speech-language disorders across the lifespan.

Critiquing the Black Male Problem: What Can A SLP Offer?

Jairus-Joaquin R. Matthews, PhD, University of West Georgia

Black males are perceived to be a group “in crisis” both within popular culture and in the social sciences across a variety of fields including sociology, psychology, education, health and criminology. Black maleness, the state or condition of being a (young) Black male in the United States, has become synonymous with being considered a problem. In this presentation, the author will offer a historical analysis of how Black males became a group perpetually “in crisis,” and describe three cyclical discourses of Black male deviance. Using the theoretical concept of resistance, the author argues that the recruitment of Black males into the field of speech-language pathology is one way for our field to contest dominant discourses of Black masculinity.

Current Perspectives in the Evaluation and Management of Auditory Neuropathy/Dys-synchrony (ANSD)

Linda J. Hood, PhD, Vanderbilt University

Individuals with auditory neuropathy/dys-synchrony (AN/AD, ANSD) demonstrate variation in auditory and other characteristics. While speech understanding, particularly in noise, is generally affected, physiologic responses are key to appropriate identification. Various mechanisms underlie AN/AD and several areas of discovery provide insight into the observed variation. The wide range of auditory capabilities found in persons with AN/AD impacts evaluation, management and educational planning. Thus management approaches should be individualized with consideration of individual variation and the possibility of change over time.

Developing an AAC System to Communicate With Nonverbal ICU Patients

Sharon W. Williams, PhD, UNC -Chapel Hill

Approximately 34% of patients in intensive care units (ICU) are considered communication vulnerable patients. These patients include those who are mechanically ventilated, hearing impaired and those with a pre-existing or acquired speech and/or language impairment. This presentation will discuss a pilot project that uses an augmentative and alternative communication (AAC) system as an intervention in the ICU. The pilot focused on critically ill patients in the ICU who were mechanically ventilated for more than seven days and therefore unable to speak, an experience that is documented to be both frightening and frustrating. Also, other than the typically used methods of nodding, writing and gestures, these patients were unable

to participate in decision making at a time when many decisions needed to be made. In collaboration with speech pathologists with AAC expertise and ICU physicians and other staff, we created a communication board to facilitate decision-making, including goals of care (i.e., prolong life, preserve function, maximize comfort), and other end of life decisions. This presentation will outline and discuss challenges of implementing the project, including buy-in from hospital staff, training and storage and access to the communication boards. Potential rewards, including increased participation in decision making and engagement for patients, increased satisfaction with medical care for patients and families, and work that aligns with Joint Commission Standards that hospitals identify and address communication needs of hospitalized patients as part of the ongoing healthcare process will also be discussed.

Does the Bahamian JUNKANOO Create a Risk to Hearing-Health?

Ronald C. Jones, PhD, Norfolk State University; Kim Johnson-Scriven, AuD, The Listening Ear Hearing Healthcare Service

This is a report of a study that examined the effects of the loud sound levels generated from a Junkanoo parade (Nassau, Bahamas) had on the hearing health of parade participants and bystanders. The investigators measured sound levels generated by musicians during a typical Junkanoo parade. Audiometric threshold tests were conducted on selected groups of participants (to include children and adults). Parade bystanders were interviewed to determine their attitudes and feelings regarding this cultural event, as well as their reactions to the loud music. The results of the investigation revealed that the average sound levels frequently exceeded industrial noise hazard limits (90+dB(A)). Also, there is evidence that prolonged participation in a Junkanoo band can lead to early onset hearing problems. Interviews with parade bystanders revealed that despite the loud sound, most participants and bystanders were willing to “expose themselves,” temporarily, to enjoy the event. Most bystanders indicated that they would consider using ear plugs if they were offered. None of the Junkanoo dancers or musicians, however, said they would wear ear protection (ear plugs) even if available. At issue is the standard of health that should be imposed. When there is evidence that a cultural event like the Junkanoo produces hazardous and injurious sound levels that affect the hearing health of participants and bystanders, what should be done? Attendees at this session will be asked to voice their opinions on this important matter.

Early Intervention and the Autistic Child: The SLP's Role

Lakieta L. Emanuel, SLPD, High Desert Speech and Language Center, Inc.; Monica Argumaniz, BS, High Desert Speech and Language Center, Inc.

This session will support the current research that supports the benefits of early intervention, for not only the speech and language delayed child, but for children who are diagnosed with Autism Spectrum Disorders (ASD). Presenters will identify the barriers that children with ASD under the age of three have that impact their ability to develop communication naturally. Barriers that will be identified and discussed include; limitations in sensory and emotional regulation, limited referencing, and limitations in the understanding of cause and effect.

2015 Convention Proceedings

Early Speech and Language Acquisition of Hearing Impaired Infants

Deana McQuitty, SLPD, North Carolina A & T State University; April Jones, BA, North Carolina A & T State University

This meta-analysis research examined early speech and language development of hearing impaired infants. Scholars support early identification strategies as a valuable tool in promoting speech and language success. A review of the literature also suggests that an infant's attention to speech and a caregiver's use of infant directed speech have a major impact on early language skills. This research project will also explore the use of cochlear implants for young communicators and the use of The Conditioned Assessment of Speech Production (CASP) as a diagnostic tool to assess communication effectiveness. Future research including more longitudinal studies of cochlear implant recipients before the age of two years old as well as other future research needs in the Birth-Three population will also be discussed. Limitations of the study will also be examined.

Ebonics: Yesterday, Today, Tomorrow

Linda Marie Taylor, MA, Shelby County Schools

The purpose of this presentation is to present a historical account of the birth of Ebonics as a term (Williams, 1975), and to show how, later, it became a, seeming, movement. This presentation is significant because it will show that, even currently, few people have accepted that Ebonics is more than English words; in its purest form, it is African grammar. The presenter's book, *Introduction to Ebonics*, sheds full light on the subject, and leaves no one in doubt that this linguistic phenomenon is here to stay. The presentation will be more of a "call and response", hands-on session, with the audience participating in dialogs and question-answer periods, so that they may fully grasp what Ebonics is -- they will hear it spoken, and they will speak it; they will be amazed at the pure sounds of blackness that they have ignored, possibly, all of their lives, especially if they were born and reared in the South. Since Ebonics is here to stay; today's African-American students need to have a better chance at learning Standard American English, as their parents and grandparents did in the 60's, when many teachers spoke Ebonics and taught using Ebonics as a springboard. Today, Ebonics is recognized and accepted more, thanks to the unflinching efforts of a few people who have advocated for a greater, African-sided understanding of the speech and language of African-Americans. Today's graspings of Ebonics will make for an even brighter tomorrow for the continued progress of African-American students.

eDiagnosis for Language Disorders in Pediatric and Adult Populations

Charles Ellis, PhD, East Carolina University; Yolanda F. Holt, PhD, East Carolina University

Developing effective and efficient assessment approaches for patients with language disorders can be challenging for students and new clinicians. Similarly, understanding the factors that are used to determine a prognosis and developing the confidence in communicating prognostic information to patients and families can be extremely difficult. By utilizing the most current available online applications, students and new clinicians have the ability to quickly integrate patient data with their emerging clinical skills to efficiently diagnosis and plan treatment. Collected data can

used in the development of formal written reports and used as baseline information to develop the trajectory of treatment and further inform prognosis. This seminar has been designed to expose students and new clinicians to IOS applications that can be used along with standard approaches to facilitate confidence in completing assessments and developing prognostic information based on sound evidence.

Employment Experiences of Speech-Language Pathologists Who Stutter

India Banks, BS, Howard University; Barbara Lynna Bustamante, BS, Howard University; Erica Roberson, BS, Howard University; Yasmin Ziaee, BA, Howard University

The purpose of this study was to investigate the employment experiences of speech-language pathologists who stutter with an emphasis on their perceived employability in a profession where communication skills are highly valued. According to previous studies, employers of people who stutter can play an important role in inhibiting speaking responsibilities, promotional gains and possible bigotry. However, there are some noted disagreements in how people who stutter view these career limitations (Gabel & Palasik, 2008). Participants completed qualitative surveys to provide information regarding their personal experiences as it relates to SLP employment seeking opportunities, employment settings, populations served and services rendered. The study utilized one 20-item multiple choice and written-response survey presented online by Survey Monkey. Responses to questions were tallied individually, as well as analyzed through cross comparison with responses to other questions in order to draw specific inferences. Overall, the study sought to either confirm or deny the impact of negative perceptions and opinions held by individuals towards people who stutter in regards to their position as a speech-language pathologist.

Evidence Based Treatment of Phonological Process Disorders in Children

Cierra Princess Reid, North Carolina Agricultural and Technical State University; June Graham Bethea, MA, North Carolina Agricultural and Technical State University

This study is designed to examine scholarly research regarding evidence based treatment approaches for phonological process disorders in children. Current research suggests that it is important for speech-language pathologists to more effectively and efficiently assess and treat phonological process disorders because they interfere with children's developing reading and writing skills, as well as their overall abilities to express themselves. Some treatment methods proved to greatly improve a child's speech production while others made negligible changes. Findings also revealed that a combination of phonological treatment in conjunction with a language approach or a direct phonological approach appeared to be the most effective means of improving phonological errors in a child's speech.

Exploring the Gap Between Audibility and Comprehension in Children

Jessica Sullivan, PhD, University of Washington

Children spend a large portion of their school day in classrooms that have noise levels that far exceed recommendations established by ANSI And ASHA. We will explore the role of working memory as it relates to comprehension in noise across several studies. Working

2015 Convention Proceedings

memory is critical for speech and language development, and other mental processing is closely linked to the effect of age in children. Implication for assessments and classroom acoustics will also be discussed.

Factors Affecting the Writing and Communication Skills of College Students

Nola T. Radford, PhD, Jackson State University

Bolstering the performance of college students to prevent high rates of drop out, particularly among minority students and nontraditional students, is a high priority for many institutions, including Jackson State University. The purpose of the pilot study was to identify factors that contribute to students' underperformance in oral communication, writing and research productivity. The author reasoned that negative comparisons and self-doubt might be significant factors in impeding student performance. Steele (2007) defined stereotype threat as the threat of being viewed negatively and the fear of doing something that inadvertently confirms the stereotype. Evidence suggests that stereotype threat affects students differentially, with achievement-oriented students demonstrating more impairment in comparison to students who are less achievement-oriented.

Fostering Language and Literacy Amongst Teens and Their Children

Martine Elie, PhD, Howard University; Darius Thomas, BS, Howard University; Rachel Dorsey-Davidson, BS, Howard University; Brittney Maye, BA, Howard University

Language plays a crucial role in children's cognitive growth. Early language development and stimulation activities provide children a means to communicate and learn from others through a variety of methods such as dialogue, play and scaffolding (Song & Spier, 2013). Research suggests that mothers who are teens when they give birth may be ill prepared to engage in literacy-interactions tailored to their children's level of understanding (Neuman & Gallagher, 1994). Teen parents are often not aware of the language rich learning opportunities that they can provide to their children on a daily basis. This session will provide an overview of the Literacy Involves Families Together (LIFT) literacy program implemented by Howard University Speech and Hearing Clinic (HUSHC) in collaboration with the Teen Pregnancy Empowerment Program (TPEP) to provide young parents the tools required to provide language stimulation and scaffolding for their young children. This session explores the following: teen parent's awareness of language development; teen parent's perception of their level of education and its impact on their child's development; teen parents awareness activities that can be used to foster language; and effectiveness of language and literacy workshops.

Global Initiatives: Speech-Language and Hearing Services in Barbados

Violet Cox, PhD, Cleveland State University; Myrita S. Wilhite, AuD, Cleveland State University; Brigitte L. Culliver, MA, Cleveland State University

The Speech and Hearing Program organized a supervised clinical experience in assessment and management of speech-language, hearing and swallowing disorders in Barbados. Six faculty/staff members and ten graduate students participated in this program.

The purpose of the program was to provide speech and hearing services to an underserved international community in Barbados while providing graduate students in the Speech and Hearing Program with a structured service-learning experience for four days. Two hundred and twenty five children in five schools received speech-language and hearing screenings. In addition, the faculty held a symposium for more than 80 teachers on speech-language and auditory development. There are implications for partnership and collaboration between Cleveland State University and the Ministry of Education in Barbados to manage the immediate needs of the children who were identified during this experience. Finally, one faculty member initiated training protocols for nurses and physicians in dysphagia assessment and treatment at the Barbados Queen Elizabeth Hospital. Six nurses and two physicians participated in the training covering topics such as specific anatomy and physiology of swallowing, etiologies of swallowing disorders and assessment. Follow up training sessions are planned for future service visits. The pre-departure orientation and post experience plan will be shared with the audience. Finally, the personal reflections and impact of this international experience from graduate students at Cleveland State University will be presented.

Grammar Fundamentals for a Pluralistic Society: Video Modules to Build Capacity

Catherine Jane Crowley, PhD, JD, Teachers College Columbia University; Chad Grossman, BS, Teachers College Columbia University; Tempii Champion, PhD, Long Island University-Brooklyn; Lindsay Milgram, MA, Teachers College Columbia University; Kenay Sudler, BS, Teachers College Columbia University; Chantel Carnegie, BS, Teachers College Columbia University; Angelica Penagos-Bolivar, BS, Teachers College Columbia University

SLPs must provide culturally and linguistically appropriate services. Yet, many SLPs continue to analyze all language through the lens of the dialect of Standard American English (SAE). This means that children growing up in communities where other varieties of English are spoken, are often misidentified in disability evaluations and receive inappropriate IEP goals. While this problem was identified decades ago, even today few graduate programs do much more than identify the problem and provide some contrastive analysis usually focused on SAE and AAE. In clinical practice virtually all standardized tests continue to assess SAE. Most language sample analyses look at acquisition of SAE using Brown's morphemes, Bloom & Lahey's Form, and/or the features of SAE grammar.

Helping SLPs Detect Orofacial Myofunctional Disorders Using a More Comprehensive Oral-Mechanism Examination

Michele L. Norman, PhD, Norman Speech Services; Gladys Smith-Konye, MS, Capital Region Speech and Swallowing; W. Freda Wilson, VisionsWalk!; Marc Moeller, Academy of Orofacial Myofunctional Therapy

There is a need for speech-language pathologists to be able to recognize discrepancies in the oral-motor structures that indicate signs of potential problems beyond speech, swallowing and communication that may impact these areas and the ability for rehabilitation of the systems. Given the prevalence of malocclusions, open-mouth breathing, respiratory disorders, such as asthma and sleep disorders caused by both, speech-language pathologists

2015 Convention Proceedings

need to conduct a more comprehensive examination of the oral-motor system and become versed in the area of oral myofunctional disorders. To ensure consistency in care, a more comprehensive oral-motor mechanism examination should become a part of the standard education provided for speech-language pathologists in training and in practice in the United States. This study proposes to evaluate the current practices and protocols for orofacial myofunctional and oral-motor mechanism examinations used by speech-language pathologists and related fields to determine strengths and weaknesses in order to develop a new, more comprehensive tool to become the standard.

Implications of Parental Involvement on the LLD Child's Clinical Performance

Charnelle McClellan, BS, The University of North Carolina at Greensboro;
Danelle E. Blue, BS, The University of North Carolina at Greensboro

The child's acquisition of learning is influenced by several environmental factors. These include the child's peers, classroom instruction and parental involvement. As a clinician, it is important to assess a child's abilities as well of their surroundings for therapy implications, strengths and weaknesses. Part of this includes communicating and collaborating with the parents. This can present a challenge to a clinician when providing therapy recommendations. Specifically with children with language learning disabilities (LLD), the overall goal is generalization of language skills. This overarching goal is highly influenced by parental involvement. Clinicians must be sensitive to and flexible when working with different parenting styles. Two general styles clinician's will encounter, are an involved vs. and uninvolved parent. There are of course a variety of reasons why a parent is in either category and each present the clinician with a unique challenge. The purpose of this presentation is to educate future and practicing speech-language pathologists on the complexities of the parent's role in their child with progress in therapy. These can result in different learning styles for the child with LLD which can influence future learning skills.

Infants With Hearing Loss: Role of Caregivers on Communication Development

Deana McQuitty, SLPD, North Carolina A & T State University;
Rosemary Latham, North Carolina A & T State University

The purpose of this meta-analysis research project was to determine the relationship between the early identification of hearing loss, early intervention and the effect it has on speech and language development in children. This research project also examined how caregiver communication patterns affect early communication skills for hearing impaired children. Specifically, this research project sought to examine communication styles between hearing parents versus hearing impaired parents and their hearing impaired young child. Early intervention research suggests that caregiver attachment styles and early language experiences with caregivers promote later speech and language development. Trends regarding the role of the speech-language pathologist when working with parents will be discussed. Implications for supporting parents and identifying various cultural factors of hearing and hearing impaired communities will be examined. Future research implications will also be explored.

In School Based SLH Services Change is the Only Constant

Teresa A. Cherry-Cruz, MS, Bridgeport Public Schools

Over the past several years speech-language pathologists working in public school settings have been challenged in their abilities to provide effective and efficient speech and language services to school age children and adolescents. While working in the midst of educational reform, federal laws, state mandates and the ever evolving professional practices of speech language pathology, school based SLPs are constantly seeking what they know to be the "constant concrete" answers to the basic "wh-questions" about their responsibilities in the practical areas of prevention, assessment, eligibility, caseload management, intervention and dismissal criteria that are paramount to providing quality services for students with language learning disabilities. Moreover, it is believed by many that the unsuccessful search to find these "constant concrete" answers has been the probable root cause for the recruitment and retention of SLPs in public schools.

Intercollegiate Athletes Knowledge and Attitudes of Concussions and Cognitive-Communication Survey

Tabia Pope, MS, CCC-SLP, MS, Howard University; Joan C. Payne, PhD, ASHA Fellow, Howard University

Each day student athletes run the risk of suffering a Mild Traumatic Brain Injury (mTBI) commonly known as a concussion, from participating in intercollegiate sports. Concussions and the lasting impact on an individual's long-term health have been in the media in recent years and many people are beginning to take notice of these effects (Segotta, 2012). The purpose of this prospective study will be to determine the differences in intercollegiate athletes knowledge and attitudes of concussions and the effects on cognitive-communication skills. Intercollegiate athletes in this study will be recruited from Howard University's men and women teams with the most common occurrence of concussions. The Sports Concussion History Questionnaire (SCHQ) and Knowledge & Attitudes of Concussions and the Effects on Cognitive-Communication Skills Survey – Intercollegiate Athletes Version (KACE-CCSS) will be administered by a certified speech-language pathologist (SLP). The questions were adapted from the current literature used to measure knowledge and attitudes on concussion (Perra, 2012, Rosenbaum & Arnett, 2010, Mary, Kennedy & Krause, 2009, Pretz, 2007). However, new questions were developed to measure knowledge of cognitive-communication impairments and attitudes towards services provided by SLPs. The data collected will be descriptively and inferentially analyzed. The findings from the questionnaire will be used to create case studies of intercollegiate athletes with a history of concussion(s). The findings from the survey will make the following comparisons: gender, classification and matched male and female intercollegiate teams. This study will add to the current body of literature involving SLPs in concussion education and management.

Is Wa Ya Say?

Sulare Telford, MS, Howard University

The rich cadence and sing-songy tones of Guyanese Creole cannot be conveyed by words. This can only be truly experienced by the ears of listeners in order for its essence to be captured. Despite the richness of this dialect, there is a paucity of literature that examines the phonemic and grammatical variance of Guyanese

2015 Convention Proceedings

Creole from Standard English. This is of importance in the field of speech-language pathology as our national organization (ASHA), is becoming increasingly invested in the identification and remediation of communication disorders on a global front. In January of 2014, ASHA launched its International Communication Project, it currently runs a Special Interest Group on Global Perspectives, and recently formed a collaboration with PAHO-WHO with the country of Guyana being of particular interest. It is imperative that speech-language pathologist who serve this population be equipped with the linguistic and cultural competency to do so. Therefore the purpose this study is to highlight the salient differences of Guyanese Creole from standard English and explore how this information would be valuable for speech-language pathologists in the differential diagnosis process.

Just Do It. From Conference Presentations to Scholarly Publishing

Charles Ellis, PhD, East Carolina University

Substantial evidence suggests a range of attitudinal and structural barriers currently exist that preclude minority faculty from advancing to senior or full professor ranks. Many minority junior faculty are isolated within academic communities and experience pressure to participate in time consuming service commitments for diversity activities and mentor students who are experiencing difficult non-academic issues. In many cases, such academic activities do not serve to advance the academic career even when they are personally fulfilling. In contrast, many minority faculty experience limited formal mentoring relationships and in particular those related to scholarly activity. Limited mentoring related to scholarly activity is concerning because scholarly productivity is a key predictor of career advancement and success in the tenure and promotion process. The goal of this short course is to introduce doctoral students and junior faculty to the process of successful scientific writing and publishing. Participants will become familiar with the critical aspects of the scientific writing process and the foundational aspects of writing scientific papers including: fundamentals of style, manuscript construction, journal selection, manuscript submission, the peer review process and responding to peer-reviewed critiques.

Limited Verbal Communicators and AAC in Low Income Minority Communities

Brigette Lynn Culliver, MA, Cleveland State University

There are eight to 12 individuals per 1,000 that have such severe communication disorders that they cannot meet their daily communication needs using only natural speech. The American Speech-Language-Hearing Association (1991) estimated that there were more than two million individuals in the United States who were unable to communicate using speech or had severe communication impairments. The term augmentative and alternative communication (AAC) ranges from the use of gestures, sign language and facial expressions to the use of alphabet or picture symbol boards, sophisticated computer systems with synthesized speech and even iPads. The purpose of this mini-seminar is to highlight challenges and provide solutions for SLPs that service low income minority groups that utilize AAC systems. In addition, participants will be able to identify and describe three types of communicators, utilize alternative

assessment procedures to identify the specific communicative needs of AAC users, select appropriate augmentative communication systems for each communicator addressed, discuss AAC goals, strategies, materials, and practical therapy ideas for AAC users, and finally list three funding sources to secure Speech Generating Devices (SGDs) for low income minority students.

Literacy, Language and Culture: Strategies for School-Based Speech Pathologists

Joy Leigh Kennedy, PhD, MEd, Cabarrus County Schools; Robin Jones, MA, Cabarrus County Schools

This presentation, will discuss the intersections of literacy, language and culture among the K-12 student population. At the core of speech-language therapy is the ability to help students establish meaningful communication skills within the school environment. Using our experiences with elementary, middle and high school students, we will provide and demonstrate examples of specially designed speech-language intervention strategies for culturally and linguistically diverse children. According to the "Roles and Responsibilities of Speech-Language Pathologists With Respect to Reading and Writing in Children and Adolescents" (ASHA, 2001), the complete understanding of literacy includes listening, speaking, reading and writing as defined by the National Literacy Act of 1991 (PL-102-73). Therefore, we will examine literacy from a holistic point of view to incorporate a variety of modalities.

Medical Speech-Language Pathologists' Perception of Treatment Efficacy for Patients With Aphasia

Tina T. Smith, PhD, Tennessee State University; Terrie Denise Gibson, PhD, Tennessee State University

Researchers have found a significant research-to-practice gap in the implementation of evidence-based aphasia treatments and their use in the field of practice (Rowe, 2010). Several factors may account for this gap including; the evidence and lack of an extensive body of meta-analyses of treatment efficacy as well as the diverse nature of studies examined in the meta-analyses (Ratner, 2006). Given this finding, more research is needed on the effectiveness of aphasia treatments and assessments currently used by professionals in the state of Tennessee. Thus, the purpose of this study is to expand upon previous research to identify the types of assessments and interventions most commonly used by speech-language pathologists and their clients with aphasia. The study will also examine how effective these aphasia interventions are perceived to be by those actually implementing the intervention.

Modification of a Science Curriculum for Students With Learning Differences

Crystal C. Randolph, PhD, Valdosta State University; Regina Surliel, PhD, Valdosta State University

Students with learning differences often under-perform on national, statewide and classroom assessments (Lenski, Ehlers-Zavala, Daniel, & Sun-Irminger, 2006; NCES, 2009, 2011). Students with learning differences (SLDs) here are defined as students who are English language learners and/or those diagnosed with learning disabilities, cognitive impairments or speech-language impairments. SLDs often have difficulties with language and literacy skills that impedes access

2015 Convention Proceedings

to science curricula (Cawley, Hayden, Cade, & Baker-Kroczyński, 2002; Conti-Ramsden, Durkin, Simkin, & Knox, 2009). Their English language-learning counterparts, on the other hand, may have trouble with transference of skills in their first language (L1) to the English language. This transference of skills may affect comprehension of scientific vocabulary and concepts (Lara-Alecio et al., 2012; Suriel, 2013). Accordingly, modifying the science text of a curriculum to make it more accessible for SLDs may prove to increase knowledge of science in the classroom and on assessments. One chapter of a science text was divided into multiple sections; each section's readability was examined prior to and following modifications. Modifications included adjustments made to syntax, and descriptions of morphemes and visuals to support vocabulary were incorporated. Readability data prior to and following modification of the science text and procedures used to modify the text are discussed. The content presented is one of many phases of a multiphase project aimed to create a modified science curriculum for SLDs and measure the effectiveness of the curriculum by examining pre- and post test data and by gathering qualitative measures of perceptions from parents, students, teachers and administrators.

New Changes for the Praxis: How Can We Assist Our Students

Kay T. Payne, PhD, Howard University

The standardized test performance gap has always been associated with the Praxis. According to statistics from ASHA, in 2011-2012 the mean score for African-American test takers was 53 points below the national average score of 675. As of September 2014, there have been several monumental changes to the Praxis. New policy changes often affect minority individuals more severely. The purpose of this presentation is to review and update the policy changes in the Praxis, discuss ways in which we can assure that African-American and other minority students use the new policy changes to their advantage and review current research toward an understanding of test bias and the standardized test performance gap.

Orofacial Myofunctional Disorders as Clinical Markers for Obstructive Sleep Apnea and Their Relevancy to Speech-Language Pathology

Marc R. Moeller, BA, Academy of Orofacial Myofunctional Therapy

New research has shown the efficacy of myofunctional therapy in the treatment of obstructive sleep apnea, considered an epidemic by the World Association of Sleep Medicine [Camacho et al, (2014); Moeller et al, (2014); Guilleminault & Huang, (2013)]. The African-American community is of particular concern because it is disproportionately impacted (Marcus et al, Pediatrics, 2012). SLPs need to recognize the importance in their role as clinicians who assess and treat orofacial myofunctional disorders as clinical markers for sleep disorders.

Pathways to the Profession: The Career Change Student Experience

Maida Bermudez Bosch, BS, The University of North Carolina at Greensboro;
Helena Marie Cannon, BS, The University of North Carolina at Greensboro;
Monique Goring, BA, The University of North Carolina at Greensboro;
Robert Mayo, PhD, The 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. A growing number of persons are changing career

directions through earning either a first or second undergraduate degree in CSD or completing pre-requisite courses before entering graduate school. These adults are often older and many bring with them broader work and life experiences than traditional college-age students. Their reasons for changing careers are varied (e.g., desire for an exciting, stimulating and satisfying professional career that pays well; the opportunity to make their mark in a 'helping profession'). In our experience, career change students often enrich our classroom discussions and clinical activities by virtue of their ability to apply their lived experiences to their newly-acquired CSD academic knowledge and nomenclature. This ability, used the right way, can position them to become respected role models and help build esprit de corps among their student peers. This presentation, told from the perspective of three career-changers, will discuss motivations for career change; the challenges and rewards of the academic transition to CSD; keys to managing workload, family, and stress; and how the unique experiences of career-changers can enhance their chances for admission to and success in graduate school.

Perceptions of Speech-Language Pathologists in Clinical Fellowships

Katrina Evette Miller, MA, North Carolina Central University

Literature from the speech-language pathology profession has often been limited to the point of view of the student clinician or clinical supervisor. Little attention has been focused on the Clinical Fellowship or the first year of employment for the speech-language pathologist. The success of the first few months in the life of a speech-language pathologist can establish the expectations of this novice professional. Few studies have explored the lived experiences of speech-language pathologists during the clinical fellowship. This study will explore the lived experiences of speech-language pathologist in their clinical fellowships. The core of this phenomenon will be studied through questionnaires and in-depth interviews. A phenomenological methodology will be utilized to analyze the data. Themes will be identified to describe the significance of this experience for the first year speech-language pathologist.

Positive or Negative: Graduate Students' Perceptions of Others' Speaking Differences

Catherine Cotton, MA, The University of North Carolina Greensboro;
Cherie Avent, MA, The University of North Carolina Greensboro

College students often have multiple opportunities to interact with other students from various national and international regions, for the first time in an academic setting. Often times, students in the field of Communication Sciences and Disorder (CSD) have unique opportunities to interact with populations who have various speaking abilities (e.g., stuttering, different native language and/or different dialect). As a result, individuals may be unaware of potential biases or stereotypes they carry when working someone who differs in speech. Much of the current research focuses on perceptions and interactions of practicing speech-language pathologists, educators and those in the general population. This presentation is designed to describe the experiences and perceptions of master's-level CSD students when interacting with students who have various speaking abilities in order to improve future education and training.

2015 Convention Proceedings

Practicum and Practice: Counseling in Culturally and Linguistically Diverse (CLD) Populations

Janet Lynn Bradshaw, PhD, Speech by Design, LLC; Crystal Craig Randolph, PhD, Valdosta State University

Providing counseling to CLD populations in the communication sciences and disorders (CSD) field occurs between the supervisor and student clinician and between the student clinician and client. Counseling, an essential aspect of clinical services, is provided to clients with communicative impairments and their families. However, clinicians may feel inadequately trained to provide counseling (Holland, 2007), especially within CLD populations (Stockman, Boulton, & Robinson, 2008). Integrating counseling as a part of curriculum/clinical practice is not a common focus in graduate programs (Kaderacek, Laux, & Mills, 2004). This educational oversight may extend to the supervisor and supervisee relationship, especially when dealing with multicultural issues. Minimal training in counseling and multicultural competence compounds the ability of supervisors and student clinicians to implement effective counseling strategies (Horton-Ikard & Munoz, 2010). When supervising students, supervisors may fail to acknowledge student clinicians' beliefs, values and emotions resulting in an ineffective supervisory-supervisee relationship (Victor, 2012). Likewise, student clinicians who have not received suitable training in counseling CLD clients may provide ineffective and culturally insensitive counsel. Clinicians should be cognizant of their clients' verbal/nonverbal behaviors (e.g., eye contact) and feelings (Holland, 2007) as well as their cultural background. Nonverbal behaviors vary across cultures and may cause a clinician to misread a lack of eye contact as a feeling of grief. An increase of training in counseling CLD clients/students is necessary given the lack of research/training in this area. This presentation will provide a discussion of counseling techniques in practicum and practice in the context of case studies.

Preliminary Study: Communication Counseling for Caregivers of Individuals With Alzheimer's Disease

Deana McQuitty, SLPD, North Carolina A & T State University; Mia Brydie, BA, North Carolina A & T State University; Chelsea Grate, North Carolina A & T State University; Edwinna Kolio-Hicks, North Carolina A & T State University; Jasmine McKoy, North Carolina A & T State University

This current research study focused on examining the communication effectiveness between African-American caregivers and individuals with Alzheimer's Disease in the home environment. According to Robinson, Wayne & Segal (2014) more than seven out of 10 people with Alzheimer's disease live at home, where family and friends provide almost 75% of their care. An estimated 30-40% of caregivers will experience depression, high level of stress and burn out. African-American caregivers, as compared to white caregivers, are more likely to provide more hours of care, higher-intensity care, and more likely to report more unmet needs in terms of support and access to services (Robinson, et. al, 2014). When compared to African-American caregivers, white caregivers also exhibited decreasing life satisfaction; however, both showed increasing physical health complaints over a two-year period (Clay, Roth, Wadley and Haley, 2008). There have been several studies to assess various training programs and social groups for professional caregivers in skilled nursing facilities

and assisted living facilities where certified nursing assistants provide the majority of care (Hargrave, 2006; Weinrich, Jensen and Hughes, 2006; Zientz, et. al., 2008). However, there have been minimal research studies focusing on the African-American caregivers in the home and promoting communication with individuals with Alzheimer's Disease. The findings of this current research study supported the importance of implementing a communication counseling program for caregivers. The role of the speech-language pathologist is critical in identifying techniques to support families and promote communication effectiveness.

Project IMPACT (Increasing Minority Participation in Allied Health Care Tracks)

Iris Johnson Arnold, PhD, Tennessee State University; Stephanie Austin, Tennessee State University; Shequila Beamer, BS, Tennessee State University; Elizabeth Jackson, BS, Tennessee State University

A disparity exists in the representation of African-Americans in the allied health care fields compared to the general population. African-Americans comprise approximately 13.1% of the United States population. This, however, is not reflected in the three primary rehabilitation fields. The American Speech-Language-Hearing Association member counts survey of 2010 indicated a percentage of 2.15 of the total membership. According to an American Physical Therapy Association (APTA), 1.4% of Physical Therapy (PT) practitioners identify themselves as Black or African-American. In Occupational Therapy (OT), the 2010 AOTA Salary Survey, 2.2% of respondents self-identified as African-American. Project IMPACT (Increasing Minority Participation in Allied Health Care Tracks) is Tennessee Board of Regents grant aimed at increasing minority representation in speech, PT and OT. Student ambassadors, junior high/high school visits, mentoring and summer day camps are being utilized to introduce African-American students in the Tennessee schools to these careers. Goals of the project include: increasing student awareness and excitement about the variety of opportunities in the healthcare field, recruit African-Americans into TSU or other undergraduate institutions with health care majors and assist TSU undergraduate pre-health care majors in meeting the standards required to be admitted into graduate healthcare programs.

Semantic Feature Distinctiveness in Accessing Lexical Representations

Katherine Marie Lamb, PhD, Valdosta State University

Lexical access is the process in which basic components of meaning in language, the lexical entries (words) are activated. This activation is based on the organization and representational structure of the lexical entries. Semantic features of words, which are the prominent semantic characteristics of a word concept, provide important information because they mediate semantic access to words. Semantic features are important to our understanding of the influence of features on the retrieval of semantic concepts and the changes in those retrieval processes as well as the influences from culture and varied backgrounds. An experiment was conducted to examine the importance of semantic feature distinctiveness in accessing the lexical representations of young adults (19-35) in an offline task using features of animals. AA speakers and non-AA speakers were examined for the number of concepts and variety of first concepts

2015 Convention Proceedings

given to the presented feature within three broad stimulus groups: distinctive, low Frequency non-Distinctive and non-distinctive high frequency. Knowledge of the distinctiveness of a feature will assist in a more direct activation of the desired concepts in semantic cueing and has the potential to result in improved functional outcomes. By highlighting distinctive features, lexical retrieval may be more successful with fewer cues.

SLP's Involvement in Concussion Management in School Age Children

Tina T. Smith, PhD, Tennessee State University; Terrie Denise Gibson, PhD, Tennessee State University

The Center for Disease Control (2011) defines a concussion as a type of traumatic brain injury (TBI) caused by a bump, blow, or jolt to the head that can change the way the brain normally works. Sarmento, Mitchko, Klein, and Wong (2010) reported that most people recovery fully after a concussion but that the signs and symptoms of a concussion could last minutes, several months or longer with thinking, memory, learning, language and emotions being affected. From 2001-2009, an estimated 2,651,581 children, under the age of 19 years, were treated for sports and recreation-related injuries of which approximately 6.5% were TBIs (Youth Sports Safety Statistics (2013). Thus, with an increase in the number of younger children involved in sports, the identification and management of concussion appears to be a growing public health issue. Because of the cognitive and linguistic deficits that may result from sustaining a TBI, school administrators may expect the speech-language pathologist to educate teachers, students, coaches and families about TBI as well as to provide assessment and intervention services to children and athletes who have sustained a concussion (Hux, Walker & Sanger, 1996; Duff, 2009; Sirmon-Fjordbak, 2010). Thus, the purpose of this study was to examine the role that speech-language pathologists working in the Tennessee Public School System played in the education, assessment and treatment of children and athletes who have sustained a concussion.

Social Media as a Tool in the Promotion of CSD

Tyanna E. Waddell, The University of North Carolina at Greensboro; Makayla J. Jones, The University of North Carolina at Greensboro; Robert Mayo, PhD, The University of North Carolina at Greensboro

The lack of diversity and minority interest within the Communication Sciences and Disorders (CSD) major can be a hindrance to the field as a whole. Some studies suggest that the field is not as well-known as other rehabilitation professions. How might the profession of CSD gain greater exposure among those seeking a rewarding and exciting career? Perhaps use of social media is one answer. The current generation of students has become accustomed to and fluent in social media use. Additionally, minorities have a strong and influential presence on social media that could be accessed but is currently being under-utilized. The purpose of this study was to explore the impact of social media on the efficiency of promotion of the profession and recruitment of more diverse students to the field. Social media accounts (i.e., Twitter and Instagram) that tracked "hashtags" pertaining to the CSD major were used and we measured tracking speed, distance 'tweet', and number of view information spread through social media. The findings revealed that social media can be used to influence awareness of the profession of CSD and impact students' choice of major/field of interest.

Social Media in Higher Education: Supporting Multicultural Learning Styles

Shameka Johnson, PhD, Howard University

This program is the advanced version (part two) to the program presented during last year's Convention titled: *Enhancing Classroom Experience for CSD Graduate Students: Technology Focused Courses*. Students in higher education are developing a new learning style that does not always connect with the traditional method of teaching. As a result, the presentation of critical thinking skills necessary for a career in speech-language pathology is decreasing. This presentation will discuss the process and benefits of modifying current graduate level courses to incorporate various platforms of technology in all opportunities. The presentation will discuss specific platforms the presenter has used over the course of two years in communication disorders departments. This program will discuss methods and rationale behind the benefits of incorporating social media in communication disorders graduate and undergraduate level courses. This program will provide participants with steps on how to embed various social media and new technological platforms into their lectures and assignments in a manner that increases critical thinking and pedagogical knowledge. Participants will be introduced to new technology approaches that support the learning styles of multicultural student populations and advances the presentation of their course overall.

Speech and Language in Young Children With Autism: Meta-Analysis Review

Deana McQuitty, SLPD, North Carolina A & T State University; Mia Brydie, BA, North Carolina A & T State University

This meta-analysis research sought to investigate the most recent findings for speech and language assessment and intervention practices for young children diagnosed with autism. The participants in the research studies were infants and toddlers who were at high risk or who had a diagnosis of autism. One of the thrust areas of this research project was to determine how speech and language development is impacted for young children diagnosed with autism. Furthermore, can a child's early speech preferences be a variable to predict the incidence and prevalence of autism? This meta-analysis research will discuss peer review journal articles which focused on various aspects of speech and language in very young children diagnosed with autism. Longitudinal data will also be explored. The role of early intervention services and collaboration with parents and caregivers will also be discussed. Scholars found that early parent interaction can slow the effects of children in the "high risk" category and improve their comprehension and speech production. Limitations as well as future research needs will also be examined.

Telepractice on a Budget!

Raquel Hernandez, BA, Nova Southeastern University; Nancy Gauvin, MS, Nova Southeastern University; Shavonne Brown, BA, Nova Southeastern University

The purpose of this presentation is to introduce telepractice and explore the benefits for people who come from low socio-economic backgrounds. Participants will learn telepractice terminology, current research on telepractice (speech, audiology and AAC clients), environments and perspective based on ASHA's Special Interest Group 18.

2015 Convention Proceedings

The Basics of Working With Children With Hearing Loss

Jessie E. Ritter, MA, LSLs AVEd, Sunshine Cottage School for Deaf Children;
Stacy M. Adams, MS, Sunshine Cottage School for Deaf Children

Speech pathology has such a plethora of disorders in the field. Anxiety can often occur when a speech pathologist is unfamiliar with some populations such as individuals with hearing loss. There are not many available resources for speech pathologists to learn about incorporating auditory oral strategies into therapy sessions. The purpose of this presentation is for speech pathologists who are inexperienced in working with children with hearing loss who utilize hearing technology. This presentation will give these speech pathologists auditory oral strategies and techniques to implement in therapy, as well as strategies for parents to carryover in the child's natural environment. Tools and techniques to ensure that equipment is functioning appropriately will be demonstrated via video examples. Questions and topics of conversation with other members, including parents, on the child's team will also be addressed during this presentation. The intention of this presentation is for speech pathologists to have resources, strategies and knowledge for an easier and stress free transition in working with children with hearing impairments.

The Role of Airway/Sleep Disordered Breathing in Speech-Language Assessment Protocols

Philip W. Cooper, Jr, DDS, American Academy of Physiological Medicine and Dentistry

Airway sleep issues are often unrecognized by patients, parents, and practitioners. The extra energy expended for this most important physiological function can interfere with the best efforts of the SLP. This introductory presentation will identify the characteristics of abnormal airway development and sleep disordered breathing conditions that are significant in the assessment and subsequent treatment protocols for some non-traumatic and/or genealogical pathologies. The recognition, assessment and proper multidisciplinary treatment of an existing airway problem can lead to better therapeutic outcomes.

The Use of Simulated Clients for Clinical Preparation

Martine Elie, PhD, Howard University; Jennifer Williams, MS, Howard University; Devon Dee, MA, Howard University; Tiffany Nettles, MS, Howard University; Janice Brown, MS, Howard University; Annette Hines, MS, Howard University

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

This SLP Loves Haiti: Clinical Experiences as Volunteers

Joyce Jung Huh, MS, Independent Contractor; Michelle Adesiyon Tella, MS, New York City Department of Education

Joyce Huh and Michelle Adesiyon Tella will present the experience of working as volunteer SLPs at a school in Haiti. The discussion will include various case studies, what they found to be the greatest needs, what they learned from the teachers and staff there and a number of sustainable clinical practices they're continually implementing as they make their annual trips there. Their presentation will also discuss various ways that their experiences have impacted their clinical practice as school based SLPs in the States. Case studies, insights from the teachers/staff and pros/cons learned from initiating the ground works of basic clinical practices carried over to the daily life of each child will be discussed. This presentation will explore the importance of international volunteer work for these two professionals.

Tying it All Together: OMD, Sleep Disorders and Neurogenics

Gladys Smith-Konye, MS, Capitol Region Speech and Swallowing

Speech-language pathologists are becoming more aware of programs designed for assessing and treating children and adults with orofacial myofunctional disorders and their connection to sleep disorders as they impact normal swallow function and articulation. However, few have considered the neural bases of these disorders and how brain function undergirds muscle function and sleep patterns. This seminar will review relevant literature and show how considering neurological connections to the disorders will improve interdisciplinary plans of care for persons with orofacial myofunctional disorders and sleep disorders.

Typical Language Preschoolers are Proficient Complex Syntax Users: What Does That Mean for Children With Language Impairments?

C. Melanie Schuele, PhD, Vanderbilt University

Typical language learners are proficient users of complex syntax at kindergarten entry. Thus, typical children are able to use complex syntax to engage in extended dialog and to make verbal explanations, and few years later, to produce interesting and informative written text. In contrast to typical language learners, children with language impairment usually do not enter school with complex syntax proficiency. We hypothesize that complex syntax proficiency is critical to academic success. Unfortunately, speech-language pathologists are far more inclined to target masters simple syntax in intervention than complex syntax. In this seminar, we'll compare and contrast the course of complex syntax acquisition for typical children, children with language impairments and children at-risk for academic low achievement. Then we will focus on strategies to improve the complex syntax of children with language learning difficulties. The goal of intervention is to close the gap between complex syntax proficiency of typical and atypical learners.

Utilization of a Computerized Pseudopalate in Accent Modification

Arnell A. Brady, MA, Brady Speech-Language Pathology

The purpose of this presentation is to demonstrate the effectiveness of utilizing a computerized pseudo-palate during a clinical program of accent modification. The utilization of a custom fit computerized pseudo-palate that is worn in the mouth during speech efforts, affords the participant an opportunity to view their tongue-to-

2015 Convention Proceedings

palate contacts and lip closure contacts in real time, while learning new motor speech patterns. Accent modification as a clinical program deals with the manipulation of the distinctive features of phonemes. The clinical program of accent modification was performed at the Brady Speech-Language Pathology clinic and involved four Indonesian speakers learning English as a second language. Their native language was Manggarai, which when compared to the phonological system of English a number of striking phonetic differences were discovered, that could make developing adequate English pronunciation challenging. Each participant attended fifteen one hour sessions to work with a certified/licensed speech-language pathologist in the clinic. Pre-post pronunciation measures were completed in order to determine the effectiveness of the computerized pseudo-palate.

'WINK' and Why I Still Want to Be a SLP

Jasmine J. Stevens, MA, Winston Salem Forsyth County Schools;

Carolyn Noelke, MA, Children's National Medical Center

Speech-language pathologists (SLPs) have the opportunity to work in diverse venues, including school and healthcare locales. Research reveals that despite the amount of job stress experienced in both the educational and healthcare setting, nearly three-quarters of SLPs report they would still recommend the profession to inquiring students. Regardless of where they work, most SLPs will pause to reflect upon the state of their professional careers. These periodic introspective musings can be occasioned by job satisfaction/dissatisfaction factors, personal life stage decisions, new career opportunities or the need to 'check in' where we are in our professional journey. Our ruminations may be done from the framework of 'WINK'—What I Now Know and can occur at any point(s) in our careers. 'WINK' reflections allow us to ponder where we are professionally based on our acquired experiences as SLPs. Among the many possible decision options when we use a 'WINK' framework is the one in which we decide to continue to pursue our careers as SLPs. The authors of this presentation, one a school-based SLP and the other a medical SLP, will share the factors that influenced their decisions to remain in the profession from the framework of 'WINK' and Why I Still Want to be a SLP. Attendees will have the opportunity to engage in a 'WINK' process to determine where they are in their own careers, decide if they do or do not wish to persist in the SLP profession and identify alternate career options.