

April 20-22, 2006

**NBASLH**

**NATIONAL BLACK ASSOCIATION FOR SPEECH-LANGUAGE AND HEARING  
TWENTY-EIGHTH ANNUAL CONVENTION**

**2006**

**WELCOME!**

**Recognizing Excellence in Practice,  
Teaching, Research and Service**



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## Letter from the Chair



Welcome to NBASLH's 28<sup>th</sup> Annual Convention. Each year we try to promote a theme that either summarizes the Association's activities from the preceding year, or a theme that projects activities for the year ahead. This year's convention theme "*Recognizing Excellence in Practice, Teaching, Research and Service*" does a little bit of both. At our opening session you will have an opportunity to meet one of ASHA's 2005 Honors of the Association recipients, Dr. Gloria Weddington. Dr. Weddington has graciously agreed to be our NBASLH 2006 Convention Keynote Speaker. We have long recognized and appreciated Dr. Weddington for her scholarship, professionalism, and dedication to NBASLH. We are delighted that she

will be delivering the opening address.

During the convention, at the various receptions and the awards banquet, we will give recognition to other NBASLH members and notable convention attendees who also strive tirelessly to promote excellence in their practice, teaching, research and service. Also know that through the short courses, technical sessions, and poster presentations planned for the convention, we expect attendees to glean a tremendous amount of information, which should prove useful in their professional activities. All of our scholarly sessions, by the way, are eligible for continuing education (CE) credit. We hope all attendees will take advantage of this opportunity.

Finally, we know the camaraderie that permeates everything we do at an NBASLH convention will be felt and shared by all. We ask that you enjoy the convention, learn what there is to learn, share what there is to share, and when you leave, do so in recognition and appreciation of your own points of excellence.

### *Ron Jones*

Ron Jones, Ph.D., CCC-A  
Chair, NBASLH (2006-2008)

## Letter from the Program Chair



The 28<sup>th</sup> Annual Convention of NBASLH has embarked upon Memphis, Tennessee with such positive energy as suggested by the theme "*Recognizing Excellence in Practice, Teaching, Research and Service*." This year's professional program proves to be an all-embracing endeavor, one that will surely surpass all others. We have more than doubled the number of presentations for this conference, so the only difficulty you may encounter involves the choice(s) of the sessions to attend.

We have ASHA's executive board members to present "professional pearls" in their respective areas of expertise, in addition to the fresh new faces delivering cutting-edge research. Then, there are our students, who never cease to amaze me with numerous requests to not only display their research from undergraduate to the Ph.D. level, but to provide service to the organization by functioning as the session moderators, assisting in registration, hospitality or wherever the need arises.

In our attempt to create this exciting program for you for your three-day stay, so much creativity has gone into ensuring that NBASLH will continue its focus on excellence to stimulate your area of practice, encourage your pursuits in research, equip yourself with the latest diagnostic techniques, intervention strategies, and literature in the field for those of us that teach.

It is our intent that your stay in Memphis will be delightful, one that provides you with an up-close and personal dialogue with ASHA's President, Dr. Alex Johnson, energized by Dr. Noma Anderson (ASHA's President-Elect), applaud and celebrate the "Honors of the Association" recipient, Dr. Gloria Weddington, be enamored with Mr. Arnell Brady, converse with the charismatic Dr. Tommie Robinson, and be mesmerized by Ms. Mary Joe Schill. However, this is just the tip of the iceberg. There will be many other noteworthy celebrities, such as you.

During the development of this program, so many people lent a helping hand to make this convention bigger and better than the previous convention. Therefore, I would like to personally take this time to thank you and anyone that I may have forgotten (please forgive me in advance). As always, I would like to thank each member of the Board of Directors for their consistent adulation, particularly for the smooth transition/"changing of the guard" from the most gracious Dr. Elise Davis-McFarland to the multi-talented Dr. Ronald Jones. Hats off to the NBASLH office, but more importantly, a special thanks to Ms. Diane Yenerall, who jumped in with both feet and made my life uneventful with such finesse. How can I ever thank you! Last, but not least, to the NBASLH membership and all of the universities' students, I could not have done this without you and for that, I will be eternally grateful. See you on Beale Street, but not before Saturday after dark. We look forward to seeing you next year in Charlotte, North Carolina.

### *A.B. Mayfield-Clarke*

A.B. Mayfield-Clarke, Ph.D. CCC/SLP  
NBASLH 2006 Program Chair

## History of NBASLH

In December, 1977, an Ad Hoc Committee on association development was established. The committee was composed of a number of black speech-language pathologists and audiologists from different parts of the country. The Committee's first formal meeting was held at Howard University in Washington D.C., on January 26, 1978. Their mission was to discuss:

- 1) the concept of a black speech-language and hearing association;
- 2) recommendations for implementing that concept; and
- 3) recommendations for appointing the Board of Directors and Executive Staff.

The Association was incorporated in Washington D.C., June 30, 1978. The committee wanted to establish a viable mechanism through which the professional needs of the Black professionals, students, and the communicatively handicapped community could be met.

The first official meeting of the Board of Directors and Executive Staff of the National Black Association for Speech-Language and Hearing (*NBASLH*) was held April 14-15, 1978 at the University of the District of Columbia.

It is important to note that the concept of a national organization for black speech-language pathologists and audiologists was a new one. For several years prior to the incorporation of *NBASLH*, a number of people had spoken favorably of the need to establish such an organization. Indeed, it was attuned to the movement of other black professionals such as physicians, dentists, lawyers, psychologists, social workers, accountants, and educators who had established organizations that focused primarily upon interests and concerns of black professionals and students-in-training.

*\*Please note the term Black originally used in 1979 continues to be used by this organization to refer primarily to the populations in America having African ancestry.*

## Highlighted Speakers



### Noma Anderson, Ph.D., CCC-SLP

Noma Anderson is President-Elect of ASHA and Dean of the School of Health Sciences at Florida International University. Areas of expertise are multicultural aspects of communication disorders, language acquisition, and PRAXIS preparation. She has co-authored and co-edited four texts, articles and book chapters, and has made numerous presentations to professional associations, universities and public schools.



### Arnell Brady, MA, CCC-SLP/L

Arnell A. Brady is an ASHA certified speech-language pathologist in private practice based in Chicago, Illinois. He has spent his entire clinical career providing direct clinical services, primarily pediatrics. He is the only black male that owns and operates a freestanding, comprehensive speech-language pathology clinic in the United States.



### Alex Johnson, Ph.D.

Alex Johnson is Professor and Chair of Audiology and Speech-Language Pathology at Wayne State University. His interests include medical speech-language pathology, language disorders in adults and children, and stuttering. He is a Fellow of ASHA and ASHA's President for 2006. During this year, Alex is working to engage students and new members into ASHA and to help all members benefit from the valuable resources available to them through ASHA membership.



### Tommie Robinson, Jr., Ph.D.

Tommie L. Robinson, Jr., Ph.D., is Director of the Scottish Rite Center for Childhood Language Disorders in the Children's Hearing and Speech Center at Children's Hospital, Washington, D.C., and is associate professor at the George Washington University School of Medicine. He specializes in communication disorders in children and stuttering. He is an ASHA Fellow and currently serves as ASHA's Vice President for Quality of Service in Speech-Language Pathology.



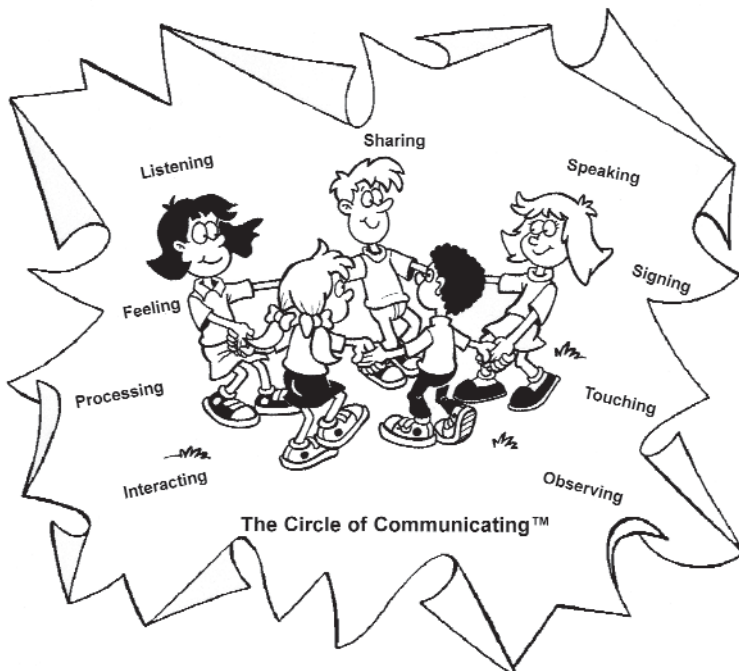
### Mary Joe Schill, MA, CCC-SLP

Mary Jo Schill is a Clinical Assistant Professor and Clinic Director at the University of North Dakota where she teaches courses in early intervention, assessment, language, clinical process and craniofacial disorders. Ms. Schill has extensive clinical experience with young children and currently serves as ASHA's Vice President for Administration and Planning.



### Gloria Weddington, Ph.D.

Gloria Toliver Weddington, Chair and Professor of Communicative Disorders & Sciences at San Jose State University in California. She received her bachelor's degree in Speech Correction at Southern University in Louisiana and the master's and doctoral degrees in Speech and Hearing Science at Ohio State University. During her 37 years in the profession, Dr. Weddington has assumed a leadership role in the recruitment and education of culturally and linguistically diverse students and offering distant education programs in foreign countries. She has authored a number of book chapters and refereed articles in professional journals in the area of linguistic diversity and African-American English and co-authored the Allyn & Bacon text, *Speech, Language, and Learning* and the *African-American Child* with Van Keluen and DeBose. She's a Fellow of ASHA and holds several other awards from CSHA and ASHA and is the 2005 recipient of the Honors of the Association of ASHA.



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## Awards



### 2006 SCHOLAR – MENTOR AWARD

The Scholar-Mentor Award is given to an outstanding professional who has been involved in the mentoring of African-American students in speech-language pathology, audiology and/or speech-hearing sciences. The Scholar-Mentor Award has been established in order to recognize those distinguished professionals who have demonstrated outstanding mentoring skills with students through various research, clinical, administrative and/or academic activities.

This year's recipient is Dr. Wilhelmina Wright-Harp. Dr. Wright-Harp's teaching career spans over 26 years. During that time, she has taught at four universities: Ohio State University (1977-1979), Mankato State University (1980-1981), the University of the District of Columbia (1981-2000) and Howard University (2000 to present). She also served as a Visiting Professor at the San Jose State University's International Program at the Jeddah Institute of Speech and Hearing in Jeddah, Saudi Arabia (1999). Dr. Wright-Harp has an excellent history of academic teaching at the undergraduate and graduate levels. She also has been invited on numerous occasions as a guest lecturer in her areas of expertise. Her students have commented that her courses are very intense in that they provide a very comprehensive study of the course content and that Dr. Wright-Harp maintains rigorous standards for academic excellence. As a result of her exceptional record of teaching and student mentoring, she has been recognized through awards presented by students, faculty and administrators in 1980, 1994, 1997, 1999, 2002 and 2003.



### 2006 WILLIAM T. SIMPKINS, JR. SERVICE AWARD

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

Such worthy accomplishments may be identified and modeled after the outstanding achievements of Mr. William T. Simpkins, Jr., for whom the award is named. William "Bill" Simpkins was a founder and charter member of NBASLH since 1978. He was appointed Associate Director of NBASLH in 1989, a position in which he served with untiring devotion until his death in 1995. Mr. Simpkins demonstrated his commitment to the organization through continuous service and dedication serving as a member of the Board of Directors, chair of the Program Subcommittee on Fluency and Voice Disorders and invited lecturer at the annual review course for the National Examination in Speech-Language Pathology and Audiology.

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

The award is an honor of distinction for the recipient (individual, corporation, academic institution) and is symbolized by the presentation of a gift of art, along with a recognition certificate.

This year's recipient is Dr. Tommie Robinson, Jr. Dr. Robinson is Director of the Scottish Rite Center for Childhood Language Disorders in the Children's Hearing and Speech Center at Children Hospital, Washington, D.C., and is associate professor of The George Washington University School of Medicine. He specializes in communication disorders in children and stuttering. He is an ASHA Fellow and currently serves as ASHA's VP for Quality of Service in SLP. Dr. Robinson has served NBASLH for many years as a presenter at the annual convention, participating on the convention registration and local arrangement committees. In 1994, he became a member of the NBASLH Board and served on the Committee on Papers, the Scholarship Committee, and chaired the Foundation Committee. Because of his provocative stance on scholarship, he not only served as a member of the scholarship committee but was also a reviewer.

## Exhibitors

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

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### EXHIBIT HALL HOURS -- DIRECTORS ROW 6

Thursday, 3:00 pm-6:00 pm  
Friday, 8:00 am-7:00 pm  
Saturday, 8:00 am-5:00 pm

# New SLP openings - all levels!

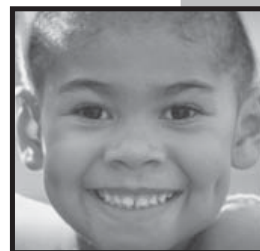
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## Inpatient/Outpatient positions

**CCC-SLP or Strong CF:** Inpatient-Outpatient split position. Evaluate and treat children in an interdisciplinary model. Inpatients have cognitive delay, behavior problems, and medical conditions. Outpatients offer services to toddlers through adolescents who may have related developmental, neurological, medical, emotional, or educational needs.

**Outpatient Manager:** Direct Outpatient SLP services, engage in program development, supervise SLPs, act as liaison with other clinical services, perform outpatient evaluations and treatment, and participate in training opportunities. MS degree and CCC required. At least 5 years of pediatric clinical experience required. Experience in administration, supervision or management preferred. Flexible hours/modified workweek possible for this position.



## School-Based positions

**CCC-SLP or Strong CF:** Provide classroom, pull out, and consultative speech and language services to lower, middle or high school students with language/communication disorders, emotional/behavioral problems, and academic difficulties. Join a strong interdisciplinary team that assists with behavior management and career development in a therapeutic academic environment.

**CCC-SLP or Strong CF:** Provide programmatic and IEP speech-language services to students in self-contained special education classes. Low caseloads. Opportunities working with AAC/AT, students with hearing impairment, students with developmental disabilities, and an interdisciplinary team of professionals are available.

## Home- and Center-Based positions

**CCC- or Strong CF:** Comprehensive Therapy Center and the Child and Family Support Program seek full- and/or part-time SLPs to provide early intervention services to children with a wide range of developmental disabilities. Work with an experienced and supportive interdisciplinary team of PTs, OTs and Social Workers. Flexible hours. One year pediatric experience required. Bilingual applicants encouraged to apply to serve in outreach program for Spanish-speaking children/families.

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# Convention Program Schedule 2006

## THURSDAY, APRIL 20

### SHORT COURSES

#### Short Course 1

2:00 pm - 5:00 pm

##### Promenade 1

*Mediations For Stuttering Reduction: Lessons from African-American and Mexican-American Children*, Nola T. Radford, Ph.D., Jackson State University

##### Level of Instruction Intermediate

The purpose of the presentation is to provide clinicians examples of best practices for the remediation of stuttering in school-age children. The approach to treatment in this presentation is based on best practices as espoused in the professional literature and based on the author's 7 years of research with over 40 African-American, White, and Mexican-American children who stutter. Research suggests that children, particularly those children who have had limited success in school-based therapy, have significantly improved outcomes when stuttering modification, or fluency-shaping approaches are combined with mediated learning strategies (Radford, Tanguma, Gonzalez, Nericcio, & Newman, 2005).

**Learner Outcomes:** The participant will be able to 1) construct clinician-talk to promote positive behavioral changes in children who stutter that are described as 13 "intelligent" behaviors or problem-solving strategies that promote fluency; 2) develop assessment and intervention protocols that incorporate delayed auditory feedback to remediate stuttering, based on indicators that are predictive of improved fluency using delayed auditory feedback (DAF); 3) demonstrate, during simulations of therapy, the use of relaxation exercises, meditation, and self-talk to promote transfer of fluency to children who stutter for different speaking situations.

#### Short Course 2

2:00 pm - 5:00 pm

##### Directors Row 2

*New Approaches for Assessing African-American English Child Speakers*, Lois Gregory, PsychCorp/Harcourt Assessment, Inc., and Toya A. Wyatt, Ph.D., ASHA Fellow, California State University, Fullerton

##### Level of Instruction Intermediate

This presentation is designed to provide participants with an understanding of new standardized and alternative assessment procedures that can be used to accurately distinguish difference from disorder in children who are speakers of African-American English (AAE). As part of this presentation, participants will be introduced to the newly published assessment tool designed specifically for use with AAE child speakers. Implications for developing culturally and linguistically appropriate curriculum-based intervention goals for school-aged AAE child speakers using this and other assessment procedures will be discussed.

**Learner Outcomes:** The participant will be able to 1) select appropriate assessment tools and procedures for assessing the speech and language skills of AAE child speakers; 2) distinguish

between typically developing and disordered speech and language development in AAE child speakers using appropriate assessment and analysis procedures; 3) develop culturally and linguistically appropriate curriculum-based intervention goals.

#### Short Course 3

2:00 pm - 5:00 pm

##### Directors Row 4

*Medical Speech-Language Pathology: Across the Continuum of Care*, Alex F. Johnson, Ph.D., Wayne State University and Noma Anderson, Ph.D., CCC-SLP, Florida International University

##### Level of Instruction Intermediate

Speech-Language Pathologists in medical settings are confronted by many "hot" issues on a daily basis. Professional shortages, specific service delivery demands, ethical dilemmas, "turf" issues, and demand for efficacy challenge clinicians. Four solutions that can guide decision making and practice will be presented and discussed. These "solutions" include: development of competency; using evidence based practice to inform patient care; utilization of practice guidelines; and interprofessional communication solutions. The short course is solution oriented. Participants will have the opportunity to discuss specific solutions. Lively discussion and participation is encouraged.

**Learner Outcomes:** The participant will be able to 1) identify multiple solutions to problems and challenges that face medical speech-language pathologists; 2) identify and apply appropriate resources to guide problem in medical SLP settings; 3) discuss the application of evidence based practice and other resources to inform their specific practice setting and guide service delivery; 4) identify a plan for demonstrating competency in any area of medical SLP.

## FRIDAY, APRIL 21

### SHORT COURSES

#### Short Course 4

9:00 am - 12:00 pm

##### Promenade 1

*Effective Treatment of Stuttering in School Settings*, Tommie L. Robinson, Ph.D., ASHA Fellow, Children's National Medical Center, Washington, D.C., and Alex F. Johnson, Ph.D., ASHA Fellow, Wayne State University

##### Level of Instruction Intermediate

Many clinicians in schools are interested in providing the best possible services for children who stutter. In this course, effective approaches to assessment and treatment in school settings will be highlighted. An approach to treatment design that is specific to various developmental stages of stuttering will be presented. Particular attention will be given to the challenges of generalization and maintenance in school settings, as well as bridging it to the curriculum.

**Learner Outcomes:** The participant will be able to 1) demonstrate knowledge of developmental levels of stuttering and appropriate range of treatments for each; 2) develop treatment plans that focus on improved communication in the

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classroom and at home, as well as in the therapy session; 3) connect fluency therapy with the curriculum for various levels of education become familiar with new resources for use in stuttering treatment.

## Short Course 5

1:30 pm - 4:30 pm

### Directors Row 2

*A Step In The Right Direction, Post-Graduate School Preparation*; Jason C. Johnson, Dana Douglas and Jonathan Love, M.A., Innovative Communicative Therapy

### Level of Instruction Introductory

The purpose of this session is to inform graduate students of some options to consider when choosing the next step after graduate school. This session is a continuation of "What...! I am grown..." Transitioning from undergraduate studies and graduate studies focuses on questions and expectations of the graduate student nearing the end of their academic program and preparing for their next step toward becoming a certified speech-language pathologist. During this session, students will be engaged about choices that will help them to begin developing a plan that will best fit their career goals. There are many opportunities that await qualified and prepared graduate students. We will explore the many possibilities that include but are not limited to: working for a contract company, public or private school district, Headstart programs, early intervention, rehabilitation clinic, hospitals, nursing homes, as a sales representative for a reputable publishing company, and a consultant to the placements mentioned above or other sources.

**Learner Outcomes:** The participant will be able to 1) identify the questions that will help determine what placement would best fit their career goals; 2) develop a plan from the answers to those questions that will make the transition from student to professional more effective and efficient; 3) strategies that will eliminate anxiety as you leave academia.

## Short Course 6

1:30 pm – 4:30 pm

### Directors Row 4

*Early Identification and Communication Assessment of Children with Autism*, Mary Jo Schill, M.A., CCC-SLP, ASHA Fellow, University of North Dakota; contributing authors, Carol Johnson, M.S., CCC-SLP and Kari Chaisson, Ed.D., University of North Dakota

### Level of Instruction Intermediate

The course will explore the importance of early identification of Autism Spectrum Disorders with an emphasis on the role of the speech-language pathologist on the early intervention team. This will include a review of the current professional practice documents for SLPs working with children with Autism. Data supporting early diagnosis and intervention will be presented and discussed. Barriers to early identification will be reviewed and strategies to overcome these barriers will be identified. A model for family-centered assessment will be presented. Important diagnostic criteria will be identified and various assessment tools and protocols will be discussed and evaluated.

**Learner Outcomes:** The participant will be able to 1) identify and describe criteria for early identification of children with Autism; 2) describe the role of the speech-language pathologist in early identification of Autism; 3) describe and select tools/protocols for the assessment of speech and language in young children with Autism.

## MINI-SEMINARS

### Mini-Seminar 1

8:00 am - 9:00 am

#### Directors Row 4

*Addressing Issues Of Social Justice In The Field Of Communication Science And Disorders*, Tracey Booth Snipes, M.A., CCC-SLP, North Carolina Agricultural and Technical State University

### Level of Instruction Intermediate

This session will explore the necessity and practicality of inclusion of matters related to issues of social justice in pre-professionals and professional training. We will examine the impact of such social ills as racism, class-ism, and sexism on the education and communication of the various populations served by speech-language pathologists. This session will also provide a forum for utilizing and developing venues of advocacy and empowerment of marginalized groups with specific emphasis on improving education and therapeutic services.

**Learner Outcomes:** The participant will be able to 1) understand some of the fundamental social justice issues influencing our professional and educational endeavors; 2) begin the development of individualized action plans for addressing issues of social justice in their specific educational institutions, professional settings and communities including strategies for identifying resources and support for achieving their individual goals; 3) understand the relevancy, necessity and practicality of increasing the inclusion of social justice content in the communication science and disorders curriculums and for continuing education.

### Mini-Seminar 2

8:00 am – 9:00 am

#### Directors Row 2

*Narrative Language: Development, Clinical Status and Intervention*, Frances Burns, Ph.D., Vanderbilt University

### Level of Instruction Introductory

Narrative is a major prerequisite language skill for reading development (Snow et.al, 1998). It is a test of the productive application of syntactic and semantic skills in functional communicative contexts (de Villiers, 2003). The current study examines critical narrative features. African-American English (AAE) and General American English (GAE) speakers matched for age showed no dialect effect, however there was a significant main effect for age. There was an equivalent developmental growth across the crucial areas of narrative between ages 4;0 and 6;11. Implications for clinical status and narrative intervention will be discussed.

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**Learner Outcomes:** The participant will be able to 1) identify the major areas of narrative discourse development; 2) distinguish typical narrative development from disordered narrative development; 3) identify long and short term intervention goals.

## Mini-Seminar 3

9:30 am - 10:30 am

### Directors Row 4

*Yours, Mine and Ours: The Keystone to Successful Parent-Professional Partnerships*; Sheila Bridges, Ph.D., CCC-SLP, Nicole Spruill, B.A., and Zaneta Ponton, M.Ed., CCC-SLP, North Carolina Central University

### Level of Instruction Intermediate

The formation of Parent Partnerships has proven to be an effective strategy for teaching skills critical to the delivery of family-centered services. This study will present both faculty and graduate clinicians' perspectives regarding the efficacy of establishing parent partnerships as a clinical training tool.

**Learner Outcomes:** The participant will be able to 1) develop an understanding of the principles and practices of parent partnerships; 2) develop strategies for teaching skills to graduate clinicians in parent collaboration; 3) recognize the benefits of parent partnerships from the student's as well as the faculty's perspectives.

## Mini-Seminar 4

10:00 am - 11:00 am

### Directors Row 2

*AUDIOLOGY 101: Online Instruction in Basic Hearing Sciences*, Ronald Jones, Ph.D., CCC-A, Norfolk State University

### Level of Instruction Intermediate

This is a presentation of the contents from an introductory course in audiology currently being taught as part of an online, preprofessional undergraduate curriculum in Communication Sciences and Disorders. Traditional audiology instruction is taught face-to-face, with hands-on instruction, brings into question the viability of teaching such a course within a virtual medium. This presentation demonstrates how traditional instructional materials and audiometric test techniques can be adapted for instruction in an online environment. Attendees will be invited to review the course materials and complete an instructional activity. Then they will be asked to evaluate the overall efficacy of the instructional approach.

**Learner Outcomes:** The participant will be able to 1) compare an online level of instruction approach with traditional methods used in teaching audiology; 2) learn how traditional level of instruction materials used in audiology can be modified for use in a virtual medium; 3) describe basic audiometric procedures (e.g., screening and threshold testing) from materials taught in a virtual medium.

## Mini-Seminar 5

1:30 pm - 2:30 pm

### Promenade 1

*African-American Preschoolers' Performance on Single-Word Picture Vocabulary Tests*, Angela N. McLeod, Ph.D., CCC-SLP, SC State University

### Level of Instruction Intermediate

Speech-language pathologists frequently use standardized tests during client assessment. Recent studies have explored the appropriateness of such instruments for evaluating children from non-mainstream populations. This study examined the performance of a group of African-American preschool children on two commonly used standardized tests of picture vocabulary (one receptive test, one expressive test). Group performance was compared to the performance of Caucasian same-age peers. Additionally, specific test items were examined for potential bias. The results revealed no significant differences between the two groups on either test employed. Implications of these findings are discussed in relation to the tests.

**Learner Outcomes:** The participant will be able to 1) describe several limitations of using standardized assessment instruments with culturally and linguistically diverse children; 2) list and describe several culturally appropriate assessment practices; 3) describe acceptable modifications for administering standardized tests to linguistically diverse children.

## Mini-Seminar 6

2:30 pm - 3:30 pm

### Promenade 1

*AAE Variability in School-Age Children: Reading, Task, Gender Influences*; Eva Jackson Hester, Towson State University

### Level of Instruction Introductory

This study examined the influence of reading level, varied tasks, and gender on use of African-American English (AAE) features by fourth-grade children. Participants consisted of children with reading disabilities (RD) and children with typical reading (TR) skills with representation of both males and females. Use of AAE features was examined in conversation and story production tasks. Results indicated differences in AAE use based on reading level with children with TR using a higher frequency of AAE forms than children with RD, and task differences revealed high frequency in conversation. Contrary to previous reports, no significant difference emerged for gender.

**Learner Outcomes:** The participant will be able to 1) identify differences in AAE use of fourth-grade children, in children with typical reading skills, and children with reading disabilities; 2) obtain information on influence of the gender in AAE use of school-age children; 3) identify differences in AAE use of school-age children in conversation versus story productions.

## Mini-Seminar 7

3:30 pm - 4:30 pm

### Promenade 1

*Cognitive Flexibility and Procedural Discourse in Younger and Older Adults*; Valarie B. Fleming, The University of Texas at Austin

### Level of Instruction Introductory

Changes in discourse production that occur with age have been attributed to a wide range of phenomena, one of which is cognitive deterioration. Mixed results have been found when examining the influence of executive function on language. A better understanding of the relationships among specific executive components and discourse production in normally



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aging populations will improve the treatment of communication disorders. The purpose of this presentation will be to review theories of aging, discourse production, and executive function, to identify issues in the assessment of executive function, and to review findings of a pilot study of discourse and executive function.

**Learner Outcomes:** The participant will be able to 1) identify theories of aging, discourse production, and executive function; 2) become familiar with two commonly used assessment instruments of executive function; 3) become familiar with implications for current findings of a pilot study of discourse production.

## TECHNICAL SESSION

**11:00 am- 11:30 am**

### Directors Row 4

*Noun Definitions and School Achievement in African-American Children*, Sandra C. Jackson, Ph.D., North Carolina Central University; Joanne E. Roberts, Ph.D., Frank Porter Graham Child Development Center; Jamila Foreman, Frank Porter Graham Child Development Center

#### Level of Instruction Intermediate

This study describes the growth of noun definitions in 75 African-American children. The children were asked to define words once a year from kindergarten through third grade and scores were computed for communicative adequacy. Significant positive growth in noun definitions was revealed and the stimulation and responsiveness of the home environment predicted the level of noun definition communicative adequacy. No relationship was observed between noun definitions and mothers' education and child's gender. The noun definitions task was related to reading achievement, however, standardized measures of vocabulary and phonemic awareness were better measures of reading comprehension.

**Learner Outcomes:** The participant will be able to 1) describe the growth of noun definitions (communicative adequacy) in African-American children; 2) describe the role of child and family factors in predicting the level & growth of noun definitions; 3) understand the relationship between noun definitions and reading achievement.

## POSTER SESSIONS —

(Location to be announced at the Registration Desk)

### Poster Session 1

**8:00 am – 9:00 am**

❖ *Model for Hearing Screening Service Delivery at Community Health Fairs*, Soloris J. Greene, M.A., CCC-SLP, Los Angeles County Office of Education; Velma Brown, M.A., Yola Robateau, M.A., CCC-SLP/Aud, Los Angeles Unified School District; Linda Wilson, A.A., Student; Bernadette Kennard, M.A., Speech and Language Development Center; Debra Moody, M.A., Los Angeles Unified School District; Cheryl Wiggins, A.A., Los Angeles County Office of Education and Diatra W. Stearn, B.A., Mountain View School District

#### Level of Instruction Intermediate

One challenge to the multicultural inner city population is the limited access of affordable health services due to funds, distance, lack of insurance, access to preventive health information and language barriers. Additionally, hearing problems are not considered to be an emergency and are not included in a routine physical examination. Hearing screenings are frequently denied by Healthcare Organizations. For many years the American Red Cross has invited volunteer health professionals to promote wellness and healthy lifestyles. This poster session will describe and document the efficacy of collaboration by the NBASLH-Southern California Affiliate L.A.

**Learner Outcomes:** The participant will be able to 1) plan and coordinate a hearing screening event; 2) record results of the hearing screenings; 3) demonstrate knowledge about protocol and procedures for referrals; 4) provide information and resources for referral and consultation.

❖ *Hearing Loss in African-Americans Due to the Cytomegalovirus (CMV)*, Ashley R. Akrie, and A. Bernadette Mayfield-Clarke, Ph.D., North Carolina Agricultural and Technical State University

#### Level of Instruction Intermediate

The purpose of this study highlights the increase in the African-American deaf population due Cytomegalovirus, (CMV). This study will show that CMV is a major factor in hearing loss and may be the cause of a child's unknown hearing loss. The mother may not be aware that she had the virus because she may not have had any symptoms. Treatment options for these children will be addressed regarding the audiologist and the speech-language pathologist as the hearing loss progresses.

**Learner Outcomes:** The participant will be able to 1) identify the impact of congenital CMV on the African-American community; 2) identify the progression of hearing loss on the child; 3) identify the implications for the speech/language pathologists and audiologists.

❖ *Predicting Success in CSD at a Historically Black University*, Hope C. Reed, CCC-SLP, Alabama A&M University

#### Level of Instruction Intermediate

This dissertation sought to answer the following: What is the predictive value of admissions criteria for entry into a master's-level CSD program at a historically Black college or university? The variables analyzed were undergraduate grade point averages, the Graduate Record Examination (GRE) General Test verbal and quantitative subtest scores, attempts to pass the PRAXIS examination, and overall graduate clinical practica grade point average. The GRE verbal subtest score and the sum of the verbal and quantitative subtest scores were found to be predictive of first-time PRAXIS passage and overall graduate clinical practica grade point average.

**Learner Outcomes:** The participant will be able to 1) identify the admissions criteria that are predictive of success in a master's-level communicative sciences and disorders (CSD) program at an HBCU; 2) relate the dissertation findings to other university settings; 3) discuss factors related to success in CSD at HBCUs.

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- ❖ *Communication Delays Associated with the Human Immunodeficiency Virus in Infants*, Marissa McLaurin and A. Bernadette Mayfield-Clarke, Ph.D., CCC-SLP, North Carolina Agricultural and Technical State University

## Level of Instruction Introductory

The Human Immunodeficiency Virus is a virus that attacks cells of the immune system. Rarely is HIV thought of as an implication towards communication delays or disorders. However, HIV can quickly change the communicative domains in infants who have speech, language, and/ or hearing impairments, especially in the African- American community. Therefore, the purpose of this research is to address the incidence and prevalence of HIV and communication delays in African-American children. The role of the Speech-Language Pathologist will be addressed.

**Learner Outcomes:** The participant will be able to 1) identify the types of communication delays associated with HIV in children; 2) demonstrate knowledge and identify the incidence and prevalence of the number of cases associated with HIV that result in organic and neurogenic communication delays; 3) relate to the important role of the Speech Language Pathologist regarding Early Intervention strategies and functional modes of communication.

## Poster Session 2 9:30 am - 10:30 am

- ❖ *African-American and Caucasian American Voices: Similar or Different?*, Grace McPherson, Jackson State University

## Level of Instruction Introductory

Currently, no acoustical profile is available for African-American (AA) voices. Studies that have been conducted suggest significant differences between some acoustic parameters of AA and Caucasian-American (CA) voices during both pre-adult years and adulthood. However, these studies examined a limited number of parameters. This exploratory between-group design utilizing 100 research participants, comprising 100 males and 100 females, and subdivided into two additional groups, AA and CA, that will generate comprehensive profiles of the male AA voice and the female AA voice using the 33 acoustic parameters in the Multidimensional Voice Profile. These profiles will be compared with existing norms.

**Learner Outcomes:** The participant will be able to 1) have an increased knowledge of similarities and differences between the voices of African-Americans and Caucasian-Americans; 2) use the vocal profile of African-Americans as a metric to make decisions on deviant voice quality in that population; 3) use the vocal profile of African-Americans as a metric for treatment decisions.

- ❖ *Communication Disorders Found in Lead-Poisoned Children in North Carolina*, Shatika N. Kelley and A. Bernadette Mayfield-Clarke, Ph.D., CCC-SLP, North Carolina Agricultural and Technical State University

## Level of Instruction Introductory

The purpose of this poster is to present archival research identifying the impact of low-level lead poisoning on speech-language behaviors of children who reside in North Carolina.

Findings suggest that motor speech is not affected as much as receptive/expressive language skills. The role of the speech-language pathologist and remediation choices will be addressed.

**Learners Outcomes:** The participant will be able to 1) identify receptive/expressive language impairments attributed to low-level lead poisoning; 2) demonstrate understanding of the role of the speech-language pathologist with this population regarding assessment and treatment of receptive/expressive language skills.

- ❖ *Speech-Language Pathology Services in School Systems for Autistic Children*, Lisa Benjamin and A. Bernadette Mayfield-Clarke, Ph.D., CCC-SLP, North Carolina Agricultural and Technical State University

## Level of Instruction Introductory

The purpose of this research is to examine the most common communication disorders associated with autism in children found in the school systems. Autism is a spectrum disorder that affects each individual differently and at varying degrees. Autism is one of the most common pervasive developmental disabilities affecting individuals of all races, ethnic groups, and socio-economic backgrounds. Therefore, early diagnosis and intervention are essential to ensure that families and caregivers have access to appropriate services and professional support. Speech/language strategies and techniques will be highlighted in this poster.

**Learner Outcomes:** The participant will be able to 1) identify the common communication disorders associated with autism that are commonly found in school systems; 2) identify incidence and prevalence of autism in children up to 21 years of age and the effectiveness of speech-language strategies and techniques for this population.

- ❖ *Cultural and Linguistic Diversity Training Provided by Graduate Program*, Paula J. Hamilton, Diane Scott, Ph.D., CCC-A and Sheila Bridges, Ph.D., CCC-SLP, North Carolina Central University

## Level of Instruction Introductory

The purpose of this research is to present part of a graduate thesis project that utilizes a student survey that will be sent to ten randomly selected graduate programs at schools in the southeastern United States. The survey questions will elicit information about how a program provides its students with exposure to and/or training in cultural and linguistic diversity (CLD). Results and conclusions will be based on the data collection phase. It is hoped that this research will contribute to the growing body of knowledge of how graduate programs are preparing students to serve culturally and linguistically diverse populations.

**Learner Outcomes:** The participant will be able to 1) identify the need for communication sciences and disorders graduate programs to provide CLD training to students; 2) identify ways communication sciences and disorders programs can prepare students to work with CLD; 3) become an advocate for CLD training in communication sciences and disorders graduate programs.

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## Poster Session 3

11:00 am – 12:00 pm

- ❖ *Incidence and Prevalence of Communication Disorders of African-Americans with HIV in North Carolina*, Haywood Morrison; A.B. Mayfield-Clarke, Ph.D., North Carolina Agricultural and Technical State University

### Level of Instruction Introductory

The purpose of this research is to discuss the incidence and prevalence of HIV in African-Americans residing in the state of North Carolina and implications for communication disorders. There is a higher incidence and prevalence of HIV in African-American women and men with significant deficits of speech-language and hearing as a result of the virus. Clinical implications for the Speech-Language Pathologist and Audiologist will be presented.

**Learner Outcomes:** The participant will be able to 1) have a better understanding of the HIV virus and how it is acquired; 2) differ between the incidence and prevalence of HIV of African-Americans residing in North Carolina; 3) become familiar with the speech/language and hearing disorders associated with HIV; 4) have a better understanding of the clinical implications and treatment associated with the HIV population.

- ❖ *Comparative Analysis of Communication Disorders in Low Birth Weight Infants in North Carolina*; Alex Tomlinson and A. Bernadette Mayfield-Clarke, Ph.D., CCC-SLP, North Carolina Agricultural and Technical State University

### Level of Instruction Introductory

Low Birth Weight (LBW) is defined as an infant weighing less than 2,500g. Infants that are born premature can be placed in 3 categories depending on their weight. The infant can be classified as low birth weight, very low birth weight, and extreme low birth weight. This poster will discuss all three categories of low birth weight and the speech, language and hearing deficits in this population.

**Learner Outcomes:** The participant will be able to 1) identify the three categories of LBW; 2) discuss different ethnic groups outcomes for LBW from Guilford and Forsyth Counties in North Carolina; 3) compare LBW infants to normal infants regarding speech and language outcomes.

- ❖ *Incidence and Prevalence of Dysphagia and the Efficacy of Treatment*, Regina Nicole Thompson and A. Bernadette Mayfield-Clarke, Ph.D., CCC-SLP, North Carolina Agricultural and Technical State University

### Level of Instruction Introductory

According to recent statistics, there is a high incidence of dysphagia occurring in copious disorders across the lifespan with the rise in medically fragile children and degenerative disorders of the geriatric population. The efficacy of treatment received from Speech-Language Pathologists will be addressed.

**Learner Outcomes:** The participant will be able to 1) identify the incidence and prevalence of dysphagia in the general population; 2) understand the assessment and treatment of dysphagia; 3) identify the effectiveness of treatment.

## SATURDAY, APRIL 22

### SHORT COURSES

#### Short Course 7

8:00 am - 11:00 am

#### Directors Row 2

*Raising Counseling Confidence Levels in Speech-Language Pathology Graduate Students*, Robin C. Gillespie, Sandra Bryant-Yubwannie, Raquel Strauss and Karen Dacons-Brock, North Carolina Central University

#### Level of Instruction Intermediate

Several students shared their anxiety regarding counseling parents of children with communication disorders. The clinical supervisors consulted Joan Tetel-Hanks who created a standard patient protocol in a hospital. Application of this protocol was introduced to our clinic. Actors (theatre majors) were required to portray parents of clients with known speech-language diagnoses. Graduate students in speech-language pathology were given a pre- and post-test to assess their confidence level differences as a consequence of the training. A significant difference was found. This presentation describes the educational outcomes for students and the potential use of a Standard Patient Protocol as an instructional technique in supervision.

**Learner Outcomes:** The participant will be able to 1) describe a standard patient protocol in speech-language pathology; 2) discuss the advantages of using this protocol in supervision; 3) create a standard patient protocol in speech-language pathology that will address the student's confidence level in counseling.

### MINI-SEMINARS

#### Mini-Seminar 8

10:00 am – 11:00 am

#### Directors Row 4

*Ethical Issues in Speech-Language Pathology: Understanding the Responsible Conduct of Research*, Patricia A. Cole, Ph.D., and Wilhelmina Wright-Harp, Ph.D., Howard University

#### Level of Instruction Intermediate

Over the past decade, several articles and news reports have focused on ethical issues in higher education. Recently, federal agencies are now requiring specific training in the Responsible Conduct of Research (RCR) as part of the funding requirement. Moreover, graduate training programs have addressed the need to include information on ethics in research as an integral part of the curricula. The purpose of this presentation will be to discuss ethical issues in the discipline of communication sciences and disorders related to the RCR, the nine core areas of RCR and provide examples of programs currently being implemented in the nation.

**Learner Outcomes:** The participant will be able to 1) gain a better understanding of the Responsible Conduct of Research (RCR); 2) identify ethical issues in the discipline of human communication sciences and disorders; 3) understand the role of professional societies in the RCR; 4) identify the nine core areas of the RCR and explain the standards of research conduct and be able to apply them to case studies.

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## Mini-Seminar 9

2:00 pm - 3:00 pm

### Directors Row 4

*Treating Oral Language Impairment In Autism: A Case Study,*  
Arnell Brady, M.A., CCC-SLP/L, Private Practice, Chicago, IL

#### Level of Instruction Advanced

The purpose of this mini-seminar is to present the treatment protocol, which started with an African drum and shared focus on sound phenomena, that was used to provide speech-language pathology service for eight years to a child with a moderately severe oral language impairment, characterized by spoken language comprehension and production disorders, and a motor speech articulation disorder. At the time services were initiated, he had also been diagnosed as "autistic" at a well-known children's hospital. The speech-language pathology services were initiated when he was thirty-five months of age, and lasted until he was eleven years of age.

**Learner Outcomes:** The participant will be able to 1) describe the importance of developing shared focus on sound phenomena before shaping sound imitation in oral language treatment; 2) appreciate how early intervention, frequency and intensity of treatment can improve treatment outcomes; 3) understand and appreciate the relationship between brain plasticity and speech-language pathology treatment.

## Mini-Seminar 10

2:00 pm - 3:30 pm

### Directors Row 2

*Just For Students: A Conversation with the ASHA President,*  
Alex F. Johnson Ph.D., President, ASHA

#### Level of Instruction Introductory

This is a session that is designed with students in mind, but anyone (of course) is welcome! The session is designed to be a conversation between students and new professionals in audiology and speech-language pathology to know what is on the horizon for them as they begin their career and to develop a fuller understanding of the professional issues that will most likely affect their future. Additionally, attendees will be encouraged to provide feedback and/or questions to Alex Johnson, ASHA President, about ways that ASHA could meet their professional needs as new members.

**Learner Outcomes:** The participant will be able to 1) identify strategies for negotiating the early stages of their career; 2) develop the knowledge necessary to access professional resources useful in jump starting their career; 3) gain knowledge about critical issues that their profession is facing in the next five to ten years.

## DOCTORAL RESEARCH FORUMS — Promenade 1

8:00 am - 8:30 am

*Semantic Processing of Young Children Who Stutter:*  
*Preliminary Findings,* Kia N. Hartfield, Vanderbilt University and  
Edward G. Conture, Vanderbilt University

#### Level of Instruction Introductory

The purpose of this study was to assess semantic processing of 13 preschool children who do (CWS) and 13 who do not stutter

(CWNS). Participants' speech reaction times (SRTs) and errors associated with picture naming were assessed during four semantic priming conditions: (1) Neutral, (2) Physical, (3) Functional and (4) Categorical. Findings indicated that CWS exhibited significantly slower SRTs and greater semantic priming effects than CWNS. Results suggest that the semantic processing of CWS operates at less than their maximal potential thus they benefit more from semantic priming than CWS who operate closer to their maximum abilities.

**Learner Outcomes:** The participant will be able to 1) recognize the relevance of examining semantic processing variables in relation to childhood stuttering; 2) describe the method of measuring speech reaction times of accurate and fluent responses during a picture-naming task as a means of assessing semantic skills; 3) understand the difference between conceptual and perceptual semantic processing.

8:30 am - 9:00 am

*An Investigation of Text Manipulation on RAN in Normally-Developing Children,* Darryl L. Powe, University of Delaware

#### Level of Instruction Intermediate

The purpose of this study is to determine if changes in text presentation affect the rapid naming speed of students without reading disability. Studies support that the background shading of text can improve reading speed in dyslexic children (Williams, et al, 2004). Currently however, there is little empirical evidence supporting that text manipulation (visual presentation differences in font, space, background color, and/or size) has an impact on RAN in either disabled or non-disabled readers. Measures of naming speed will be assessed via modification of items included in the Letters portion of the Rapid Automatized Naming Test.

**Learner Outcomes:** The participant will be able to 1) gain knowledge of the visual-perceptual aspects of reading, and the empirical studies supporting this knowledge; 2) gain insight into the construct and content validity of reading assessment and their impact on student test performance.

## MASTERS RESEARCH FORUMS — Promenade 1

9:00 am - 9:30 am

*Codeswitching In African-American College Students: Attitudes, Perceptions and Practice,* Jairus-Joaquin Matthews, Miami University

#### Level of Instruction Intermediate

Many African-Americans have been observed to vacillate between usage of African-American English (AAE) and Standard American English (SAE). This phenomenon is a major pragmatic feature of AAE, and is known as code-switching or style-shifting. The purpose of this study is to gather objective data concerning linguistic perceptions of African-American university students on AAE, codeswitching, and what factors prompt them to codeswitch. The components of the study are: a) A survey of African-American college students pertaining to their beliefs and feelings about AAE and codeswitching; b) an empirical analysis of codeswitching behaviors of African-American students enrolled in a public speaking class.

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**Learner Outcomes:** The participant will be able to 1) understand the perceptions of a select group of African-American college students regarding the usage of African-American English (AAE) and codeswitching; 2) understand the dialect-shifting patterns of a small case study of African-American students in a formal and informal context setting; 3) utilize the data presented in this study to understand the attitudes of African-American college students in order to effectively serve their communicative needs.

## 9:30 am - 10:00 am

*Fostering Collaboration through Partnerships with Culturally and Linguistically Diverse Families*, Nicole Spruill, Sheila Bridges, North Carolina Central University and Ann Marie Heffron, M.A., CCC-SLP, Wayne Memorial Hospital

### Level of Instruction Intermediate

Parental involvement in a child's education is extremely important. During the critical years of early intervention, a child's natural environment and their family circle are key factors to the child's development. Fostering collaboration through partnerships with culturally and linguistically diverse (CLD) families is a profound way to involve parents in taking a primary role in the development of their child's speech and language. This presentation will discuss the results of a comparative study between CLD parent participants in an established Parent Partnership program with parents who have not received this type of support to determine the benefits of parent professional teaming.

**Learner Outcomes:** The participant will be able to 1) understand the benefits of promoting parent partnerships; 2) learn strategies for developing parent partnerships that will foster this type of collaboration.

## UNDERGRADUATE RESEARCH FORUMS — Promenade 1

### 10:00 am - 10:30 am

*Efficacy of the SpeechEasy Device: Does Supporting Evidence Exist?*, Traci D. Reid and Robert Mayo, Ph.D., CCC-SLP, University of North Carolina at Greensboro

### Level of Instruction Introductory

The SpeechEasy electronic fluency device has been touted as an effective therapeutic option for persons who stutter. Many of the reports of the device's effectiveness have come from print and electronic media sources. These reports, while certainly dramatic, should not supplant rigorous scrutiny of the device by communication disorders practitioners and scientists. The purpose of this presentation is to provide a critical review of existing evidence of the efficacy of the SpeechEasy device.

**Learner Outcomes:** The participant will be able to 1) understand the principles underlying electronic fluency enhancing devices (EFD); 2) differentiate between scientific and pseudoscientific reports of the efficacy of one EFD, the SpeechEasy; 3) critically analyze via use of a rubric, the effectiveness of electronic fluency enhancing devices.

### 10:30 am - 11:00 am

*Can Stuttering Impact Formation of Personal Relationships? College Students Respond*, April S. Marable and Robert Mayo Ph.D., CCC-SLP, University of North Carolina at Greensboro

### Level of Instruction Intermediate

College students in three regions of North Carolina were questioned about their knowledge of stuttering, persons who stutter, and their opinions on the effects of stuttering on formation of personal relationships. Participants exhibited limited knowledge about the disorder and persons who stutter. Most students believed that stuttering would have its greatest impact on dating relationships.

**Learner Outcomes:** The participant will be able to 1) understand the views of college students on cause(s) and treatment of stuttering; 2) understand college students' opinions on dating persons who stutter; 3) discuss college students' beliefs about the impact of stuttering on personal relationship-formation.

### 11:00 am - 11:30 am

*Communication Disorders in Craniofacial Anomalies: A Review of U.S. Population*, Joi Bridges, A. Bernadette Mayfield-Clarke, Ph.D., CCC-SLP, North Carolina Agricultural and Technical State University and Robert Mayo, Ph.D., CCC-SLP, University of North Carolina at Greensboro

### Level of Instruction Introductory

Craniofacial anomalies (CFAs), including cleft lip and/or palate are estimated to effect one in 700 Americans. These incidence figures are known to vary regarding to race. However, what is clear about these conditions is their significant impact on the speech, language, hearing and feeding abilities of affected persons. The purpose of this presentation is to: 1) provide an overview of commonly occurring CFAs, 2) discuss their potential impact on communication and feeding abilities, and 3) explore the roles of the speech-language pathologist in the team management of CFAs.

**Learner Outcomes:** The participant will be able to 1) identify common craniofacial anomalies including cleft lip and/or palate; 2) describe the incidence and prevalence of CFAs of U.S. populations; 3) explain the roles of the speech-language pathologists in the team management of CFAs.

### 11:30 am- 12:00 pm

*Recruitment of African-American Males in Communication Sciences and Disorders*, Regina Nicole Thompson, Ashley R. Akrie, William R. Lewis, North Carolina Agricultural and Technical State University and Deana Lacy McQuitty, M.S., CCC-SLP

### Level of Instruction Introductory

The recruitment of African-American (AA) males is significantly lower compared to minorities in speech-language pathology and audiology. Due to this under representation, meeting the needs of an increasingly diverse client population is problematic. This presentation will examine why a paucity of AA males exist and strategies to increase enrollment.

**Learner Outcomes:** The participant will be able to 1) present recruitment strategies aimed at AA males; 2) identify the

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causes of the lack of AA males' participation within the field of communication sciences and disorders; 3) state the percentage of AA males that are members of ASHA compared to other minority groups.

## POSTER SESSIONS — Directors Row 1

### Poster Session 4 8:30 am - 9:30 am

- ❖ *Incidence, Causes and Speech-Language Implications for Children with Hypotonia*, Mia Michelle Evans and A. Bernadette Mayfield-Clarke, Ph.D., CCC-SLP, North Carolina Agricultural and Technical State University

#### **Level of Instruction Introductory**

The purpose of this research is to present Hypotonia which may be caused by trauma, environmental factors, or genetic, muscle, or central nervous system disorders and its effects. Typical symptoms include problems with mobility, posture, breathing and speech difficulties, lethargy, ligament and joint laxity, and poor reflexes. Trends indicate infants who have seizures, severe mental retardation, delayed growth and development, feeding difficulties, ataxia, skeletal deformities, infantile irritability, deafness, and cryptorchidism in any combination run a higher risk of having hypotonia than any of these symptoms alone. In general, hypotonia of the speech musculature results in monotony, hypernasality, hoarseness, short stretches of speech, slow speech rate, and a decrease in volume and intelligibility.

**Learner Outcomes:** The participant will be able to 1) identify the speech and language characteristics of hypotonic children; 2) identify the provide therapeutical intervention for this population.

- ❖ *Incidence and Prevalence of Aphasia in African-Americans in Stroke Belt*, Leas Lewis and A. Bernadette Mayfield-Clarke, Ph.D., CCC-SLP, North Carolina Agricultural and Technical State University

#### **Instructional Level Introductory**

This poster will present archival research that indicates a stroke belt within the southeast region of the United States exists. Results of the incidence and prevalence in African-Americans will be highlighted in addition to the effectiveness of treatment for aphasia.

**Learner Outcomes:** The participant will be able to 1) become aware of the incidence and prevalence of Aphasia in African-Americans in the Stroke Belt; 2) identify the effectiveness of treatment for Aphasia in African-Americans.

- ❖ *Twins Language Development or Idioglossia*, Tyiesha Chapman and A. Bernadette Mayfield-Clarke, Ph.D., CCC-SLP, North Carolina Agricultural and Technical State University

#### **Instructional Level: Introductory**

The purpose of this investigation is to present a case study of twenty-three year old twin males' language development and determine if they follow the normal developmental sequence or idioglossia. A language sample was obtained to assess their means length utterance to determine age appropriateness. Results will be discussed comparing normal language acquisition and idioglossia.

**Learner Outcomes:** The participant will be able to 1) identify language skills of twins; 2) calculate the MLU manually versus the utilization of the SALT program; 3) discuss differences between normal language and idioglossia.

- ❖ *Fetal Alcohol Syndrome in Ethnic Groups and Communication Disorders*, Nicole Spivey and A. Bernadette Mayfield-Clarke, Ph.D., CCC-SLP, North Carolina Agricultural and Technical State University

#### **Instructional Level: Introductory**

Fetal Alcohol Syndrome (FAS) is one of the leading causes of mental retardation in various ethnic groups secondary to heavy alcohol consumption by the mothers. Numerous trends of Fetal Alcohol Syndrome within the various ethnic backgrounds will be identified with the associated communication disorders. Highlights of the incidence and prevalence of the various communication disorders that are correlated with FAS in these groups will be discussed.

**Learners Outcomes:** The participant will be able to 1) identify the characteristics of FAS; 2) identify the types of communication disorders that develop as a result to FAS; 3) better counsel families with FAS children regarding treatment options for communication disorders.

**Don't forget to stop by  
the Exhibit Hall...**

**DIRECTORS ROW 6**

**HOURS**

**Thursday, 3:00 pm-6:00 pm**

**Friday, 8:00 am-7:00 pm**

**Saturday, 8:00 am-5:00 pm**



# Convention At-A-Glance

## Thursday, April 20

### SPECIAL EVENTS

**Thursday, April 20**  
**Opening Session**  
 6:00 pm-7:30 pm  
**Southeast Ballroom C**  
 Keynote Speaker -- Gloria Weddington, Ph.D.  
 Your Parents Were Right, You Have To Be Better

**Opening Reception**  
 7:30 pm-9:30 pm

**Friday, April 21**  
**NBASLH Business Meeting**  
 5:00 pm-6:30 pm  
 Tennessee Grand Ballroom D/E

**NBASLH Annual Awards Dinner**  
 7:30 pm-9:30 pm  
**Tennessee Grand Ballroom A**  
 Featured Speaker -- Arnell Brady, MA, CCC-SLP/L  
 An Oral Language Approach to Black Male  
 Surviving and Thriving  
 The Annual Awards Dinner allows NBASLH to  
 honor colleagues and community leaders.

**Saturday, April 22**  
**Student-Mentor Luncheon**  
**Tennessee Grand Ballroom D/E**  
 12:30 pm-2:00 pm  
 The Student-Mentor Luncheon presents the  
 opportunity for students and mentors to enjoy a  
 program specifically designed for students.

**Affiliates Meeting**  
 4:00 pm-5:30 pm  
**Directors Row 1**

Thursday, April 20, 2006	PROMENADE 1	DIRECTORS ROW 2	DIRECTORS ROW 4	SOUTHEAST BALLROOM C	
2:00 PM	<b>Short Course 1</b> Meditations for Stuttering Reduction: Lessons from African- and Mexican-American Children (Radford) 2:00 pm-5:00 pm	<b>Short Course 2</b> New Approaches for Assessing African-American English Child Speakers (Gregory, Wyatt) 2:00 pm-5:00 pm	<b>Short Course 3</b> Medical Speech-Language Pathology: Across the Continuum of Care (Johnson, Anderson) 2:00 pm-5:00 pm		
3:00 PM					
4:00 PM					
5:00 PM					
6:00 PM				<b>Opening Session</b> Keynote Speaker Gloria Weddington 6:00 pm-7:30 pm	
7:30 PM				<b>Opening Reception</b> 7:30 pm-9:30 pm	
8:30 PM					
9:30 PM					



The Intensive Review for the PRAXIS Examination will be taking place during Convention in the Ridgelake Room.

Thursday, April 20 -- 8:30 am - 6 pm

Friday, April 21 -- 8:00 am - 5:00 pm

Saturday, April 22 -- 8:00 am - 5:00 pm

# Convention At-A-Glance

## Friday, April 21

Friday, April 21, 2006	LOCATION TO BE ANNOUNCED AT THE REGISTRATION DESK	DIRECTORS ROW 2	DIRECTORS ROW 4	PROMENADE 1
8:00 AM	<p><b>POSTER SESSIONS</b></p> <p>Model for Hearing Screening Service Delivery at Community Health Fairs (Greene, Robateau, Wilson, Brown, Kennard, Stearn, Moody, Wiggins)</p> <p>Hearing Loss in African-Americans Due to the Cytomegalovirus (CMV) (Akrle, Mayfield-Clarke)</p> <p>Predicting Success in CSD at a Historically Black University (Reed)</p> <p>Communication Delays Associated with the Human Immunodeficiency Virus in Infants (McLaurin, Mayfield-Clarke)</p> <p>8:00 am – 9:00 am</p>	<p><b>Mini-Seminar 2</b></p> <p>Narrative Language: Development, Clinical Status and Intervention (Burns)</p> <p>8:00 am – 9:00 am</p>	<p><b>Mini-Seminar 1</b></p> <p>Addressing Issues of Social Justice in the Field of Communication Science and Disorders (Snipes)</p> <p>8:00 am – 9:00 am</p>	
9:00 AM				
9:30 AM	<p><b>POSTER SESSIONS</b></p> <p>African-American and Caucasian American Voices: Similar or Different? (McPherson)</p> <p>Communication Disorders Found in Lead-Poisoned Children in North Carolina (Kelley, Mayfield-Clarke)</p> <p>Speech-Language Pathology Services in School Systems for Autistic Children (Benjamin, Mayfield-Clarke)</p>		<p><b>Mini-Seminar 3</b></p> <p>Yours, Mine and Ours: The Keystone to Successful Parent-Professional Partnerships (Bridges, Sprulli, Ponton)</p> <p>9:30 am – 10:30 am</p>	
10:00 AM	<p>Cultural and Linguistic Diversity Training Provided by Graduate Programs (Hamilton, Scott, Bridges)</p> <p>9:30 am – 10:30 am</p>	<p><b>Mini-Seminar 4</b></p> <p>AUDIOLOGY 101: Online Instruction in Basic Hearing Sciences (Jones)</p> <p>10:00 am – 11:00 am</p>		
10:30 AM				<p><b>Short Course 4</b></p> <p>Effective Treatment of Stuttering in School Settings (Johnson, Robinson)</p> <p>9:00 am – 12:00 pm</p>
11:00 AM	<p><b>POSTER SESSIONS</b></p> <p>Incidence and Prevalence of Communication Disorders of African-Americans with HIV in North Carolina (Morrison, Mayfield-Clarke)</p> <p>Comparative Analysis of Communication Disorders in LBW Infants in North Carolina (Tomlinson, Mayfield-Clarke)</p> <p>Incidence and Prevalence of Dysphagia and the Efficacy of Treatment (Thompson, Mayfield-Clarke)</p> <p>11:00 am – 12:00 pm</p>		<p><b>Technical Session</b></p> <p>Noun Definitions and School Achievement in African-American Children (Jackson, Roberts, Foreman)</p> <p>11:00 am – 11:30 am</p>	
11:30 AM				
12:00 PM				



# Convention At-A-Glance

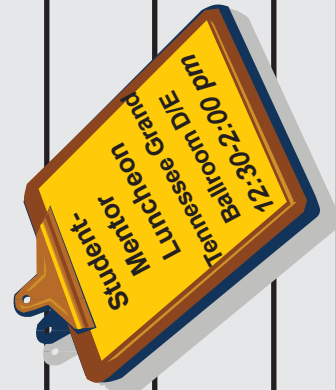
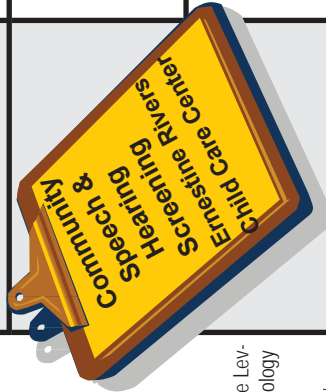
## Friday, April 21

Friday, April 21, 2006	DIRECTORS ROW 2	DIRECTORS ROW 4	PROMENADE 1	TENNESSEE GRAND BALLROOM
1:30 PM			<b>Mini-Seminar 5</b> African-American Preschoolers' Performance on Single-Word Picture Vocabulary Tests (McLeod) 1:30 pm – 2:30 pm	
2:00 PM				
2:30 PM	<b>Short Course 5</b> A Step In The Right Direction, Post-Graduate School Preparation (Johnson, Douglas, Love) 1:30 pm – 4:30 pm	<b>Short Course 6</b> Identification and Assessment of Autism (Schill) 1:30 pm - 4:30 pm	<b>Mini-Seminar 6</b> AAE Variability in School-Age Children: Reading, Task, Gender Influences (Hester) 2:30 pm – 3:30 pm	
3:00 PM				
3:30 PM			<b>Mini-Seminar 7</b> Cognitive Flexibility and Procedural Discourse in Younger and Older Adults (Fleming) 3:30 pm – 4:30 pm	
4:00 PM				
4:30 PM				
6:00 PM				<b>NBASLH Business Meeting</b> Tennessee Grand Ballroom D/E 6:00 pm-7:00 pm
7:00 PM				
7:30 PM				<b>NBASLH Annual Awards Dinner</b> Tennessee Grand Ballroom A Featured Speaker Arnell Brady, MA, CCC-SLP/L 7:30 pm-9:30 pm
8:30 PM				
9:00 PM				

# Convention At-A-Glance

## Saturday, April 22

Saturday, April 22, 2006	DIRECTORS ROW 1	DIRECTORS ROW 2	DIRECTORS ROW 4	PROMENADE 1
8:00 AM				<b>Doctoral Research Forum 1</b> Semantic Processing of Young Children Who Stutter: Preliminary Findings (Hartfield, Conture) 8:00 am – 8:30 am
8:30 AM	<b>POSTER SESSIONS</b> Incidence, Causes, and Speech-Language Implications for Children with Hypotonia (Evans, Mayfield-Clarke) Incidence and Prevalence of Aphasia in African-Americans in Stroke Belt (Lewis, Mayfield-Clarke) Twins Language Development or Idioglossia (Chapman, Mayfield-Clarke) Fetal Alcohol Syndrome in Ethnic Groups and Communication Disorders (Spivey, Mayfield-Clarke) 8:30 am – 9:30 am	<b>Short Course 7</b> Raising Counseling Confidence Levels in Speech-Language Pathology Graduate Students (Gillespie, Dacons-Brock, Bryant-Yubwannie, Strauss) 8:00 am – 11:00 am		<b>Doctoral Research Forum 2</b> An Investigation of Text Manipulation on RAN in Normally-developing Children (Powe) 8:30 am – 9:00 am
9:00 AM				<b>Masters Research Forum 1</b> Codeswitching In African-American College Students: Attitudes, Perceptions, and Practice (Matthews) 9:00 am – 9:30 am
9:30 AM				<b>Masters Research Forum 2</b> Fostering Collaboration through Partnerships with Culturally and Linguistically Diverse Families (Spruill, Bridges, Helfron) 9:30 am – 10:00 am
10:00 AM			<b>Mini-Seminar 8</b> Ethical Issues in Speech-Language-Pathology: Understanding the Responsible Conduct of Research (Cole, Wright-Harp) 10:00 am – 11:00 am	<b>Undergraduate Research Forum 1</b> Efficacy of the SpeechEasy Device: Does Supporting Evidence Exist? (Reid, Mayo) 10:00 am – 10:30 am
10:30 AM				<b>Undergraduate Research Forum 2</b> Can Stuttering Impact Formation of Personal Relationships? College Students Respond (Marable, Mayo) 10:30 am – 11:00 am
11:00 AM				<b>Undergraduate Research Forum 3</b> Communication Disorders in Craniofacial Anomalies: A Review of U.S. Populations (Bridges, Mayfield-Clarke, Mayo) 11:00 am – 11:30 am
12:30 PM				<b>Undergraduate Research Forum 4</b> Recruitment of African-American Males in Communication Sciences and Disorders (Thompson, Akrie, Lewis, McQuitty) 11:30 am – 12:00 pm
2:00 PM		<b>Mini-Seminar 10</b> Just For Students: A Conversation with the ASHA President (Johnson) 2:00 pm – 3:30 pm	<b>Mini-Seminar 9</b> Treating Oral Language Impairment In Autism: A Case Study (Brady) 2:00 pm – 3:00 pm	
3:00 PM				
3:30 PM				
4:00 PM	<b>Affiliates Meeting</b> 4:00 pm - 5:30 pm			



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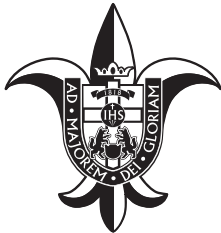
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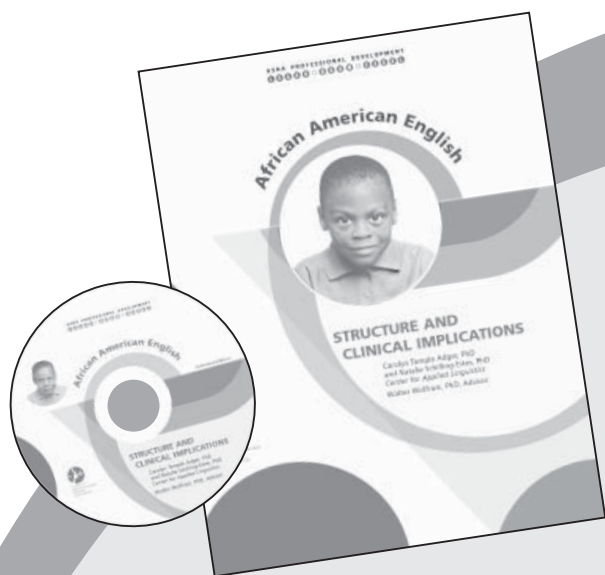
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*African American English: Structure and Clinical Implications* is designed primarily for SLPs but will be useful for any educator who works with AAE speakers.

### You will be able to –

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