

April 19-21, 2007

NBASLH

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

2007

WELCOME!



***Speech-Language
Pathologists
and Audiologists:
People Caring for People***

Charlotte Marriott City Center
Charlotte, North Carolina

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Letter from the Chair



Welcome to NBASLH's 29th Annual Convention!

This year's Convention Theme "*Speech-Language Pathologists and Audiologists: People Caring for People*," reminds us that despite the tremendous advances we have made in technology and its applications, we do ourselves and our clients little service if we fail to listen to and respond to the communication needs of our people. During the Convention's several short courses, technical sessions and poster presentations, we challenge attendees to find that which can further bind our collective expertise and talents to the people we serve.

During the scholarly sessions, we encourage you to exchange your ideas with presenters and to share your knowledge and experiences with all of those in attendance.

As before, all of our scholarly activities are eligible for continuing education (CE) credit. We hope you will take advantage of this opportunity.

We are again sponsoring the PRAXIS Review and ask you to give a word of encouragement to those who have enrolled.

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 that your talents and skills have been enhanced, not only for yourself but also for the people you serve.

Ron Jones

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

Letter from the Program Chair



Welcome to "The Queen City," Charlotte, North Carolina for the 29th Annual Convention of the National Black Association for Speech-Language and Hearing with the center of attention on its theme "*Speech-Language Pathologists and Audiologists: People Caring for People*." Three times has surely been a charm as your program chair which has catapulted this Convention to a superior level. We have again surpassed all of our records, obtaining over 88 presentations that we have managed to position into a three-day period, sold-out rooms to the hotel and a very impressive attendance rate.

Our guest speakers, Mr. Lenny F. Springs (Wachovia Bank) for the opening session and Dr. Myra M. Shird (North Carolina A&T State University-Speech) for the awards banquet, will discuss their perspective on people helping people, utilizing their expertise in the banking industry and the dynamics of culture in organizational communication. Our program only gets better from this juncture. We have content in almost every area of the "Big Nine" of KASA, learning to track students' clinical competencies, evidence-based practice theory/application/research, and ASHA's initiatives addressed by Madame President, Noma Anderson and the past presidents, Alex Johnson and Delores Battle.

The remaining members of the EB/ASHA will be presenting interesting, yet riveting short courses featuring Tommie Robinson, Elizabeth McCrea and Constance Qualls.

Our list of celebrities is endless. We have the honor (again) of having the reigning president of the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD), the co-founder (with me) faculty advisor of the only student affiliate chapter of NBASLH, and my "partner in crime" in Greensboro, Celia Hooper who will deliver EBP of Right Hemisphere Disorder. The students' research forum and posters continue to exceed their academic preparation at any level. Just imagine with all of these sessions on tap for you, scheduling your participation for CEUs is a given.

As NBASLH continues to grow its membership and expand the program's offerings, a new star is on the horizon. Keep your eyes on my co-chair for the 2007 Convention and the chair for the 2008, 30th Anniversary Convention, Dr. Iris Johnson-Arnold of Tennessee State University. By all means, please give her your support and assistance that you gave me during my tenure.

This has been a wonderful opportunity and challenge to have served as the program chair for the membership. It is "people caring for people" to make each Convention better than the one before. I have people, great people, who gave of themselves, their knowledge, time and energy. For that, I thank each and every one of you for your support in the design, development and participation of making the NBASLH Convention a success. Special thanks goes out to the phenomenal NBASLH Board of Directors for your warm words of encouragement; to the Speech faculty and staff of North Carolina A&T State University; and to the NBASLH Office who physically and mentally brought charm to my life. I remember the program preparation before Bob Craven, Diane Yenerall, Sandy Bollenbacher and after, and "Oh what a breeze!" Thank you to all of the presenters, student moderators, volunteers and conventioners. Keep the momentum, enjoy the royalty of the "Queen City," and I look forward to seeing you next year in Washington, D.C.

A.B. Mayfield-Clarke

A.B. Mayfield-Clarke, Ph.D. CCC/SLP, NBASLH 2007 Program Chair

Highlighted Speakers



Noma Anderson, Ph.D.

Noma Anderson is Professor and Chair of the Department of Communication Sciences and Disorders at FIU. Formerly, Dr. Anderson was Dean of the School of Health Sciences at FIU. Prior to coming to FIU, Dr. Anderson was on the faculty

in the Department of Communication Sciences and Disorders at Howard University in Washington, D.C. Dr. Anderson has also been on the faculty at Hampton University. Dr. Anderson's professional areas of expertise are in multicultural aspects of communication sciences and disorders, second language and second dialect acquisition, language acquisition, childhood language disorders and test preparation for the national examination in speech-language pathology.



Alex Johnson, Ph.D.

Alex Johnson is Past President of the American Speech-Language-Hearing Association. He is Professor and Chair of the Department of Communication Sciences and Disorders at Wayne State University. His professional interests include

adult and child language disorders, stuttering and medical speech-language pathology. He was the 2006 recipient of the Honors of the National Student Speech-Language-Hearing Association and he is an ASHA Fellow.



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.



Delores Battle, Ph.D.

Dolores E. Battle is a professor of speech-language pathology and senior advisor to the President for Equity and Campus Diversity at Buffalo State College. A former President of ASHA and ASHA Fellow, Dr. Battle has written numerous articles,

book chapters and was editor of *Communication Disorders in Multicultural Populations*.



Constance Qualls, Ph.D.

Constance Dean Qualls, Ph.D., is Chair and Professor of Speech-Language Pathology at Buffalo State College-SUNY and Vice President for Research and Technology (2007-2009) of ASHA. A certified speech-language pathologist/

cognitive neuroscientist, with teaching, research and clinical expertise in neurological communication disorders, cognitive-linguistic aging and multicultural leadership, Dr. Qualls has made significant contributions to her field and to academia in the areas of research, teaching, personnel preparation, administration/leadership and service.

NBASLH Convention Program At-A-Glance

THURSDAY, APRIL 19, 2007

8:00 am - 5:00 pm	Intensive Review for the PRAXIS Examination
10:00 am - 6:00 pm	Registration Open
2:00 pm - 5:00 pm	Concurrent Educational Sessions
2:00 pm - 3:00 pm	Poster Sessions
3:00 pm - 5:00 pm	Exhibits/Vendors Open
3:30 pm - 4:30 pm	Poster Sessions
6:00 pm - 7:30 pm	Opening Session (Salon E)
7:30 pm - 9:30 pm	Opening Reception

FRIDAY, APRIL 20, 2007

7:30 am - 5:00 pm	Registration Open
8:00 am - 5:00 pm	Intensive Review for the PRAXIS Examination
8:00 am - 5:00 pm	Exhibits/Vendors Open
8:00 am - 12:30 pm	Concurrent Educational Sessions
9:00 am - 10:00 am	Poster Sessions
10:30 am - 11:30 am	Poster Sessions
12:30 pm - 2:00 pm	Lunch (<i>on your own</i>)
12:00 pm - 1:00 pm	Council of Affiliates Meeting (Champs Restaurant)
2:00 pm - 3:00 pm	Poster Sessions
2:00 pm - 5:00 pm	Concurrent Educational Sessions
3:30 pm - 4:30 pm	Student Chat Forum (Dilworth)
5:00 pm - 6:00 pm	Membership Meeting (Dilworth)
7:30 pm - 9:30 pm	NBASLH Awards Dinner (Salon E)

SATURDAY, APRIL 21, 2007

7:30 am - 4:00 pm	Registration Open
8:00 am - 5:00 pm	Intensive Review for the PRAXIS Examination
8:00 am - 5:00 pm	Concurrent Educational Sessions
8:00 am - 2:00 pm	Exhibits/Vendors Open
9:00 am - 10:00 am	Poster Sessions
12:30 pm - 2:00 pm	Lunch (<i>on your own</i>)
12:30 pm - 2:00 pm	Student-Mentor Luncheon (Myers Park/Dilworth)

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.*



2007 STUDENT RESEARCH AWARD



The Student Research Award is given to an African-American student who is enrolled full-time in an ASHA-accredited master's program in speech-language pathology, audiology or speech-language-hearing sciences. The student must also submit a research paper that addresses a topic of scientific or scholarly merit that deals with issues relevant to communication sciences and disorders.

This year's recipient is Jonise Cromartie. Ms. Cromartie is a Masters of Education candidate in the Communication Disorders program at North Carolina Central University. She is a 2005 CREATT (Culturally Responsive Early Intervention in Assistive Technology Traineeship) recipient, under the direction of Dr. Sheila Bridges. Ms. Cromartie is also a 2006 ASHA Minority Student Leadership Scholar. Upon graduation, she plans to complete her Clinical Fellowship working with the pediatric population and pursue other research interests.

Ms. Cromartie will present her research, "The Effectiveness of a Sensory Integration Approach on Pragmatic Disorders," at this year's Convention during the Student Research Forums on Saturday, April 21, and at the Student-Mentor Luncheon.

2007 NBASLH COMMUNICATION EXCELLENCE AWARD



The NBASLH Communication Excellence Award was created as a vehicle for recognizing an African-American individual in the community who has had or currently has a communication impairment; and yet has made worthy contributions to humankind, or has otherwise reached impressive goals of personal achievement in spite of his/her communication impairment.

This year's recipient is Jenell Y. Gordon. While in graduate school, studying speech-language pathology, Ms. Gordon was diagnosed with an AVM, a cluster of malformed veins and arteries in the brain. She completed her Master's degree, began her clinical fellowship, all while determining which course of action to take in response to her health crisis, neurosurgery. After only two weeks of care following surgery, her insurance company demanded her transfer from a rehabilitation hospital to a long-term care nursing home for the elderly. As a result, at age 41, Ms. Gordon still has the same post-operative deficits.

Despite her disabilities, Ms. Gordon remains a dynamic individual. "Even though I am very limited, I 'continue' in my profession. Certified nursing assistants, nurses, respiratory therapists and anyone who desires has learned the ASL alphabet from me. I have awarded 23 certificates to employees who have demonstrated proficiency in communicating with me. As a patient, I have learned that the best policy is the golden rule: Do unto others as you would have them do unto you. Compassion, patience and common sense are essential to life. The Lord makes it possible for me to communicate everything I want to convey. My goal is to persevere within the field of speech-language pathology, but for now I just want to revolutionize health care. I believe patient advocacy is the important work of the new millennium. Global access to appropriate and affordable health care should be a concern of everyone on this planet."

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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American Speech-Language-Hearing Association

Student Research Award
Harcourt Assessment (PsychCorp)

UNATTENDED EXHIBIT DISPLAY

- A. J. Dupree Services
- ASHA
- Great Ideas for Teaching, Inc.
- The Florida State University Department of Communication Disorders

EXHIBIT HALL HOURS

SALON A/B/C/D

Thursday, 3:00 pm - 5:00 pm

Friday, 8:00 am - 5:00 pm

Saturday, 8:00 am - 2:00 pm

Special Events

THURSDAY, APRIL 19



Opening Session
6:00 pm - 7:30 pm, Salon E
Keynote Speaker
Leonard F. Springs, II,
Senior Vice President,
Director of Supplier
Diversity Finance Group,
Wachovia Bank
People Helping People

Opening Reception
7:30 pm - 9:30 pm

FRIDAY, APRIL 20

Affiliates Meeting
12:00 pm - 1:00 pm
Champs Restaurant

NBASLH Business Meeting
5:00 pm - 6:00 pm, Dilworth

FRIDAY, APRIL 20 (continued)



NBASLH Annual Awards Dinner
7:30 pm - 9:30 pm, Salon E
Featured Speaker
Dr. Myra Shird
Organizational Culture

The Annual Awards Dinner allows NBASLH

to honor colleagues and community leaders.

Awards presented at the dinner include:

- NBASLH Communication Excellence Award
- Scholar Mentor Award

SATURDAY, APRIL 21

Student-Mentor Luncheon
12:30 pm - 2:00 pm, Myers Park/Dilworth
The Student-Mentor Luncheon presents the opportunity for students and mentors to enjoy a program specifically designed for students.

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MARK YOUR CALENDARS NOW!

for NBASLH's
30th Anniversary
Convention

**"30 Years of NBASLH:
Acknowledge the Past,
Impact the Future"**

April 17-19, 2008
Washington, D.C.

THURSDAY, APRIL 19

SHORT COURSES

Short Course 1

2:00 pm - 5:00 pm, Dilworth

Pediatric Brain Injury: How Can We Help Our Children?

Constance Dean Qualls, Ph.D., State University of New York College at Buffalo

Level of Instruction: Introductory

This short course will present the current research on the assessment and treatment of pediatric traumatic brain injury (PTBI), with particular attention to the needs of children with TBI who are culturally and linguistically diverse. Included in the session will be an overview of PTBI including risk factors, pathophysiology, injury types and secondary consequences. The nature of the cognitive-communicative impairments seen in PTBI will be discussed as well as those aspects of language that are most often affected, and the interaction between developing language and discourse and PTBI. The most up-to-date, evidence-based treatments for PTBI that are functional, theory-driven and culturally-appropriate will be presented.

Learner Outcomes: (1) Participants will be able to discuss the neural and cognitive bases of language following TBI in children.

(2) Participants will be able to discuss the impact of brain injury on early and late language acquisition.

(3) Participants will be able to identify the usefulness of assessments that determine the nature of the language deficits found in children with TBI.

(4) Participants will be able to identify appropriate intervention strategies, techniques and materials that are culturally appropriate and ecologically valid for children with TBI.

Short Course 2

2:00 pm - 5:00 pm, Salon F

Stuttering Assessment and Treatment

Alex F. Johnson, Ph.D., Wayne State University

Level of Instruction: Intermediate

Stuttering continues to be an issue that affects a large portion of the population. In this short course, we will review the EVIDENCE regarding stuttering treatment and appropriate methods for assessment and treatment planning. The presenter's work in measuring the impact of stuttering on quality of life and quality of communication will be presented.

Learner Outcomes: (1) Assess stuttering in children, teens and adults.

(2) Produce an effective treatment plan for people who stutter.

(3) Measure the effect of stuttering on communication quality and life participation.

MINI-SEMINARS

Mini-Seminar 1

2:00 pm - 3:00 pm, Myers Park

Expressive Elaboration in the Narratives of African-American Children: Gender and Reading Influences

Eva Jackson Hester, Ph.D., Towson University and Davetrina Gadson, B.S., Towson University

Level of Instruction: Introductory

Expressive elaboration in narratives involves features which provide meaning and intensity to a story. These features include intensifiers such as references to emotions, character names, character roles and dialogue. Expressive elaboration features are emphasized in assessment of reading comprehension. The purpose of this study was to determine the influence of reading level and gender in the use of expressive elaboration in the narratives of children with typical reading and reading

disabilities. The study also examined correlations between expressive elaboration and reading comprehension test scores.

Learner Outcomes: (1) Define expressive elaboration.

(2) Identify common expressive elaboration features used in narratives of AA children.

(3) Identify correlations between expressive elaboration features and reading comprehension.

(4) Describe strategies for using expressive elaboration in reading instruction.

Mini-Seminar 2

3:00 pm - 4:00 pm, Myers Park

Documenting Dialect Diversity: Tools for Research and Practice

Brandi L. Newkirk, M.A., Louisiana State University, Lekeitha R. Hartfield, M.S., Louisiana State University and Janna B. Oetting, Ph.D., Louisiana State University

Level of Instruction: Introductory

In this session, we will describe what is known about dialect variation within and across groups of AAE speakers and introduce two assessment tools (a listener judgment probe and a nonmainstream pattern inventory) that were created to document the dialect diversity that exists among children and adults who participated in the research. The audience will be asked to apply the two tools to the digitized excerpts that have been taken from language samples. The data sets supporting this work come from children and adults who live in rural and urban areas in Louisiana.

Learner Outcomes: (1) List four ways AAE has been shown to vary within groups of speakers.

(2) List four ways AAE has been shown to vary across groups of speakers.

(3) Describe two tools that can be used to document dialect diversity among individuals.

Mini-Seminar 3

4:00 pm - 5:00 pm, Myers Park

Introduction to the PPVT-4 and EVT-2

Susan Brown Wallace, Ph.D., Pearson Assessments

Level of Instruction: Introductory

This presentation will focus on the administration and scoring of the PPVT-4 and the EVT-2. Changes in the measures will be discussed. Reliability and validity of the instruments will also be discussed. Appropriateness for different populations will be addressed.

Learner Outcomes: (1) The participant will be able to administer the PPVT-4 and EVT-2.

(2) The participant will be able to identify changes in the PPVT-4 compared to the PPVT-3.

(3) The participant will be able to identify changes in the EVT-2 from the previous edition.

(4) The participant will be able to score the PPVT-4 and EVT-2.

POSTER SESSIONS

Lobby in Front of the Exhibit Hall

2:00 pm - 3:00 pm

• *Analysis of Community Reintegration Approaches for Individuals with Brain Injuries*

Angela Denise Brown, M.Ed., North Carolina Central University and Jonise Michelle Cromartie, B.S., North Carolina Central University

Level of Instruction: Intermediate

This non-empirical presentation will seek to pursue explanation of what types of evidence-based practices are currently used to support brain injury survivors with sustaining their pre-injury status and/or acquiring new skills to successfully reintegrate into the community. The speech-language pathologist is an integral part of this process by providing clinical

Convention Program Schedule 2007

knowledge to assist brain injury survivors with regaining their livelihood as independent contributors in society. In an attempt to achieve this goal, tentative measures to adapt existing modules will be explored.

Learner Outcomes: (1) At the culmination of this session, participants will be able to define community reintegration as it applies to brain injury survivors.

(2) Apply evidence-based practice guidelines for existing and adapted modules of community reintegration.

(3) Maximize functional outcomes for brain injury survivors through service delivery.

(4) Assess the significance of utilizing an interdisciplinary team approach for overall successful community reintegration.

• *Effects of Neurotoxicants on the Development of Children*

Melanie Braun, B.S., Saint Louis University, Pat D. Miller, M.S., Saint Louis University, Christine Nash, B.S., Saint Louis University and Angela Adley, B.S., Saint Louis University

Level of Instruction: Intermediate

Research shows that exposure to neurotoxicants can lead to devastating cognitive effects, particularly in young children. Those exposed may develop learning and developmental disabilities which include speech, language and hearing disorders. As speech-language pathologists begin to encounter more children with exposure to neurotoxicants on their caseloads, the need to be familiar with the impact of toxic exposure is imperative. This poster presentation will explore the characteristics of neurotoxicants and how children are exposed to them. The effects of these toxins on development will be explained as well as educational prevention guidelines.

Learner Outcomes: (1) Distinguish the characteristics of neurotoxins and how some children are exposed to them.

(2) Identify the effects of neurotoxins on development and levels of impairment.

(3) Share educational prevention guidelines with other professionals and families.

• *Relationship Between At-Risk African-American and Hispanic Preschoolers: Literacy Skills Examined*

Shatika Nicole Kelley, North Carolina Agricultural and Technical State University and Deana Lacy-McQuitty, M.S., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

This current study examined archival research investigating the relationship between low socio-economic status and literacy skills of at-risk African-American and Hispanic preschoolers. Trends regarding hearing status and unique parental involvement regarding book reading of African-American and Hispanic families will be discussed. Implications for future research will also be explored.

Learner Outcomes: (1) The learner will be able to identify general statistics regarding the incidence of poverty in the United States.

(2) The learner will be able to identify the effects of poverty on health and education of at-risk African-American and Hispanic preschoolers and school-aged children.

(3) The learner will be able to demonstrate basic knowledge of the development of early literacy skills for African-American and Hispanic preschoolers identified as at-risk for developmental delays.

• *Swallowing and Speech Management in Treacher Collins Syndrome*

Regina N. Thompson, North Carolina Agricultural and Technical State University and Deanna Lacy-McQuitty, M.S., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

The incidence of Treacher Collins Syndrome (TCS) is about one in 25,000 to 50,000 live births. Due to deficits such as microtia, atresia, malformations of the ossicles, mandibular hypoplasia; aspects of speech-language and swallowing functions are affected. There is a paucity of

research investigating the speech-language and swallowing deficits of this population. This current investigation examined recent swallowing and speech management of Treacher Collins Syndrome and implications for future research.

Learner Outcomes: (1) The participants will be able to identify the incidence of Treacher Collins Syndrome in the U.S. population.

(2) The participants will be able to identify swallowing management techniques in the Treacher Collins Syndrome population.

(3) The participants will be able to identify effective post-surgical follow-up and treatment of swallowing and speech.

• *A Comparison of Emergent Literacy Skills Among Lumbee Children*

Janet Cummings-Locklear, B.S., North Carolina Central University

Level of Instruction: Introductory

Emergent literacy skills are important for young children to develop and expand in order to help them become successful with language, reading and writing in school and throughout their life. Research has shown that many children do not acquire these emergent literacy skills before entering school. This creates a disadvantage for them when compared to peers that have acquired these skills (Kamahi and Catts, 2005). Native American children, in particular Lumbee children, are among those children at risk of academic failure due to not acquiring emergent literacy skills (Locklear, 2004; Washington, 2001; Zill, Nicholas, Collins, West and Hausken, 1995).

Learner Outcomes: (1) The participants will be able to identify and discuss good emergent literacy skills.

(2) The participants will be able to list four benefits for why the development of emergent literacy skills is important for children.

(3) The participants will be able to identify children at risk of not acquiring emergent literacy skills.

(4) The participants will be able to identify and list reasons Native American children, in particular Lumbee children, are at risk for not acquiring emergent literacy skills.

• *African-American Children's Response to Different Medium: Types and Tokens*

Dawn C. Ellis, Ph.D., Gallaudet University

Level of Instruction: Intermediate

This presentation takes a closer look into the types of tokens used by African-American children. Many factors can contribute to the diversity in narrative samples. Differences in the procedures for eliciting a narrative may play a role in the variation of samples. Medium can have an effect on the way children comprehend information. Studies revealed that SES is significantly correlated with the amount of speech that children heard within their families. The presentation will discuss the quantitative and qualitative differences in the types of tokens presented in the narrative samples by the children.

Learner Outcomes: (1) Participants will identify the need for standardization of language sample analysis procedures.

(2) Participants will list 2-3 ways narratives differ across SES and medium.

(3) Participants will increase ways to use medium in clinical practice.

POSTER SESSIONS

Lobby in Front of the Exhibit Hall

3:30 pm – 4:30 pm

• *Epidemiology of Risk in Children of Hurricane Katrina*

Hadiya Keoshia Coppedge, North Carolina Agricultural and Technical State University and A. Bernadette Mayfield-Clarke, Ph.D., North Carolina Agricultural and Technical State University

Level of Instruction: Intermediate

This study investigated the effects of Hurricane Katrina on children with implications for communication delays and disorders. Neurotoxins have a harmful impact on brain functions in children which may lead to developmental disabilities in speech, language and hearing. Archival

research dating from 2006 was utilized in this study. The results of this study concluded that children who are exposed to hazardous environmental toxins are at risk for communication delays and disorders because of the immaturity of their biological systems. Communication impairments exhibited included receptive/expressive language delays, dyslexia and language-learning disabilities. Longitudinal research is warranted to follow this population .

Learner Outcomes: (1) Understand Hurricane Katrina's effect on children's speech, language and hearing.
(2) Differentiate between environmental factors and their neurological effects on communication functions.
(3) Gain knowledge on the importance of the impact of maintaining a stable environment for effective speech, language and hearing.

• Cerebral Palsy: Speech and Language Implications in Early Intervention

T'Neille Chantelle Glenn, North Carolina Agricultural and Technical State University and Deana Lacy-McQuitty, M.S., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

The current study examined archival research of Cerebral Palsy and its speech and language implications within the early intervention population. The incidence and prevalence of Cerebral Palsy in the birth to three population in the United States will be discussed. The role of the speech-language pathologist regarding unique feeding and swallowing strategies, speech and language assessment and intervention techniques will also be addressed.

Learner Outcomes: (1) The participant will be able to differentiate between the different types of Cerebral Palsy.
(2) Identify the incidence and prevalence of children diagnosed with Cerebral Palsy within the United States.
(3) Identify unique feeding and swallowing strategies for children diagnosed with Cerebral Palsy.
(4) Identify speech and language assessment and intervention strategies for children diagnosed with Cerebral Palsy.

• Craniofacial Anomalies: Speech and Language Implications for Early Intervention Population

April Rankin, North Carolina Agricultural and Technical State University and Deana Lacy-McQuitty, M.S., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

The purpose of this study is to investigate craniofacial anomalies (i.e., Cleft Lip and Palate) and the effects on communication and swallowing deficits in the early intervention population. Archival research investigated common speech and language deficits associated with craniofacial anomalies. Further research for this population is warranted due to the ongoing assessment and intervention processes exhibited by this population.

Learner Outcomes: (1) Identify the incidence and prevalence of craniofacial anomalies in the early intervention population.
(2) Identify the communication differences affecting individuals with craniofacial anomalies in the early intervention population.
(3) Describe speech and language assessment and intervention strategies for this population.
(4) Describe safe swallowing management strategies for this population.

• Down Syndrome in Young Children: Investigating Communication and Feeding Deficits

Mardeen Pressley Shelton, B.S., North Carolina Agricultural and Technical State University and Deana Lacy-McQuitty, M.S., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

This poster presents an investigation of archival research regarding children within the established risk of Down Syndrome. The research examined risk factors associated with Down Syndrome as well as speech and language

intervention strategies with implications for feeding and swallowing. The incidence and prevalence of Down Syndrome in North Carolina was also explored. Effective management strategies for early intervention programming addressed family needs in addition to the child's therapeutic needs.

Learner Outcomes: (1) Identify characteristics and implications for communication development, feeding and swallowing performances.
(2) Identify the incidence and prevalence of young children with Down Syndrome in NC.
(3) Describe effective strategies of intervention with infants, toddlers and preschoolers.

• Infants Born to Teenage Mothers: Implications for Communication Disorders

Haywood Justin Morrison, North Carolina Agricultural and Technical State University and Deana Lacy-McQuitty, M.S., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

The purpose of this research was to investigate teen pregnancy rates in North Carolina and its Implications for communication disorders associated with infants born to them. The infants are those who are at risk for cognitive and motor impairments following birth through school. Implications for early intervention therapy will be discussed.

Learner Outcomes: (1) The learner will be able to identify teen pregnancy rates among various ages and ethnic groups in the United States and North Carolina.
(2) The learner will be able to identify complications associated with teenage pregnancy during pre and postnatal development.
(3) The learner will be able to identify speech and language implications associated with children born to teenage mothers.

• Speech and Language Implications of Wilson's Disease

Lyndsay Nicole Brown, North Carolina Agricultural and Technical State University and Deana Lacy-McQuitty, M.S., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

The purpose of this investigation was to examine the speech and language implications of Wilson's Disease in the early intervention population. Archival research identified communication disorders such as dysarthria, tongue dystonia and dysphagia. A mixed ataxia-hypokinetic-spastic dysarthria was found to be the primary speech deficit associated with Wilson's Disease. Because Wilson's Disease is rare, research suggests that this condition is commonly misdiagnosed. Speech and language intervention strategies will be explored.

Learner Outcomes: (1) Define Wilson's Disease.
(2) Identify speech and language characteristics of Wilson's Disease.
(3) Identify speech and language intervention strategies for the pediatric population diagnosed with Wilson's Disease.

• The Speech and Language Characteristics of Children of Deaf Adults

Ashley R. Akrie, North Carolina Agricultural and Technical State University and Deana Lacy McQuitty, M.S., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

This study investigates the speech and language characteristics of hearing children from deaf adults. It was found that of the approximately 28.6 million deaf adults in America, 90% of them will have hearing children (Harvey and Clark, 2005). Archival research was conducted to investigate trends related to this population. It was found that many of these children acquire American Sign Language as a first language and English as a second language. Implications for future research will also be discussed.

Learner Outcomes: (1) Demonstrate knowledge regarding the incidence of this population in the United States.
(2) Demonstrate knowledge of trends within the deaf culture.
(3) Demonstrate knowledge regarding the speech and language development of this population.

Friday, April 20

SHORT COURSES

Short Course 3

8:00 am - 11:00 am, Salon F

Strategies for Bidialectal and Bilingual Students in Linguistically Diverse Schools

Noma Anderson, Ph.D., ASHA President

Level of Instruction: Introductory

This short course presents an in-depth discussion of assessment, intervention and education considerations for speech-language pathologists employed in schools with students who are bidialectal and second language learners. Assessment approaches that are appropriate for bilingual students and bidialectal students will be discussed. There will be the presentation of standard and alternative test analysis procedures as a way to achieve nonbiased assessment. Challenges and strategies for distinguishing communication differences from communication disorders will be discussed. Intervention and educational approaches such as teaming, active learning, collaborative learning and contrastive analysis will be presented. Emphasis will be placed on factors that facilitate closing the academic gaps that are too often presented by students who are culturally and linguistically diverse.

Learner Outcomes: (1) Obtain information on cultural and linguistic differences that affect the identification, assessment, treatment and management of communication disorders and communication differences among students.

(2) Obtain information on the ethical responsibilities of speech-language pathologists concerning the provision of culturally and linguistically appropriate services.

(3) Obtain information on how to examine students' speech communities or communication environments in terms of discourse norms and the language socialization patterns that affect language use in the students' speech communities.

(4) Obtain information on typical language development in simultaneous and sequential second language acquisition.

Short Course 4

8:00 am - 11:00 am, Elizabeth

The Clinical Education Process: Meeting the Challenge(s) of Formative Assessment

Elizabeth McCrea, Ph.D., CCC-SLP, Indiana University

Level of Learning: Intermediate

This short course will develop a model to support clinical education that is consistent with the process of formative assessment. Strategies and tools for implementing the model will be discussed, highlighting the way feedback is constructed and shared. The development of clinical remediation plans for students who are experiencing difficulty in practicum will be presented.

Learner Outcomes: (1) Describe a model for clinical education/supervision that is consistent with the formative assessment process.

(2) Identify strategies and tools to implement the model.

(3) Understand student expectations with regard to clinical education/supervision.

(4) Identify a strategy for enhancing one's practice as a clinical educator/supervisor.

Short Course 5

2:00 pm - 5:00 pm, Salon E

Right Hemisphere Disorders: Diagnosis and Treatment (A Neglected Topic!)

Celia R. Hooper, Ph.D., The University of North Carolina

Level of Instruction: Intermediate

This seminar will address diagnosis and treatment of the dominant right hemisphere functions (attention, perception, cognition) as they relate to language and communication in the neurologically (mostly post-stroke) impaired person. The special problems of neglect, depression, prosody and emotional content in communication will be highlighted. Materials, references and web pages for further therapeutic use will be suggested.

Learner Outcomes: (1) The attendee will understand the role of the right hemisphere as it relates to the left in language and communication.

(2) The attendee will learn about a variety of diagnostic tests and tools from SLP, linguistics, psychology and neurology for a greater understanding of the deficits of the RHD patient.

(3) The attendee will learn about a variety of therapeutic interventions, materials, websites and references for use with RHD patients.

MINI-SEMINARS

Mini-Seminar 4

9:00 am - 10:00 am, Myers Park

You Know Good and Well That I Don't Speak Spanish!

Cavin J. Fertil, M.S., Charlotte-Mecklenburg Schools

Level of Instruction: Introductory

Recently, speech-language pathologists have seen an increase in their caseloads with children whose primary languages are different from Standard American English or Black American English. With this growth emerges a rising concern that many of these children are being declared eligible for services based on differences in their languages. In addition, inappropriate services are being delivered to them. The need for speech-language pathologists, especially African-Americans in the profession, to become more informed and knowledgeable about different ways to adequately assess and serve this population will be discussed.

Learner Outcomes: (1) The participants will recognize the difference between a language disorder and a language difference.

(2) The participants will identify at least three practical ways to assess a child whose primary language is not English.

(3) The participants will identify at least two ways to provide services to culturally and linguistically diverse children on their caseloads.

Mini-Seminar 5

9:00 am - 10:00 am, Salon E

Survival of the Communicatively Fittest: Implications for Culturally-Linguistically Diverse Populations

Robert Mayo, Ph.D., University of North Carolina at Greensboro, Carolyn M. Mayo, Ph.D., North Carolina Central University, Roger L. Grimsley, M.Ed., Soliant Health Corporation, and Joi N. Bridges, B.A., University of North Carolina at Greensboro

Level of Instruction: Intermediate

The purposes of this presentation are to (1) examine the effect on the U.S. economy of the cost of caring for people with communication disorders; (2) examine the cost of lost or degraded employment opportunities for people with such disorders, with special reference to culturally-linguistically diverse populations; (3) discuss the growing trend in the gentrification of speech and language in the U.S.; and (4) sound a call to action for NBASLH and communication disorders specialists for prevention of communication disorders, increased advocacy of early intervention and optimum levels of service delivery, and taking an official stand against linguistic profiling.

Learner Outcomes: (1) List five ways in which a person's ability to communicate can affect his/her job status, economic advancement, and social life.

(2) Describe the effect on the U.S. economy of caring for persons with communication disorders. Recognize the growing trend in the gentrification of speech and language in the U.S.

(3) Create an action plan that focuses on increased advocacy of early intervention and optimum levels of service delivery, and taking an official stand against linguistic profiling.

Convention Program Schedule 2007

Mini-Seminar 6

10:00 am - 11:00 am, Dilworth

Recruiting and Retaining Men in Our Profession

Alex F. Johnson, Ph.D., Wayne State University

Level of Instruction: Intermediate

Currently the representation of men in the professions of audiology and speech-language pathology is lower than for other helping professions. Why is this? Can a profession that has low representation of one gender be a healthy profession? Are our professions inviting and encouraging to males? In this session, we will explore some of the underlying issues regarding male recruitment and retention and have the opportunity to discuss solutions.

Learner Outcomes: (1) Identify three issues that contribute to the under-representation of males in the professions.

(2) Identify four activities that academic programs and professional associations might use to increase male representation.

(3) Create an individual plan for actions to be taken to create awareness of the professions among males.

Mini-Seminar 7

10:15 am - 11:15 am, Salon E

Social Skills Intervention for Children Diagnosed with Autism Spectrum Disorders

Pamela Wiley Wells, Ph.D., Los Angeles Speech and Language Therapy Center, Inc., Priscilla Nellum Davis, Ph.D., University of Alabama and Betholyn Gentry, Ph.D., University of Arkansas for Medical Sciences and University of Arkansas

Level of Instruction: Intermediate

The purpose of this seminar is to define and discuss two social skills treatment programs designed for working with school age and adolescent children diagnosed with autism spectrum disorders (ASD). The "A-Team," a social skills language program offered by The Los Angeles Speech and Language Therapy Center, Inc., and the "Pragmatics Group" social skills language intervention program offered at the University of Arkansas at Little Rock will be presented as models of successful social skills intervention programs. Suggestions will be given for intervention planning and starting an intervention program.

Learner Outcomes: (1) Identify the history, diagnostic criteria, and prevalence rates of Autism Spectrum Disorder (ASD).

(2) Develop an intervention program for children 5-9 and 10-13 years of age diagnosed with ASD.

(3) Identify commercially available tests and therapy materials for children diagnosed with ASD.

Mini-Seminar 8

11:15 am - 12:15 pm, Salon F

Looking Back...Looking Ahead: A Model Program for Mentoring Minority Faculty of Color

Dolores E. Battle, Ph.D., Buffalo State College, Constance Dean Qualls, Ph.D., Buffalo State College, and Carol Patitu, Ph.D., Buffalo State College

Level of Instruction: Intermediate

After recruitment to positions in higher education, many beginning minority faculty in TWI institutions are left to navigate the road to promotion and tenure without sufficient knowledge of the underlying structure and processes of the academic environment. As a result many minority faculty are not successful in reaching tenure and/or promotion to higher academic ranks. While many programs are successful in recruitment, unsuccessful retention and advancement of minority faculty in higher education contributes to the shortage of doctoral personnel in the discipline. To increase retention and advancement of minority personnel, an intensive ongoing mentoring program for new and not-so-new faculty of color was instituted. The program will discuss current literature on factors that impeded the advancement of faculty of color, identify the issues and concerns of beginning faculty of color and describe the model

used to increase retention and promotion of faculty of color at Buffalo State College.

Learner Outcomes: (1) Identify the concerns and issues of beginning faculty of color in higher education in TWI institutions.

(2) Identify the factors and conditions that impede advancement of faculty of color in tenure and promotion decisions understand a model of faculty mentoring for teaching, scholarship and service used at Buffalo State College.

(3) Identify resources and supports necessary to ensure success of faculty of color at TWI institutions.

Mini-Seminar 9

11:15 pm - 12:15 pm, Dilworth

Increasing Print Awareness in Preschool Children with Language Impairment

Sherri Lovelace, Ph.D., Arkansas State University

Level of Instruction: Introductory

This study examined the extent to which using non-evocative, explicit referencing of print concepts during shared storybook reading in the context of language therapy facilitated print concept knowledge in children with language impairment. Five preschool children were provided scripted input on 20 print concepts during shared storybook reading during language intervention sessions conducted twice weekly. Using a multiple probe design, results indicated that children's knowledge of print concepts improved markedly when the procedure was incorporated into shared storybook reading and that they continued to learn and maintain knowledge of print concepts with repeated input.

Learner Outcomes: (1) Identify print concepts.

(2) Differentiate print conventions, book conventions and print forms.

(3) Use print referencing strategies during the context of language intervention.

Mini-Seminar 11

1:30 pm - 2:30 pm, Myers Park

ASHA Update

Noma Anderson, Ph.D., ASHA President

Level of Instruction: Introductory

An update of current events within the Association will be discussed. 2007 marks an exciting year regarding ASHA governance and the shared governance relationship between the ASHA Executive Board and the ASHA Legislative Council. ASHA's Strategic Plan and strategic initiatives for 2007 will be discussed as well as a comprehensive organizational framework initiative called "The Balanced Scorecard." BSC is a system for ASHA to ensure that member needs are met in ways that are focused, coordinated and well understood by all. ASHA's work in public relations, personnel shortages, reimbursement, evidence-based practice and recruitment will also be discussed. 2007 is also exciting because of the construction of and the move into ASHA's new headquarters.

Learner Outcomes: (1) Obtain information about ASHA governance, ASHA's strategic plan and strategic initiatives for 2007.

(2) Obtain information about ASHA's Balanced Scorecard and how it will impact ASHA members.

(3) Obtain information about ASHA membership and demographic data.

Mini-Seminar 12

2:00 pm - 3:00 pm, Dilworth

Contracting and Traveling: Is It For Me?

Bonita Adams, M.Ed., Contractor in Santa Fe and Roger Lamar Grimsley, M.Ed., Traveler Soliant Health

Level of Instruction: Introductory

Because of the rise in need for SLPs nationwide, small and large corporations that employ SLPs are numerous. Some entities offer packages that are superior and some that are dishonest. Large work demands are placed on clinicians after they have accepted the job. This

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presentation will educate and inform participants on strategies in deciding which company and line of work is suitable.

Learner Outcomes: (1) Participants will be able to differentiate between Contractor and Traveling Therapist.

(2) Participants will be able to distinguish between acceptable and unacceptable employers.

(3) Participant will be able to perform create a mini self-evaluation that will help them decide on what line of work suits them.

Mini-Seminar 13

2:00 pm - 3:00 pm, Salon F

Parents as Partners in the Clinical Process: Making it Work Everywhere!

Tommie L. Robinson, Jr., Ph.D., Children's Hospital Scottish Rite Center

Level of Instruction: Introductory

This course was designed to stimulate discussion among clinicians regarding the use of parents in making clinical decisions during the evaluation and treatment processes. Public laws indicate the vital role that parents play in the education and service delivery to children with special needs. This interactive presentation will address the role of parents in all aspects of the clinical process as well as address the barriers to successful programming. Model activities will be presented.

Learner Outcomes: (1) Maximize parent effectiveness in providing intake and case history information.

(2) Increase parental involvement as informants and participants in the clinical processes of evaluation and management.

(3) Provide counseling to parents of children with speech, language and/or hearing problems as needed.

(4) Educate parents relative to speech, language and hearing difficulties in children and adolescents.

Mini-Seminar 14

2:30 pm – 3:30 pm, Elizabeth

Improving Cognitive Oral Language Skills In Adults

Arnell Brady, M.A., Private Practice

Level of Instruction: Intermediate

Recent findings in neuroscience has made significant contributions to our knowledge and understanding of oral language. Some of those findings related to oral language habilitation and rehabilitation have revolutionized how we practice speech-language pathology. One of those findings termed "brain plasticity" has demonstrated that the human brain has a "lifelong capacity for physical and functional change; it is this capacity that enables experience to induce learning throughout life" (Merzenich). This author will present and discuss the improvement of cognitive oral language skills in healthy and oral language impaired adults through the use of brain plasticity-based computerized training programs.

Learner Outcomes: (1) The participant will be able to identify cognitive oral language skills.

(2) The participant will be able to describe brain plasticity.

(3) The participant will be able to list and discuss several brain plasticity-based computerized training programs for adults.

Mini-Seminar 15

3:45 pm - 4:45 pm, Elizabeth

Assessing and Tracking Student Clinical Competencies

Marilyn Dunham Wark, M.A., The University of Memphis

Level of Instruction: Intermediate

Academic programs have faced the challenge of developing a process of assessing a student's knowledge and skills and tracking the competencies in order to meet the requirements of the new ASHA Standards. At the University of Memphis, a tool was developed which provides a rubric that indicates the progression of clinical skills, identifies specific areas requiring attention, tracks competencies across the disorders, calculates a grade, and reduces the time required to write student evaluations. This

presentation will describe the framework behind the assessment tool and the features of the database that manages the information.

Learner Outcomes: (1) Identify areas of the assessment framework presented that could be applied to their program's evaluation procedures.

(2) Identify features of their current evaluation procedures that they are pleased with.

(3) Identify advantages of using a database to archive student competencies.

Mini-Seminar 16

3:30 pm - 4:30 pm, Salon F

Testing's Done, Now What?

Cecelia Harris Jeffries, Ph.D., Charlotte Mecklenburg Schools

Level of Instruction: Intermediate

Standardized testing is the basis for placement in language therapy, however goals derived from such testing often do not reflect the educational needs of the student. Test scores in conjunction with informal assessments yield language competence as well as performance. This information is needed to assure that language goals and objectives adequately address the needs of the student.

Learner Outcomes: (1) The participant will demonstrate knowledge and use of informal language assessments.

(2) The participant will analyze language samples to determine goals for language therapy.

(3) The participant will compose IEPs that address specific areas of language remediation that affect educational functioning.

TECHNICAL SESSIONS

Technical Session 1

10:30 am - 11:00 am, Myers Park

Language and New Literacies: Interdependence in Form and Function

Darryl Lewis Powe, M.S., University of Delaware

Level of Instruction: Introductory

The internet allows for swift communication and enables adolescents to communicate at speeds similar to regular conversation. In contrast to young children, adolescents are better able to manage extended dialogues while maintaining topic (Nippold, 1998). This re-structuring of language is one means by which adolescents transform their home languages and enhance, as a result, their identities. This presentation explores how language is effectively changed as a by-product both of popular socio-cultural forces (specifically, hip-hop influences) and the Internet. The presenter will examine how changes in dialect may be observed in CMC transmissions between students of similar and dissimilar linguistic communities.

Learner Outcomes: (1) Describe Computer-Mediated communication and its components.

(2) Discuss empirical examples of how "new literacies" are produced by adolescents.

(3) Analyze how computer-mediated literacy can be integrated into the practice of speech-language pathology.

Technical Session 2

11:15 am - 11:45 am, Myers Park

Examining Middle School Students Learning Language Arts Skills in Context

Erica L. Dinkins, Ph.D., Smith College, Jan A. Norris, Ph.D., Louisiana State University and Paul R. Hoffman, Ph.D., Louisiana State University

Level of Instruction: Introductory

This study examined whether an alternative approach that teaches skills of language arts within meaningful contexts (termed Embedded Language Lessons) held an advantage over the more traditional approach of using drills and worksheet practice (termed Explicit Language Lessons) for

improving performance in mastering language arts skills. Participants completed group testing for language, language arts and reading comprehension. Both groups performed similarly on language measures. The Embedded Language Group showed a significant improvement on metalanguage measures.

Learner Outcomes: (1) Participants will learn instructional strategies to help students from diverse linguistic backgrounds beyond Mainstream English to master the English Language Arts curriculum.

(2) Participants will learn how to implement collaborative teaching during Reading and Language Arts instruction.

(3) Participants will learn to teach the complexities of language during speech-language intervention within authentic contexts of reading and writing.

Technical Session 3

11:30 am - 12:00 pm, Salon E

Relative Clauses as a Potential Clinical Marker in AAE

Janna B. Oetting, Ph.D., Louisiana State University and Brandi Lynette Newkirk, M.A., Louisiana State University

Level of Instruction: Intermediate

Whereas the deep structure of object relative clauses and subject relative clauses are the same, their surface structure requirements differ. Schuele (2000 and 2001) suggests that specific requirements of subject relatives have diagnostic value in distinguishing between normal and impaired children. Our data reflect rural and urban varieties of AAE as spoken by four and six year olds who live in Louisiana. In this presentation, we will review Schuele's coding system and data from the lab to illustrate the potential clinical utility of subject relative clause production for child speakers of AAE.

Learner Outcomes: (1) Distinguish between subject and object relative clauses in children's language.

(2) Describe how subject relative clause production may differ between normally-developing and language-impaired children.

(3) Discuss the potential diagnostic value of subject relative clauses in AAE child-speakers.

Technical Session 4

3:30 pm - 4:00 pm, Myers Park

Is Verbal -s a Marker for SLI in Child AAE?

Frances Burns, Ph.D., Texas State University-San Marcos, Jessica R. Thompson, B.S., Texas State University-San Marcos and Laurie Craemer, B.S., Texas State University-San Marcos

Level of Instruction: Introductory

This preliminary study examined the function of verbal -s in child African-American English (AAE). A probe task designed to elicit third-person singular -s was used to assess the use of verbal -s by four African-American males ages 3;6 to 4;9 diagnosed with specific language impairment. Consistent with adult AAE, three participants interpreted verbal -s as a habituality marker as opposed to third-person singular -s. The fourth, more linguistically impaired participant, produced neither habituality forms nor third-person singular -s. These results indicate that lack of habituality interpretation is a marker for impairment in child AAE.

Learner Outcomes: (1) Identify the functions of verbal -s in African-American English.

(2) List three considerations for providing morphological intervention to young African-American English speakers.

(3) Identify two possible characteristics of specific language impairment in young African-American English speakers.

DOCTORAL STUDENT RESEARCH FORUMS

Doctoral Student Research Forum 1

4:15 pm - 4:45 pm, Myers Park

International Clinical Practicum Opportunities in Speech-Language Pathology

Katandria Love Johnson, M.S., University of North Texas

Level of Instruction: Introductory

In this presentation, several national and international clinical practicum and continuing education opportunities will be discussed to address requisitive competencies. Yet, many speech pathologists are not aware of the continuing education opportunities that can be pursued through communication with international professionals.

Learner Outcomes: (1) Describe the shortage of culturally and linguistically competent professionals in the field of speech-language pathology.

(2) Discuss continuing education opportunities for professionals seeking to increase the culturally and linguistic competencies.

(3) Discuss opportunities for undergraduate, graduate and CFY students wishing to increase such competencies via international clinical practicum opportunities.

POSTER SESSIONS

Lobby in Front of the Exhibit Hall

9:00 am - 10:00 am

A Comparison of African-Americans and Caucasians on Aphasia Testing

Lyndsay Nicole Brown, North Carolina Agricultural and Technical State University and A. Bernadette Mayfield-Clarke, Ph.D., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

Aphasia is a neurogenic language disorder that is typically caused by stroke or other brain injury. As a result of the brain injury, individuals who suffer from Aphasia have little to no speech or language. This study looks at the comparisons of the results between African-Americans and Caucasians on Aphasia. Various articles were obtained which stated that the assessments used were culturally biased. Although there were few claims of assessments being biased, results obtained from the studies show there were no differences in the testing outcomes. However, the trends found in the research indicated that there were differences in the assessment tools.

Learner Outcomes: (1) will be able to identify Aphasia assessment tools that are culturally biased.

(2) Identify the incidence of Aphasia in African-Americans and Caucasians.

(3) Recognize culturally biased and make appropriate modifications for testing.

Effects of ADHD on Communication Disorders in Children and Adults

Damany Jamal Langston, North Carolina Agricultural and Technical State University and A. Bernadette Mayfield-Clarke, Ph.D., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

The purpose of this research was to investigate attention deficit hyperactivity disorders and the communication skills that affect children and adults in the United States. Through archival research, pragmatic language skills, cognitive deficits, reading and learning disabilities were present in persons affected with ADHD. The California Verbal Language Test for Children (CVLT-C) showed ADHD affecting the learning, reading and pragmatic language abilities which were affected greater in females than in males. Results also show that children and adults with ADHD are subject to a number of disabilities and disorders such as the bipolar disorder which can also affect normal speech and language skills.

Learner Outcomes: (1) The learner will be able to identify communication disorders associated with ADHD.

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(2) The learner will learn the appropriate procedure when assessing and treating ADHD clients.

(3) The learner will be able to identify gender-related differences in speech and language due to ADHD.

• **Enhanced Book Reading for Hispanic Children**

Havilah Hill, B.A., North Carolina Central University and Janel White, B.S., North Carolina Central University

Level of Instruction: Introductory

Learner Outcomes: (1) Expand ones knowledge of interactive books to increase literacy.

(2) Demonstrate a way to increase vocabulary utilizing verbal output devices.

(3) Explain the importance of phonics and a way for children to participate in learning effectively.

• **Fragile X Syndrome in Early Intervention: Effects on Communication Skill**

Nicole Denise Spivey, North Carolina Agricultural and Technical State University and Deana Lacy McQuitty, M.S., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

This current research investigated trends regarding speech and language acquisition skills of Fragile X Syndrome. The researcher utilized archival data to examine trends regarding speech and language acquisition of Fragile X Syndrome in the early intervention population. The incidence and prevalence of communication disorders associated with Fragile X Syndrome was also explored. Implications for future research will be discussed.

Learner Outcomes: (1) The learner will be able to describe communication disorders associated with Fragile X Syndrome in the Early Intervention population.

(2) The learner will be able to identify and describe swallowing deficits associated with Fragile X Syndrome in the Early Intervention population.

(3) The learner will be able to identify the incidence and prevalence of Fragile X Syndrome in the birth to three population in the United States.

• **Speech-Language Pathology Students' Knowledge of and Attitudes Regarding Literacy**

Angela N McLeod, Ph.D., South Carolina State University

Level of Instruction: Intermediate

The speech-language pathologist has a critical role in fostering literacy development. It is uncertain that graduate programs in speech-language pathology provide specialized coursework or practicum experiences for students to gain competency with addressing the literacy needs of their clients. This study describes the results of a survey, given to speech-language pathology graduate students to examine their knowledge of and to obtain their opinions regarding literacy practices. Implications for education and training of speech-language pathology students are discussed.

Learner Outcomes: (1) Discuss the roles of speech-language pathologists regarding literacy assessment and intervention.

(2) Describe areas of need for additional literacy education and training, from the graduate student's perspective.

(3) Describe current literacy preparation practices among graduate programs in speech-language pathology.

• **Tay-Sachs Disease: Speech/Language Outcomes in the Early Intervention Population**

Jourdan Lee Saunders, North Carolina Agricultural and Technical State University and Deana Lacy-McQuitty, M.S., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

This research investigated Tay-Sachs Disease associated with speech, language and cognitive deficits. Archival research was used to gather information pertinent to the progressive degenerative disease. The results indicated that 45% of the effects were speech disturbances, 25% neuromuscular abnormalities, 20% movement disorders, 8% reflex changes, and 2% cerebellar dysfunctions. Speech and language strategies included implementation of augmentative and alternative communication devices. Implications for further research will also be discussed.

Learner Outcomes: (1) The learner will be able to identify three speech characteristics of Tay-Sachs Disease.

(2) The learner will be able to describe three intervention strategies as it relates to the early intervention population.

(3) The learner will be able to identify three new technology approaches that will help decrease the incidence of Tay-Sachs disease cases in the United States.

(4) The learner will be able to describe augmentative alternative communication techniques that can be utilized to facilitate functional communication in this population.

• **Using Interactive Case Studies to Make a Diagnosis**

Mardeen Pressley Shelton, B.A., North Carolina Agricultural and Technical State University, Ashley Tierra Alexander, B.A., North Carolina Agricultural and Technical State University and A. Bernadette Mayfield-Clarke, Ph.D., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

The purpose of this research is to present interactive case studies of public figures that assisted student speech-language pathologists to generate diagnosis and treatment for communication disorders. Case histories of public figures such as Terry Schiavo, Ariel Sharon, Jesse Jackson and Coretta Scott King were utilized. These interactive case studies proved to be effective teaching strategies for students in the Diagnostic Testing and Measurements in the speech-language pathology class. Significant improvements were noted in critical thinking, use of professional jargon, and clinical judgment.

Learner Outcomes: (1) Generate appropriate clinical analysis of communication disorders.

(2) Integrate academic knowledge with practical clinical application.

(3) Increased level of confidence when applying clinical decision-making skills.

POSTER SESSIONS

Lobby in Front of the Exhibit Hall

10:30 am - 11:30 am

• **AAC Intervention for Clients with Complex Etiologies**

Rachel Williams, Ph.D., Nova Southeastern University, Carole Zangari, Ph.D., Nova Southeastern University and Albertine Cohen, B.S., Nova Southeastern University

Level of Instruction: Intermediate

This proposal describes the case management of a young adult with complex etiologies including auditory disynchrony, spina bifida, CVA, challenging behaviors, and anarthria. AAC intervention over a nine-year period is documented highlighting unique aspects of the treatment program. These included full augmented input, adapting an AAC device for vibro-tactile feedback, and use of AAC in treating auditory disynchrony.

Learner Outcomes: (1) Describe the modification of SGD voice output features allow for vibrotactile feedback.

(2) Discuss issues related to the transition between multiple SGDs for long-term AAC users.

(3) Identify appropriate AAC objectives for individuals with complex etiologies.

• **Guidance Counselors' Attitudes Toward Careers for Adolescents With Speech Disorders**

Rachel M Williams, Ph.D., Nova Southeastern University, Wilhelmina Wright-Harp, Ph.D., Howard University and Ovetta Harris, Ph.D., Howard University

Level of Instruction: Intermediate

This research study examined the relationship between middle and high school guidance counselors' attitudes toward and knowledge of speech communication disorders, and their career recommendations for adolescents with disorders of stuttering, articulation and/or voice. Data were gathered from participants by the completion of the Guidance Counselors Advice Scale Toward Speech Disorders (GCASTSD) survey. The questions on the survey were designed to elicit responses from the participants' regarding their attitudes toward and/or knowledge about stuttering, articulation and/or voice disorders. The survey also examined participants' attitudes toward the appropriateness of a specific career choice for adolescents with speech impairments. The survey examined the impact of perceived verbal skills associated with each of the careers and the selection of occupations for adolescents with speech disorders. Both quantitative and qualitative measures were utilized for the data analysis. Results indicated that the GCASTSD survey did not reveal significant differences in the attitudes of middle and high school guidance counselors toward career choices for adolescents with speech impairments; the qualitative analysis yielded several important findings which will enable counselors to effectively counsel adolescents with speech impairments, especially those who stutter, in their career choice decisions.

Learner Outcomes: (1) Identify middle and high school guidance counselors' attitudes toward speech disorders.

(2) Identify middle and high school guidance counselors' knowledge of speech disorders.

(3) Increase the awareness of how middle and high school guidance counselors' negative perceptions toward speech disorders influence their choice of careers for adolescents who have speech impairments more specifically those who stutter.

(4) Increase public awareness of how speech impairments, especially stuttering, influences an individual's employment opportunities.

• **Multiple Classification Analysis of Communication Behaviors in Children with Low-Level Lead Poisoning**

Brittney Donielle Goodman, North Carolina Agricultural and Technical State University and A. Bernadette Mayfield-Clarke, Ph.D., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

The purpose of this study is to analyze a multiple classification system which consists of gender differences, communication behaviors in children and low-levels of lead poisoning. Studies have suggested that low-levels of lead poisoning affect communication behaviors. However, results indicate that gender equity roles and the low-level of lead poisoning impact the communication performances in receptive language skills more in females than males. Implications of this study suggest that low-levels of lead poisoning may have fluctuated in the females more than males when speech and language testing was applied.

Learner Outcomes: (1) Describe the harmful effects of low-level lead poisoning on school-aged children and deficits of speech and language behavior from the speech-language pathologist perspective.

(2) Obtain knowledge regarding clinical assessment and management of this population.

(3) Identify the long-term neurological, behavioral and learning deficits of children with low-level lead poisoning.

• **Speech and Language Treatment for Autistic Adults**

T'Neille Chantelle Glenn, North Carolina Agricultural and Technical State University and A. Bernadette Mayfield-Clarke, Ph.D., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

The current study examined archival research to address related speech and language services for autistic adults over the age of 21. The role of the speech-language pathologist regarding their unique language abilities will be explored. The incidence and prevalence of the diagnosis of autism in the United States will be discussed. Future research implications will address long term outcomes for the continuity of services.

Learner Outcomes: (1) Identify trends related to this population and how it affects speech and language.

(2) Identify the effects of the disorder and termination of speech and language services for autistic adults.

(3) Address the need for speech-language service delivery issues due to the projected increase in autism over the next four years.

• **Syntactically Salient Storybook Intervention Model (SS-SIM) and Syntax of AAC Users**

Wilhelmina Wright-Harp, Ph.D., Howard University, Ovetta L. Harris, Ph.D., Howard University, David Woods, Ph.D., Howard University, Jacquelyn Renee Moore, Ph.D., Howard University and Kay T. Payne, Ph.D., Howard University

Level of Instruction: Introductory

The aim of the study was to determine the effectiveness of the Syntactically Salient Storybook Intervention Model (SS-SIM) to advance the syntactical productions of four participants, 6;0 to 11;0 years, who used augmentative and alternative communication (AAC). SS-SIM used Syntactically Salient Storybooks (SS-Storybooks) designed by the investigator to emphasize targeted syntactic structures. This study used the multiple baselines with multiple probes, single-subject research design. Periodic language sample probes were collected to monitor changing patterns in syntactic production. The results revealed that SS-SIM was an effective intervention for the development of syntactic skills for individuals with similar profiles.

Learner Outcomes: (1) Identify the significance of working within the child's Zone of Proximal Development (ZPD).

(2) Differentiate components of SS-SIM when compared to didactic therapeutic intervention.

(3) Identify scaffolding strategies that can be used to support language development.

• **Journey to Professionalism: From Speech-Language Pathologist Assistant to SLP**

William Anthony Mabrey, B.S., Hampton University

Level of Instruction: Introductory

Chronicled experiences of a speech-language pathology assistant who delayed graduate school after three years of working with children with varied communication disorders returns to pursue a Masters of Arts degree with the Certificate of Clinical Competence in the area of Speech-Language Pathology. This presentation highlights multiple tasks assigned to SLPAs performed particularly by those working in a school setting. The importance of the role of the SLPA's position for African-Americans and others will be discussed regarding practical knowledge about the discipline of communication sciences and disorders as well as the profession of speech-language pathology.

Learner Outcomes: (1) Identify the benefits of functioning as a SLPA

(2) Differentiate job descriptions between SLPA and SLP.

(3) Exposure to related job opportunities.

• **Examination of Speaking Valves in Tracheotomy and Ventilator Dependency Patients**

Ashley Tierra Alexander, North Carolina Agricultural and Technical State University and A. Bernadette Mayfield-Clarke, Ph.D., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

This study investigated the most effective speaking valves utilized in tracheotomy and ventilator patients for enhancing speech production and safe swallowing. Archival research was examined to gather trends

Convention Program Schedule 2007

for this population which revealed a connection between the effects a speaking valve and physiological pathway of swallowing. Further results revealed that the Passy-Muir speaking valve is the most beneficial for tracheotomy and ventilator dependent patients. Implications for future research will also be discussed.

Learner Outcomes: (1) Identify the Passy-Muir Valve as the most beneficial for speech production and safety.

(2) Describe the role the speech-language pathologist takes regarding speech and swallowing.

POSTER SESSIONS

Lobby in Front of the Exhibit Hall

2:00 pm - 3:00 pm

• *Gender Considerations in the Delivery of Clinical Services: Case History*

Pascale Nelson, B.A., Howard University, Jacqueline Sharde' Brown, Howard University and Kay Payne, Ph.D., Howard University

Level of Instruction: Introductory

It's no secret that women love to communicate. However, the question is, do they do so more effectively than men? Are female clinicians better able to interact with their clients? Or is this a misconception? Are male clinicians actually more distant and unwelcoming with their clientele? Perhaps, there is no difference at all. This study aims to raise awareness about possible behavior differences among male and female clinicians and their effectiveness. It also aims to better understand why these particular behaviors are effective or non-effective in treatment.

Learner Outcomes: (1) Identify differences between male and female clinicians and their behavior toward their clients.

(2) Identify why certain behaviors are effective or noneffective.

(3) List three positive behaviors exhibited by both male and female clinicians.

• *Gender Considerations in the Delivery of Clinical Services- Part II*

Kawaii Shantay Ball, B.S., Howard University, Joanna Krekel Losi, B.S., Howard University and Kay Payne, Ph.D., Howard University

Level of Instruction: Introductory

For years, researchers have raised questions concerning the effects that gender plays on the teaching styles of male and female teachers and clinicians. Conventional philosophies of gender behaviors become unconventional as they raise significant concerns on how these differences affect communication therapy outcomes in children within the clinical setting. This particular study tracks the differences in stimulus presentation as well as provides an analysis of the effects that varied types of reinforcement and regulation of student behavior from different gendered clinicians has on client outcomes and progress.

Learner Outcomes: (1) Identify the role of gender in the selection of stimuli and client motivation and outcomes.

(2) Distinguish between gender differences in the type of regulatory behaviors used in the clinical setting.

(3) Differentiate between gender reinforcement styles in language and material type and its positive or negative effects on client progress.

• *Gender Considerations In Service Delivery: Part III – Rapport*

Andi Toliver-Smith, B.S., Howard University and Kay Payne, Ph.D., Howard University

Level of Instruction: Introductory

Literature involving gender differences in communication suggests that there are many differences between males and females and their communication styles which may have a direct impact upon the efficacy of therapy. This study is a focus on non-verbal differences between male and female clinicians and the differences in communication styles across genders. The areas that will be studied include paralanguage, proxemics, haptics, facial expressions and eye gaze. The purpose of

this study is to determine if there are gender differences in rapport during clinical interactions between the clinician and the client.

Learner Outcomes: (1) Recognize their own gender communication style and make adjustments accordingly.

(2) Recognize client communication styles and tailor therapy activities across genders.

(3) Become more effective in establishing and maintaining rapport with clients of either gender.

• *Gender Considerations in the Delivery of Clinical Services- Part IV: Language Sampling*

Merlie Tameika Anderson, M.A.T., Howard University, Ivonna Mozell Smith, B.S., Howard University and Kay Payne, Ph.D., Howard University

Level of Instruction: Introductory

Gender considerations are an integral component of eliciting language samples during assessment procedures. Male and female clinicians may implement therapy differently. These differences will aid in the advancement of client-clinician relationships. The research underlying this poster session examines male and female clinician differences in the elicitation of language samples.

Learner Outcomes: (1) Identify male and female clinicians' language differences when eliciting language samples from male and female clients.

(2) Gain knowledge on interaction style differences.

(3) Identify whether or not a client's gender influences the male/female clinician's behavior during the assessment process.

(4) Identify interaction style modifications useful in eliciting a language sample.

• *Literacy: First Language First*

Karen Elizabeth Langenbacher, B.S., North Carolina Central University and Janet Cummings-Locklear, B.S., North Carolina Central University

Level of Instruction: Introductory

Early literacy skills are best acquired in one's native language (Cummins, 1999). This poster presents the application of such research in ¡Hablemos!, NCCU's model toddler program for Spanish speaking children with language impairments, to support Spanish language and literacy acquisition, and to accelerate future acquisition of the English language and literacy.

Learner Outcomes: (1) Recognize that oral language development and literacy acquisition are closely related.

(2) Explain that a toddler with language impairment should develop his or her first language as a base for transfer to second language literacy acquisition.

(3) Promote and implement best practices in the area of literacy when treating non-native English speakers with language impairments using the evidence-based practices of ¡Hablemos! as a model.

• *Studying Abroad as A Speech-Language Pathology Student*

T'Neille Chantelle Glenn, North Carolina Agricultural and Technical State University and A. Bernadette Mayfield-Clarke, Ph.D., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

The current investigation will provide information on the differences and the additional requirements that are required to attend a university abroad in Australia with a focus on Macquarie University. This poster will provide students with information about funding opportunities, culture shock and the transition returning to your home institution.

Learner Outcomes: (1) Identify the funding opportunities available to students that plan to study abroad.

(2) Address issues related to culture shock when arriving in another country.

(3) List strategies for adjusting to life when students return to their home institution.

SATURDAY, APRIL 21

SHORT COURSES

Short Course 6

2:00 pm - 5:00 pm, Eastover

Discourse Competence: The Integration of Speaking, Reading and Writing Development

Darryl Lewis Powe, M.S., University of Delaware

Level of Instruction: Intermediate

Discourse Competence or "knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole" (NCLRC, 2004) involves the successful integration of speaking, reading and writing. For young children, it is driven by home and school-based, socio-cultural forces and situative influences. Currently, speech-language pathologists find themselves increasingly providing services to students with reading and writing difficulties. This short course will integrate the participant's knowledge of speech and language development with the theoretical constructs of reading and writing development.

Learner Outcomes: (1) Discuss the theoretical frameworks for reading and writing development.

(2) Discuss the components and developmental aspects of Discourse Competence.

(3) Relate relevant socio-cultural theory to the research and practice of speech-language.

Short Course 7

2:00 pm - 5:00 pm, Salon F

Communication Supports for Students with Severe Disabilities: Context and Collaboration

Paul W. Cascella, Ph.D., Southern Connecticut State University and Kyle J. Greene-Pendelton, B.A., Southern Connecticut State University

Level of Instruction: Intermediate

Students with severe disabilities (e.g., autism spectrum disorder, intellectual disability) are routinely part of the caseload for the speech-language pathologist (SLP) working in a school setting. SLPs are challenged to develop functional communication assessment and intervention services embedded into academic and life skills curricula. This short course will focus on contemporary and practical strategies centered on the student, instructional context, and service delivery system.

Learner Outcomes: (1) Outline, create and list examples of communication intervention for students with severe disabilities, including the individual and the learning context.

(2) Outline, create and list examples of communication assessment focused on the individual, environment and service delivery system.

(3) Discuss and identify functional communication skills relevant to school learning. Describe the communication abilities of students with severe disabilities.

MINI-SEMINARS

Mini-Seminar 17

8:15 am - 9:15 am, Eastover

Cross-Dialectal Perceptual Experiences of Anglo-European American Speech-Language Pathologists

Gregory C. Robinson, Ph.D., University of Arkansas at Little Rock/ University of Arkansas for Medical Sciences and Ida J. Stockman, Ph.D., Michigan State University

Level of Instruction: Intermediate

Merging sociolinguistic and speech perception research, this study is one of the first to examine how speech-language pathologists with little communicative experience with African-American English (AAE)

judged recordings of sentences containing varying amounts and types of AAE phonological patterns. Its findings have broad implications for the profession and help to enlighten cross-dialectal perception as a significant factor in speech-language assessment.

Learner Outcomes: (1) Describe how the variable use of non-mainstream dialect features is perceived by the general population.

(2) Identify the primary variables of the study.

(3) Discuss the findings of the study and their implications for speech-language pathology practice and theories of speech perception.

(4) Describe a model of cross-dialectal perception involving the dimensions of perceived comprehensibility and dialect detectability.

Mini Seminar 18

8:30 am - 9:30 am, Salon E

Using Evidence to Support Cultural Competence in Adult Neurogenics

Dolores E Battle, Ph.D., Buffalo State College, Joan Payne, Ph.D., Howard University and Nidhi Mahendra, Ph.D., California State University -East Bay

Level of Instruction: Intermediate

The seminar proposes a framework for doing culturally competent clinical practice based on the principles from the WHO ICF model, the ASHA Code of Ethics, and the ASHA model of evidence-based practice. Following a discussion of the models, multiple examples and case scenarios will use the models to illustrate critical issues for speech-language pathologists to consider when assessing, treating and counseling culturally and linguistically diverse adults with communication disorders. The examples and case scenarios will be structured to provide practical strategies for use with adult clients and their families.

Learner Outcomes: (1) Identify the use of evidence-based practice to inform clinical decisions. (2) Apply the WHO ICF model to assessment and treatment of adult communication disorders.

(2) Apply the WHO ICF model and research evidence to assess and treat communication.

(3) Use culturally relevant strategies to assess and treat communication function in adults with communication disorders.

Mini Seminar 19

9:45 am - 10:45 am, Salon E

Providing Clinical Practicum Experiences in Early Childhood Education Environments

Tamika Prendergast, M.S., The Florida State University and Alisha Shauntee Richmond, M.Ed., The Florida State University

Level of Instruction: Introductory

A majority of children between the ages of 0-3 are now spending their waking hours in non-parental care. However, clinical practicum experiences for many graduate students do not include placements in child care settings. This presentation will describe a practicum experience for graduate students aimed at increasing the language skills of children with and at risk for communication delays. This presentation will also address factors that contribute to a successful collaboration model between universities and child care centers.

Learner Outcomes: (1) The participants will be able to identify three key factors of supervising master's level students in early childhood educational environments.

(2) The participants will be able to identify factors that create an effective collaboration between communication disorder departments and early childhood education environments.

(3) The participants will be able to list three benefits of routines based intervention.

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Mini Seminar 20

11:00 am - 12:00 pm, Salon E

A Little Help With Interpreting Audiograms

Ronald C. Jones, Ph.D., Norfolk State University

Level of Instruction: Intermediate

This is a tutorial on how to read and interpret audiograms. It is designed for speech-language pathologists and others who provide communication consultations at IEP meetings and other pupil placement activities. Provided is a simple procedure for determining if a hearing loss is present, its level or degree, and the nature of the impairment. Also provided is a rubric for determining: 1) the kinds of difficulties children (and adults) can have with respect to the nature and degree of their hearing loss, and 2) recommendations for SLPs, teachers and others to use in resolving hearing problems in the schools and elsewhere.

Learner Outcomes: (1) Interpret a basic puretone audiogram.

(2) Determine an appropriate referral option.

(3) Discuss outcome options with caregivers

Mini Seminar 21

2:00 pm - 3:00 pm, Salon E

Hot Professional Issues for Students (and Others)

Alex Johnson, Ph.D., Wayne State University

Level of Instruction: Introductory

In this session, participants will hear from ASHA's Past President about key professional issues facing the profession. What should students consider when seeking their first professional position? What are the key ethical issues that are facing new practitioners in the workplace? How do new professionals find a helpful mentor? What resources are available to assist with clinical problems and challenges? How do we advocate effectively for our clients? These and other issues will be presented and participants will have opportunities for discussion.

Learner Outcomes: (1) Identify at least five professional issues that should be considered in developing their practice in SLP or Audiology.

(2) Perform at least three different tasks associated with advocating for persons with communication disorders.

(3) Analyze and discuss at least three clinical, ethical or advocacy issues.

Mini Seminar 22

3:00 pm - 4:00 pm, Salon E

Getting Into Graduate School: Your Future is in Your Hands

Robert Mayo, Ph.D., University of North Carolina at Greensboro, Carolyn M. Mayo, Ph.D., North Carolina Central and Ashley R. Akrie, North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

Speech-language pathology and audiology are consistently listed among those health professions with tremendous growth potential. However, both professions require post-baccalaureate training, with the master's and the AUD degree being recognized as entry-level credentials for the practice of speech-language pathology and audiology, respectively. Admission to graduate school is a highly competitive process. This presentation is designed to describe the admissions requirements of most graduate programs, help students perform a self-assessment to determine their prospects for admission to graduate school, and instruct them in the use of the '4 Gs' Model which will help them create a personalized academic success plan.

Learner Outcomes: (1) List the primary admissions requirements for graduate programs in communication sciences and disorders.

(2) Perform a SWOT (strengths, weaknesses, opportunities, and threats) self-analysis designed to determine their prospects for admission to graduate school or entry into an alternative.

(3) Use the '4 Gs' Model to create a personal academic development plan with a focus on excellence in the classroom, leadership and service, networking and preparing for success.

Mini Seminar 23

4:00 pm - 5:00 pm, Salon E

Doctoral Program Information Forum

Leila Evans, M.S., The Florida State University and Alisha Shauntee Richmond, M.Ed., The Florida State University

Level of Instruction: Introductory

This panel discussion is intended for anyone who is interested in pursuing a doctoral degree. Current students at various stages of the doctoral experience will address common concerns and issues of prospective Ph.D. students. A question-and-answer period will follow.

Learner Outcomes: (1) The participant will be able to identify key factors that promote a successful completion of a doctoral degree.

(2) The participant will be able to describe four factors that are helpful when applying to a doctoral program.

(3) The participant will be able to prepare questions for faculty and students that are helpful during a visit to a doctoral program.

TECHNICAL SESSIONS

Technical Session 5

10:00 am - 10:30 am, Eastover

Conversational Skills of Boys with Fragile-X Syndrome

Joanne Roberts, Ph.D., University of North Carolina at Chapel Hill, Jamila Perry Foreman, B.A., University of North Carolina at Chapel Hill and Gary Martin, M.A., University of North Carolina at Chapel Hill

Level of Instruction: Introductory

Topic maintenance, rate of initiation, and perseveration were analyzed for 22 boys with FXS with (FXS-ASD) and 24 without (FXS-O) autism spectrum disorder, in comparison to 24 boys with Down Syndrome, and 20 typically developing boys of similar nonverbal cognitive levels. Boys with FXS-ASD produced a higher percentage of turns that were noncontingent. Boys with FXS, with and without ASD, produced more perseverative turns, but did not differ significantly from the other groups in rate of initiation. These results will be discussed as well as implications for assessment and intervention.

Learner Outcomes: (1) Identify discourse deficits characteristic of boys with Fragile-X Syndromes.

(2) Identify discourse difficulties, attributed to high rate of comorbidity with autism, in boys with Fragile-X Syndrome.

(3) Describe and compare differences in discourse characteristics of boys with Fragile-X Syndrome, Down Syndrome, and typically developing boys.

(4) Implement suggestions for assessment and intervention of discourse difficulties in boys with Fragile-X Syndrome.

Technical Session 6

10:45 am - 11:15 am, Eastover

Phonological Working Memory of Boys with Fragile-X Syndrome, Down Syndrome

Joy L. Scott, M.A., UNC-CH Frank Porter Graham Child Development Institute, Helen Hwang, B.A., Cheryl Malkin, M.S., UNC-CH Frank Porter Graham Child Development Institute, and Joanne E. Roberts, Ph.D., UNC-CH Frank Porter Graham Child Development Institute

Level of Instruction: Introductory

This study compared the phonological working memory (PWM) of boys with Fragile-X Syndrome with Autism Spectrum Disorder (FXS-ASD) (n=28), boys with Fragile-X Syndrome only (FXS-O) (n=33), boys with Down Syndrome (DS) (n=36), and boys with typical development (TD) (n=35). PWM was indexed using a non-word repetition task and a consonants correct scoring system. Results revealed significant differences in PWM between the TD group and the other test groups and no significant differences in performance among the FXS-ASD, FXS-O and the DS groups. Findings suggest boys with FXS, regardless of autism status, have difficulties in temporarily maintaining phonological information.

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- Learner Outcomes:** (1) Describe the operation of the phonological working memory system.
(2) Identify the advantages of using a non-word repetition task when assessing phonological working memory and language impairment in children with development disabilities.
(3) Discuss how autism status in boys with Fragile-X Syndrome may or may not affect performance on a non-word repetition task.
(4) Examine the clinical implications of poor phonological working memory.

Technical Session 7

11:30 am - 12:00 pm, Eastover

The Use of the Macintosh Computer as an Assistive Technology Option

Steven G Jackson, B.S., North Carolina Central University

Level of Instruction: Introductory

This research focuses on the use of computer technology as a means of assistive technology. The iMac computer is well equipped with an array of accessibility features that cater to those with visual, hearing, tactile and motor disabilities. Through this presentation of technology, it will be the intent of the presenter to educate and familiarize clinicians with this accessibility option. The advantage that the Macintosh has over the PC is that these options are built in and are very user friendly. In addition, there are many third party hardware and software options that can expand the capability of these machines.

- Learner Outcomes:** (1) Identify with the capabilities of a Macintosh Computer.
(2) Operate simple accessibility commands.
(3) Participate in a video conference with a patient or clinician.

DOCTORAL STUDENT RESEARCH FORUMS

Doctoral Student Research Forum 2

10:00 am - 10:30 am, Salon F

Spoken Discourse Production and Cognitive Flexibility: The Influence of Discourse Type

Valarie B. Fleming, M.S., The University of Texas at Austin and Joyce L. Harris, Ph.D., The University of Texas at Austin

Level of Instruction: Intermediate

In brain damaged and nonclinical populations, different discourse genres have various cognitive and/or linguistic demands. The literature suggests that discourse tasks needed heavier cognitive loading to reveal changes in linguistic ability, especially when decrements in higher cognitive skills such as executive function or one of its components significantly contribute to spoken discourse production. The purpose of this study is to identify the quantitative and qualitative characteristics of younger and older adults' spoken discourse performance on two different discourse tasks and to determine the influence that cognitive flexibility may have on different genres of spoken discourse.

- Learner Outcomes:** (1) Summarize the complexities associated with exploring the relationships among aging, discourse production and executive function.
(2) Give examples of assessments used to measure cognitive flexibility.
(3) Describe the implications for current findings of a study of spoken discourse production.

Doctoral Student Research Forum 3

10:30 am - 11:00 am, Salon F

Physician-Patient Relationships and the Referral Process

Loretta L. Pecchioni, Ph.D., Louisiana State University, Janna B. Oetting, Ph.D., Louisiana State University and Lekeitha R. Hartfield, M.S., Louisiana State University

Level of Instruction: Introductory

The quality of physician-patient relationships alters health outcomes and affects patients' willingness to comply with medical advice or treatment (Murphy, Chang, Montgomery, Rogers, and Safran, 2001). This research

used a survey method to identify 1) the most common reasons physicians refer children with possible developmental delays and 2) the barriers families face when referrals are made. We also evaluated the discrepancy between the beliefs of parents and physicians about the referral process. Findings indicated that physicians are most likely to make referrals for suspected delays in communication, and barriers identified by physicians and families differ.

- Learner Outcomes:** (1) List and rank order the reasons physicians refer children with possible developmental delays.
(2) List barriers that parents and physicians are presented with when a referral is made by the physician.
(3) Identify the discrepancies between barriers identified by parents and those identified by physicians.

Doctoral Student Research Forum 4

11:00 am - 11:30 am, Salon F

A Mixed-Methods Approach to the Examination of School-Based Language Acquisition

Darryl Lewis Powe, M.S., University of Delaware

Level of Instruction: Intermediate

Various fields have examined separately the roles of dialect, language and schooling on students' learning. These elements figure prominently as students attain discourse competence. What is lesser known is the manner in which students acquire school discourse competence (SDC) and more specifically how students with varying levels of disability acquire it. By utilizing a mixed-methods approach (an integration of qualitative and quantitative methods), this presentation will investigate the acquisition of discourse competence. The researcher will discuss not only the structural components of school-influenced language development, but the situative aspects of this process.

- Learner Outcomes:** (1) Recount how mixed methods research approaches may be utilized effectively in Speech and Hearing research.
(2) Discuss the theoretical framework for reading and writing development.
(3) Discuss the components and developmental aspects of Discourse Competence

Doctoral Student Research Forum 5

11:30 am - 12:00 pm, Salon F

Computer-Based Auditory Training Programs and Children with Hearing Impairment

Linda M. Thibdeau, Ph.D, The University of Texas at Dallas Callier/Advanced Hearing Research Center and Jessica Renee Sullivan, M.S., The University of Texas at Dallas Callier/Advanced Hearing Research Center

Level of Instruction: Introductory

The use of computer-based auditory training (CBAT) for improving speech recognition in noise has not been evaluated in children with hearing loss. Therefore, it is the purpose of this preliminary investigation to focus on the uses of CBAT and children with hearing loss. The rationale of this investigation is that auditory training in a noisy environment may yield a lower signal-to-noise ratio (SNR) score than training in a quiet environment. Because speech perception in noise is difficult for children with hearing impairments, it is important to investigate auditory training methods to improve their speech perception in noise.

- Learner Outcomes:** (1) At the culmination of this session, participants will be able to recall three computer-based auditory training programs used with children with hearing loss.
(2) At the culmination of this session, participants will be able to identify four advantages of using computer-based auditory training programs.
(3) At the culmination of this session, participants will be able to list possible ways to improve auditory training.
(4) At the culmination of this session, participants will be able to define various approaches to auditory training.

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Doctoral Student Research Forum 6

12:00 pm - 12:30 pm, Salon F

Investigating Disparities in Age of Diagnosis of ASD

Twyla Yatai Perryman, M.A., University of North Carolina

Level of Instruction: Introductory

Early intervention can improve outcomes for children with ASD and decrease the mental health burdens for caregivers. Early intervention is dependent on early diagnosis. ASD can be reliably diagnosed as early as two years of age. Despite the potential for early diagnosis, striking disparities have been documented in the age of diagnosis of ASD among children from culturally diverse families. The aim of the proposed research is to identify culturally-based health disparities in age of diagnosis of children with ASD in North Carolina (NC) along with cultural factors, such as health beliefs, that predict age of diagnosis.

Learner Outcomes: (1) Identify various cultural factors that may be related to disparities in the age of diagnosis.

(2) Describe a historical model used to explain and predict health behaviors.

(3) Summarize how clinicians and medical professionals can play an important role in increasing early detection of ASD among culturally diverse populations.

MASTERS STUDENT RESEARCH FORUMS

Masters Student Research Forum 1

9:00 am - 9:30 am, Salon F

The Effectiveness of a Sensory Integration Approach on Pragmatic Language Disorders

Jonise Michelle Cromartie, B.A., North Carolina Central University

Level of Instruction: Introductory

There is a need for research to provide valid evidence of outcome measurements verifying its efficacy in the treatment of sensory integration disorders and associated communication impairments. This presentation will explore the efficacy of sensory integration therapy with preschoolers diagnosed with pragmatic language disorders. The research is a multiple baseline single subject design. The children from ages two-six years received speech-language therapy through a sensory integration approach by a certified licensed speech-language pathologist. This therapy was observed and analyzed to determine progress in pragmatic language skills.

Learner Outcomes: (1) Understand the application of sensory integration therapy.

(2) Understand sensory integration deficits as an underlying cause of pragmatic language disorders.

(3) Engage in dialogue about the advantages and limitations of sensory integration therapy.

Masters Student Research Forum 2

9:30 am - 10:00 am, Salon F

Are You Ready to Be a CCC...Culturally Competent Clinician?

Doanne LaRosa Ward, B.A., North Carolina Central University, Delia Annese Hutcherson, B.A., North Carolina Central University and Carolyn Mayo, Ph.D., North Carolina Central University

Level of Instruction: Introductory

This presentation will examine what experts say regarding culturally competent SLP therapy to multicultural populations. The populations discussed include: African-Americans, Native Americans, Hispanics/Latinos and Asians. Diagnostic and therapeutic aspects to be covered include: the attitude expressed by various groups toward communication disorders, the assessment process, treatment process and implications for practicing SLPs. Emphasis will be placed on the fact that specific racial or ethnic groups are not homogenous, but rather expressions of their cultures are heterogeneous.

Learner Outcomes: (1) Identify several cultural characteristics that may affect service delivery to CLD patients.

(2) Identify effective ways to assess and treat CLD patients that are congruous with their culture.

(3) Gain knowledge of the current research literature specific to various racial/ethnic cultures.

UNDERGRADUATE STUDENT RESEARCH FORUMS

Undergraduate Student Research Forum 1

8:00 am - 8:30 am, Salon F

The Iraq War's Signature Injury- TBI: Implications for SLPs

April L Rankin, B.A., North Carolina Agricultural and Technical State University and A. Bernadette Mayfield-Clarke, Ph.D., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

The purpose of this study is to investigate Traumatic Brain Injury (TBI) as a result of the war in Iraq and the effects on the neurological system that impacts speech and language. Archival research shows a trend in cognition, language and memory deficits as a result of TBI. According to the Defense and Veterans Brain Injury Center, improvised explosive devices, blasts and fragments account for 65% of combat injuries. The role of the SLP will be discussed to address assessment and treatment of these clients collaboratively with other medical professionals to provide a comprehensive plan for effective outcomes for this population.

Learner Outcomes: (1) The learner will be able to identify the impact of improvised explosive devices and the effects of blast injuries on cognitive-communication disorders associated with TBI.

(2) The learner will be able to identify proper assessment tools used to treat this population.

(3) The learner will be able to identify the incidence and prevalence of traumatic brain injury associated with cognitive-communication disorders in recent wars.

Undergraduate Student Research Forum 2

8:30 am - 9:00 am, Salon F

Speech Rate and Fluency Characteristics of Children with Epilepsy

Ashley Akrie, North Carolina Agricultural and Technical State University, Keena James, Hampton University and Nan Bernstein Ratner, Ed.D., University of Maryland, College Park

Level of Instruction: Introductory

Childhood epilepsy is a brain disorder causing recurring seizures. This study examined children with recent-onset and chronic simple partial epilepsy (SPE). SPE is characterized by short seizures during which the patient maintains consciousness (Svoboda, 2004). SPE has been known to affect language, learning and behavior (Svoboda, 2004). Its effect on language was the aim of this study. An analysis of collected narrative samples was completed to determine the speech rate and fluency characteristics. It was found that the chronic group was more variable than the recent-onset group who were very consistent.

Learner Outcomes: (1) Describe the speech rate and fluency characteristics of recent-onset and chronic SPE children.

(2) Consider such speech characteristics in the intervention process for this population.

(3) Demonstrate basic knowledge of SPE and its affects on speech rate and fluency.

POSTER SESSIONS

Lobby in Front of the Exhibit Hall

9:00 am - 10:00 am

• ALS Clients and SGDs: A Collaborative Approach to Evaluation

Mary Ann Lowe, Ph.D., Nova Southeastern University, Rachel Williams, Ph.D., Nova Southeastern University, Sirlon Janet Hector, M.S., Nova Southeastern University and Tonja Edmond, M.A., Nova Southeastern University

Convention Program Schedule 2007

Level of Instruction: Intermediate

This presentation will follow ALS clients from the time of their AAC evaluation, the funding process of ordering a SGD and the follow-up of training for the client and the family. Even though ALS is a degenerative disorder which sometimes results in a loss of speech, it does not need to mean a loss of communication. The importance of recommending AAC strategies and SGDs that will preserve the communication function is a necessity.

Learner Outcomes: (1) Identify the process of following ALS clients from the evaluation through follow-up training.

(2) Identify the pre-service model used to train graduate students to participate in the SGD.

(3) List different SGDs used by ALS clients.

• Children with Hearing Loss: The Impact on Speech and Language

Lisa Marie Benjamin, North Carolina Agricultural and Technical State University and Deanna Lacy McQuitty, M.S., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

The prevalence of newborns with hearing loss in the United States is estimated to be 1 to 6 per 1,000 newborns in the U.S. (ASHA, 2004). Through the implementation of newborn hearing screenings, children are now being identified at birth with hearing impairments. This study examined archival research which focused on children with hearing loss and the impact on their developing speech and language skills.

Learner Outcomes: (1) The learner will be able to identify various infant hearing screening programs in the United States.

(2) The learner will be able to identify the incidence and prevalence of children with hearing losses.

(3) The learner will be able to describe effective speech and language assessment and intervention techniques for this population.

• Enhancing Delivery of Speech, Language and Hearing Services to University Students

Harriette M. Gregg, Ed.D., South Carolina State University and Angela N. McLeod, Ph.D., South Carolina State University

Level of Instruction: Intermediate

The present data suggests that the occurrence of communication disorders on university campuses may be quite common. Few individuals within this population actually enroll in therapy services or other interventions. This project provides an overview of the screening process for students at South Carolina State University and offers suggestions for facilitating service delivery following the screening process.

Learner Outcomes: (1) Describe incidence and prevalence of communication disorders on college/university campuses.

(2) Describe the types of conditions and disorders affecting college/university students.

(3) Discuss strategies for making therapy services more accessible to students.

• The Neurotoxic Effects of Food Coloring in Communication Disorders

Jourdan Lee Saunders, North Carolina Agricultural and Technical State University and A. Bernadette Mayfield-Clarke, Ph.D., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

This research investigated exposure to food additives in association with cognition, academic and speech effects in children with Attention Deficit/Hyperactivity Disorder and dementia in adults. Therefore it examined the neurotoxic effects of two food additives: artificial food colorings and monosodium glutamate (MSG) to assess potential interactions in relation to speech and language development. Archival research was used to gather information pertaining to consumption levels of food additives in these children and adults. Results indicated that there was a high correlation between speech and language deficits in children and adults which was linked to food additives.

Learner Outcomes: (1) Identify foods associated with food coloring and the impact it has on this population.

(2) Identify the effects of food coloring and monosodium glutamate (MSG) on speech and language development.

(3) Identify the effects food coloring and monosodium glutamate (MSG) have on neurological communication disorders.

• Cross-Cultural Perspectives of Disability Views among CLD Populations with Communication Disorders

Katandria Love Johnson, M.S., University of North Texas

Level of Instruction: Introductory

An increasing number of people from various cultures live in the United States as the latest U.S. Census reports that one in every three Americans belongs to a racial/ethnic minority group (Tomoeda and Bayles, 2002). Speech-language pathology and audiology practices are becoming increasingly challenging from a cultural perspective. Data collected from interviews conducted in 12 countries will shed some light on these cultural issues which have a profound impact on the practice of speech-language pathology and audiology when working with Brazilian, French, Latino and Italian families in the U.S. This research was designed to examine social, economic and environmental influences of communication disorders among culturally and linguistically diverse (CLD) populations. Data revealed distinct similarities and differences regarding three variables.

Learner Outcomes: (1) Gain insight into clinical practice and treatment techniques utilized in other parts of the world.

(2) Highlight the effects of socioeconomic, sociocultural and environmental effects of the view of disability among culturally and linguistically diverse populations.

(3) Offer ways to increase cultural and linguistic enhancement of professional services to the community for better treatment practices in the U.S. and less developed countries.

• Attitudes and Use of Sign Language among CLD Populations

Katandria Love Johnson, M.S., University of North Texas

Level of Instruction: Introductory

The literature suggests that language attitudes defining group membership and cultural identity have been understudied. This research examined the language attitudes of three minority families of African-American and Latino descent regarding the use of sign language as a form of communication for their deaf and hearing children. They were interviewed utilizing a list of open-ended questions about sign usage patterns and the factors that affected it.

Learner Outcomes: (1) Identify language attitudes shared by families with deaf and hearing children.

(2) Discuss what factors affect an individual's ability to communicate effectively.

(3) How service professionals can inform and support families seeking services for their deaf or hearing child.

Convention At-A-Glance

Thursday, April 19

Thursday, April 19, 2007	LOBBY	DILWORTH	SALONE	SALON F	MYERS PARK
2:00 pm	POSTER SESSIONS 2:00 pm - 3:00 pm (See pages 6-7 for poster descriptions)	Short Course 1 Pediatric Brain Injury: How Can We Help Our Children (Qualls) 2:00 pm - 5:00 pm		Short Course 2 Stuttering Assessment and Treatment (Johnson) 2:00 pm - 5:00 pm	Mini-Seminar 1 Expressive Elaboration in the Narratives of African-American Children: Gender and Reading Influences (Hester, Gadson) 2:00 pm - 3:00 pm
3:00 pm					Mini-Seminar 2 Documenting Dialect Diversity: Tools for Research and Practice (Newkirk, Harfield, Oetting) 3:00 pm - 4:00 pm
4:00 pm	POSTER SESSIONS 3:30 pm - 4:30 pm (See pages 7-8 for poster descriptions)				Mini-Seminar 3 Introduction to the PPVT-4 and EVT-2 (Wallace) 4:00 pm - 5:00 pm
5:00 pm					
6:00 pm			Opening Session Keynote Speaker Leonard F. Springs, II 6:00 pm - 7:30 pm		
7:30 pm			Opening Reception 7:30 pm - 9:30 pm		
8:30 pm					
9:30 pm					

The Intensive Review for the PRAXIS Examination will be taking place during the Convention in Salon G/H:

Thursday, April 19
8:00 am - 5:00 pm

Friday, April 20
8:00 am - 5:00 pm

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

EXHIBIT HALL HOURS SALON A/B/C/D

Thursday
2:00 pm - 5:00 pm

Friday
8:00 am - 5:00 pm

Saturday
8:00 am - 2:00 pm

Convention At-A-Glance

Friday, April 20

Friday, April 20, 2007	LOBBY	DILWORTH	SALONE	SALON F	ELIZABETH	MYERS PARK
8:00 am						
9:00 am	POSTER SESSIONS 9:00 am – 10:00 am (See pages 12-13 for poster descriptions)		Mini-Seminar 5 Survival of the Communicatively Fittest: Implications for Culturally-Linguistically Diverse Populations (Mayo, Mayo, Grimsley, Bridges) 9:00 am - 10:00 am	Short Course 3 Strategies for Bidialectal and Bilingual Students in Linguistically Diverse Schools (Anderson) 8:00 am - 11:00 am	Short Course 4 The Clinical Education Process: Meeting the Challenges(s) of Formative Assessment (McCrea) 8:00 am - 11:00 am	Mini-Seminar 4 You Know Good and Well That I Don't Speak Spanish! (Fertl) 9:00 am - 10:00 am
10:00 am		Mini-Seminar 6 Recruiting and Retaining Men in Our Profession (Johnson) 10:00 am - 11:00 am	Mini-Seminar 7 Social Skills Intervention for Children Diagnosed with Autism Spectrum Disorders (Wells, Davis, Gentry) 10:15 am - 11:15 pm			Technical Session 1 Language and New Literacies: Interdependence in Form and Function (Powe) 10:30 am - 11:00 am
10:30 am	POSTER SESSIONS 10:30 am – 11:30 am (See pages 13-15 for poster descriptions)		Technical Session 3 Relative Clauses as a Potential Clinical Markers in AAE (Oetting, Newkirk) 11:30 am - 12:00 pm	Mini-Seminar 8 Looking Back... Looking ahead: A Model Program for Mentoring Minority Faculty of Color (Battle, Qualls, Paititu) 11:15 am - 12:15 pm		Technical Session 2 Examining Middle School Students Learning Language Arts Skills in Context (Dinkins, Norris, Hoffman) 11:15 am - 11:45 am
11:00 am		Mini-Seminar 9 Increasing Print Awareness in Preschool Children with Language Impairment (Lovelace) 11:15 am - 12:15 pm				
11:30 am						
12:00 pm						
1:00 pm						Mini-Seminar 11 ASHA Update (Anderson) 1:30 pm - 2:30 pm
2:00 pm	POSTER SESSIONS 2:00 pm – 3:00 pm (See page 15 for poster descriptions)	Mini-Seminar 12 Contracting and Traveling: Is It For Me (Adams, Grimsley) 2:00 pm - 3:00 pm	Short Course 5 Right Hemisphere Disorders: Diagnosis and Treatment (A Neglected Topic!) (Hooper) 2:00 pm - 5:00 pm	Mini-Seminar 13 Parents as Partners in the Clinical Process: Making It Work Everywhere! (Robinson) 2:00 pm - 3:00 pm		
3:00 pm					Mini-Seminar 14 Improving Cognitive Oral Language Skills in Adults (Brady) 2:30 pm - 3:30 pm	Technical Session 4 Is Verbal - a marker for SLI in Child AAE? (Burns, Thompson, Craemer) 3:30 pm - 4:00 pm
3:30 pm		Student Chat Forum (Ward, Love) 3:30 pm - 4:30 pm		Mini-Seminar 16 Testing's Done, Now What? (Jeffries) 3:30 pm - 4:30 pm	Mini-Seminar 15 Assessing and Tracking Student Clinical Competencies (Wark) 3:45 pm - 4:45 pm	Doctoral Student Research Forum 1 International Clinical Practicum Opportunities in Speech-Language Pathology (Johnson) 4:15 pm - 4:45 pm
4:00 pm						



Convention At-A-Glance

Saturday, April 21

	LOBBY	EASTOVER	SALON E	SALON F
Saturday, April 21, 2007				
8:00 am				Undergraduate Student Research Forum 1 The Iraq War's Signature Injury - TBI: Implications for SLPs (Rankin, Mayfield-Clarke) 8:00 am - 8:30 am
9:00 am	POSTER SESSIONS 9:00 am – 10:00 am (See pages 19-20 for poster descriptions)	Mini-Seminar 17 Cross-Dialectal Perceptual Experiences of Anglo-European American Speech-Language Pathologists (Robinson, Stockman) 8:15 am - 9:15 am	Mini-Seminar 18 Using Evidence to Support Cultural Competence in Adult Neurogenetics (Battile, Payne, Mahendra) 8:30 am - 9:30 am	Undergraduate Student Research Forum 2 Speech Rate and Fluency Characteristics of Children with Epilepsy (Akrle, James, Ratner) 8:30 am - 9:00 am Masters Student Research Forum 1 The Effectiveness of a Sensory Integration Approach on Pragmatic Language Disorders (Cromantie) 9:00 am - 9:30 am Masters Student Research Forum 2 Are You Ready to be a CCC...Culturally Competent Clinician (Ward, Hutcherson, Mayo) 9:30 am - 10:00 am
10:00 am		Technical Session 5 Conversational Skills of Boys with Fragile-X Syndrome (Roberts, Foreman, Martin) 10:00 am - 10:30 am	Mini-Seminar 19 Providing Clinical Practicum Experiences in Early Childhood Education Environments (Prendergast, Richmond) 9:45 am - 10:45 am	Doctoral Student Research Forum 2 Spoken Discourse Production and Cognitive Flexibility: The Influence of Discourse Type (Fleming, Harris) 10:00 am - 10:30 am Doctoral Student Research Forum 3 Physician-Patient Relationships and the Referral Process (Pecchioni, Oetting, Hartfield) 10:30 am - 11:00 am
11:00 am		Technical Session 6 Phonological Working Memory of Boys with Fragile-X Syndrome, Down Syndrome (Scott, Hwang, Malkin, Roberts) 10:45 am - 11:15 am Technical Session 7 The Use of the Macintosh Computer as an Assistive Technology Option (Jackson) 11:30 am - 12:00 pm	Mini-Seminar 20 A Little Help With Interpreting Audiograms (Jones) 11:00 am - 12:00 pm	Doctoral Student Research Forum 4 A Mixed-Methods Approach to the Examination of School-Based Language Acquisition (Powe) 11:00 am - 11:30 am Doctoral Student Research Forum 5 Computer-Based Auditory Training Programs and Children with Hearing Impairment (Thibodeau, Sullivan) 11:30 am - 12:00 pm
12:00 pm				Doctoral Student Research Forum 6 Investigating Disparities in Age of Diagnosis of ASD (Perryman) 12:00 pm - 12:30 pm
1:00 pm				
2:00 pm		Short Course 6 Discourse Competence: The Integration of Speaking, Reading and Writing Development (Powe) 2:00 pm - 5:00 pm	Mini-Seminar 21 Hot Professional Issues for Students (and Others) (Johnson) 2:00 pm - 3:00 pm	Short Course 7 Communication Supports for Students with Severe Disabilities: Context and Collaboration (Casella, Greene-Pendelton) 2:00 pm - 5:00 pm
3:00 pm			Mini-Seminar 22 Getting Into Graduate School: Your Future is in Your Hands (Mayo, Mayo, Akrle) 3:00 pm - 4:00 pm	
4:00 pm			Mini-Seminar 23 Doctoral Program Information Forum (Evans, Richmond) 4:00 pm - 5:00 pm	





AMERICAN
SPEECH-LANGUAGE-
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Got it?

Get it...Cultural Competence!

Search www.asha.org for these on-line resources to promote culturally and linguistically appropriate service delivery

- ❖ **Cultivate Your Cultural Competence**
- ❖ **Multi-Media Resource on Dynamic Assessment**
- ❖ **Phonemic Inventories Across Languages**
 - Information on the phonemic systems of Arabic, Cantonese, English, Korean, Mandarin, Spanish, Vietnamese
- ❖ **Self-Assessment for Cultural Competence**
 - Cultural Competence Checklists
 - Cultural Competence Awareness Assessment
 - How Does Your Caseload Compare?
- ❖ **The ABC's of Empowerment through Volunteering in ASHA**

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