

April 17-19, 2008



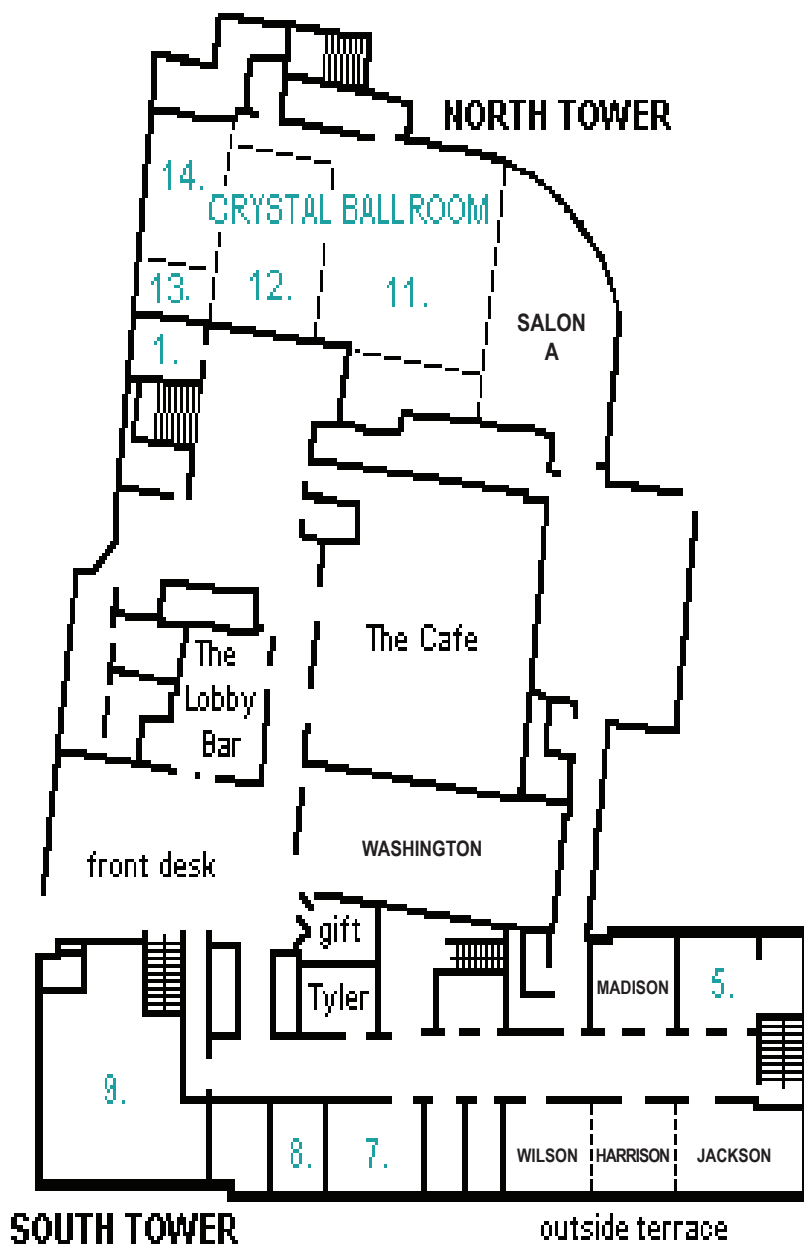
NATIONAL BLACK ASSOCIATION FOR SPEECH-LANGUAGE AND HEARING 30th ANNUAL CONVENTION

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

TH



Doubletree Hotel Crystal City, VA



Potomac View Room and Windows Over Washington are located on the 14th floor of the North Tower.

Lincoln Hall is located on the lower level of the North Tower.

NBASLH Executive Board
September 1, 2007 - August 31, 2008

Cathy Runnels - Chair
Editor *Resound*)))

accentonspeech@yahoo.com

Ron Jones - Past Chair

rjones@nsu.edu

Jonathan Love - Treasurer

mrlove02@hotmail.com

Yolanda Fields - Secretary

Yolanda.Fields@HCAHealthcare.com

Arnell Brady - Parliamentarian

aaarnell@aol.com

Iris Johnson-Arnold - Convention Chair

ijohnson@tnstate.edu

A.B. Mayfield-Clarke - Awards

bc62489@sbcbglobal.net

Michele Norman -

Director, PRAXIS Program

drmlnorman@hotmail.com

normanml@longwood.edu

Byron Ross - Awards

bross@uca.edu

Travis Threats - Editor *ECHO*

threatst@slu.edu

Doanne Ward - Student Representative

students@nbaslh.org

doanne_ward@yahoo.com

Diane Yenerall

NBASLH Business Manager

800 Perry Hwy, Suite 3

Pittsburgh, PA 15229

412-366-1177

412-366-8804 (Fax)

NBASLH@nbaslh.org

Letter from the Chair



The 2008 Convention theme, "30 Years of NBASLH: Acknowledge the Past, Impact the Future," ties into the Akan word from Ghana, Sankofa. You will recognize the symbol of the bird with its

head turned backwards taking an egg from its back. Sanko means to go back, Fa to take. The concept implies that in order to make progress, we must build from what is good from the past through the benevolent use of knowledge for the future.

Knowledge, vision and vigilance were the driving forces behind the "The Black Caucus of Five" who convened in Denver in 1977 and the resultant 67 founding members of NBASLH in 1978. The forces that drove them will be the ones that sustain and propel us into the future. NBASLH is firmly rooted now at age thirty. Having successfully negotiated growing pains with clear objectives and a committed membership, we are positioned for greater impact.

The Convention in the DC Metro-Plex at Crystal City, VA will offer the opportunity for participants to meet many of the Founding Members, as well as to attend numerous panels and seminars and to

have plain ole soulful fun. But equally important, the Convention will afford the opportunity for each one's voice to be heard through the membership and affiliate meetings and access to the Board and other members for that easy intimate 1:1 dialogue that is a hallmark of our Convention. We need your support, presence and voice to assure our Founders that we will indeed continue to build on their foundation.

Other tribes and cultures have adopted the concept of Sankofa. It's significant that the looking back is done by a group—it's the "we" looking back versus the "me." Join us in April so that the "we" can acknowledge our past and prepare for our future with our students, peers and the communities we serve.

One final point. Sadly, one of our Founders has recently made his transition. Donn Bailey, a dynamic visionary, passed away on December 22, 2007, in Chicago following an illness almost three years to the date of the passing of his wife June who was a presence at our Conventions. We honor Donn's memory at this Convention.

Cathy Runnels

Cathy Runnels, M.S., CCC-SLP
NBASLH, Chair

Welcome from the 2008 Convention Chair



On behalf of the association, I warmly welcome you to our 2008 Convention and encourage you to get ready to celebrate 30 Years of NBASLH! Hosting the Convention in the VA/DC area affords our members a chance to grow professionally, tour the new ASHA National Office, be politically active and explore cities rich in history and attractions. During the Convention, we hope that our burgeoning new members forge relationships with other young professionals and seek wisdom from the many seasoned members of NBASLH.

The fact that you are here, as attendees, at NBASLH's 30th Convention is what we herald as the true feat. This year promises to be our largest gathering to date with the likes of founding, visionary members such as Gene Wiggins and Dr. Njeri Nuru Holmes in attendance. These are two people responsible for drafting the original Association By-Laws in 1978. As NBASLH's inaugural Executive Director, Gene has a wealth of knowledge and history to share – so please get to know him.

We are also honored to have Orlando Taylor, Harry and Charlena Seymour, Catherine Gottfred, Sue Hale, Jeri Logemann and Freda Wilson as our featured moderators/speakers. Once we fold in the likes of Harold Powell, Ernie Moore, Ida Stockman, Dolores Battle, Kay Payne, Robert Mayo, Constance Qualls and Tommie Robinson and then further spice things up with young researchers such as Danielle Hayes, Jamie Fisher, Alayna Townsend, Andi Toliver-Smith and Kia Johnson—we have the recipe for a stimulating Convention. Our theme "30 Years of NBASLH: Acknowledge the Past, Impact the Future" has sufficiently been brought to life!

I tip my hat to our sponsors (ASHA, Progressus, The Psychological Corporation, Super Duper, Staffing Options and Solutions, and Pearson Assessments), NBASLH's Board of Directors, and Craven Management for your support and guidance. I applaud Michele Norman—Coordinator of the PRAXIS Review Session, all of our 2008 presenters and the session moderators. To my lively crew of students from Tennessee State University – you ladies are the best.

Conventioners, I encourage you to take advantage of all that NBASLH at '30' offers. We thank you for your continued support and will see you next year in Atlanta!

Iris Johnson-Arnold

Iris Johnson-Arnold, Ph.D., CCC-SLP
2008 Convention Chair

MAYOR'S LETTER TO BE DROPPED IN

An Overview of the Historical Development of the National Black Association for Speech-Language and Hearing: from Black Caucus to Association

(This overview is taken in part from an article of the same title authored by Donn F. Bailey and M. Eugene Wiggins, 2002, and is presented in memory of Donn F. Bailey.)

The Setting (1968)

The origin of the National Black Association for Speech-Language and Hearing (NBASLH), goes back to the annual convention of the American Speech-Language-Hearing Association (ASHA) in Denver, Colorado in 1968. During that convention, a small group of African American speech-language pathologists and audiologists confronted the officials of ASHA and raised questions about the lack of involvement of African Americans in the association. This small group of African American professionals were led by Dr. Orlando Taylor, Mr. Ronald Williams, Mr. Ernest Moore, Dr. Vernon Stroud, and Dr. Charles Hurst. The mission of these leaders was to make the concerns of African American members of the association known to ASHA officials so that African Americans could become a viable addition to ASHA's working machine. Those concerns centered around their contention that African Americans were invisible as far as ASHA was concerned. Additionally, the group addressed the issue of African American people with dialectal variations of English versus those with speech-language-hearing problems. Specifically, they declared that Black English was traditionally diagnosed as a disorder, not a difference, and suggested that ASHA's leadership rethink and redefine linguistic disorders with a deeper understanding of, and sensitivity to, the dialects spoken by African Americans. It was at this convention that the ASHA Black Caucus was born. Between 1968 and the founding of NBASLH in 1978, a variety of activities did not include a stated goal to form an association, but were implemented to maintain and enhance the spirit of unity that was inherent in the mission of the caucus.

Stage 1: The Conception, Birth and Midwifery (1978-1980)

During the ASHA convention in November, 1977 in Chicago, Dr. Njeri Nuru (aka Irma Jeter) sponsored through ASHA a minority education workshop. Njeri was Director of the Office of Urban and Ethnic Affairs. Njeri organized the workshop into seven groups with specific topics to address. Each group had a leader. Mr. M. Eugene Wiggins and Dr. Donn F. Bailey were appointed group leaders of a session on Community Services. The Community Services group emerged with sixteen recommendations. One of the recommendations proposed the need to consider the feasibility of building and sustaining a national association of Black speech-language pathology and audiology professionals.

On January 26, 1978, 12 Black professionals convened as an Ad Hoc Development Committee on the campus of Howard University. NBASLH was actualized that day. Dr. Orlando Taylor was the founding host, and M. Eugene Wiggins chaired the meeting in the absence of Donn Bailey who was scheduled to chair the meeting, but was restricted to the Chicago area because of a severe snow storm. Those 12 professionals included:

Ann Covington
Norma Edwards
Earnest Moore
Orlando Taylor
Elizabeth Young

Anita DeFrantz
Rosemary Jackson
Njeri Nuru
M. Eugene Wiggins

Following that meeting, Gene and Njeri wrote the association's By-Laws. NBASLH was incorporated in Washington, DC during the Spring, 1978 with Gene Wiggins, Njeri Nuru and Donn Bailey acting as signatories. Gene formed the acronym NBASLH, and pronounced it nbaz-la; and he later named the newsletter, ECHO, taken from the association's symbolic logo from Central Africa, which means "Reach out with the echo of Understanding for all to hear."

Stage II: Infancy and the Struggle for Growth Through the Development Years

An interim Board of Directors was appointed, and in April, 1978. The Board held its first meeting on the campus of the University of the District of Columbia. Njeri Nuru was appointed Chair of the Board of Directors. Later it was learned that as Director of ASHA's Office of Urban and Ethnic Affairs, ASHA's leadership would not permit Njeri to head up what was then believed to be a competing organization. Njeri stepped down and was replaced by Dr. Ronald Williams. Donn Bailey was designated the first Executive Director; Dr. Robert Martin Screen was appointed Deputy Executive Director; and Gene Wiggins was appointed administrative assistant and financial manager. The Interim Board of Directors included the following members:

Dr. Ann Covington
Dr. Aaron Favors
Dr. Harold Powell
Mr. William Simpkins
Dr. Ronald Williams

Dr. Norma Edwards
Dr. Njeri Nuru
Dr. M. Gerelene Ross
Dr. Dorythea Williams

NBASLH held its First Annual Convention at the Center for Inner City Studies (CICS) in Chicago, Illinois on May 5-6, 1979. Donn was Director of CICS. In March of the following year, 1980, under the leadership of Dr. Juanita Doty (aka Ms. Juanita Sims), Mississippi became NBASLH's first Affiliate. Later that year, NBASLH held its Second Annual Convention in Nashville, Tennessee, and by then, its leadership was well along the path of confronting the persistent challenges that the evolution and progression of a professional association present.

M. Eugene Wiggins
M. Eugene Wiggins



Special Events

THURSDAY, APRIL 17



Historical Overview of NBASLH Wilson/Harrison

4:15 pm - 5:45 pm

Gene Wiggins will kick off the Celebration of NBASLH's 30th Anniversary Convention with a historical overview of the foundation, development and growth of the National Black Association for Speech-Language and Hearing. Please see page 13 for additional information on this seminar.



Opening Session

6:30 pm - 8:30 pm

To commemorate the 30th Anniversary of NBASLH, we are going back to our heritage by encouraging all attendees to adorn themselves in Afrocentric attire and join in on a lively discussion led by Orlando Taylor, Dean of the Graduate School at Howard University and Cathy Runnels, NBASLH Chair and a panel of invited participants. Topics of discussion will include "Why Do We Still Need NBASLH" and "Is Bill Cosby Wrong: The Dumbing Down of Oral Language?"

Opening Reception

8:30 pm - 10:30 pm

Reconnect with friends and colleagues while enjoying refreshments, soothing music and bidding on desired items in the Silent Auction. This will be your time to show off your Afrocentric attire. Proceeds of the silent auction to benefit the NBASLH Scholarship Fund.

Salon A

Windows Over Washington (14th Floor)

FRIDAY, APRIL 18

NEW! Round Table Discussions (\$10)

11:30 am - 12:30 pm

Join your colleagues for lunch at a Round Table Discussion topic of interest to you. Table leaders answer questions and guide discussions on relevant topics. Attendees participating in the Round Table Discussions will earn .1 CEU. The Affiliates will meet during the Round Table Discussions at the assigned "Affiliate Table."

- *Transitioning into Graduate School and Beyond*, led by Dr. Constance Dean Qualls
- *Establishing a Clinical Research Program*, led by Dr. Sharon Moss
- *Hot Topics for School SLPs*, led by Ms. Wendy Pulliam
- *Getting in the Game: Careers in Medical Speech-Language Pathology*, led by Dr. Michele Norman
- *Strategies for Recruiting and Retaining African Americans in Speech-Language Pathology and Audiology*, led by Deana Lacy McQuitty
- *NBASLH Affiliates*, led by Ms. Cathy Runnels

NBASLH Annual Membership Meeting

5:30 pm - 6:30 pm

Jackson

NBASLH Annual Awards Dinner

7:30 pm - 9:30 pm

Washington Ballroom



Featured Speakers – Dr. Harry and Dr. Charlena Seymour

The 2008 Awards Dinner will be a creative black tie soirée where NBASLH will recognize and applaud excellence in student research, service to the profession and a communication hero. This year's keynote speakers for the evening will be the dynamic team of Harry & Charlena Seymour presenting a thought provoking, yet entertaining talk on "30 Years and Counting."

After Glow Dessert Reception

Sponsored by Progressus Therapy

9:30 pm

Everyone is invited to enjoy a sumptuous dessert reception following the Awards Dinner. This inaugural event will allow all to personally congratulate the recipients of the NBASLH Awards while satiating your appetite for all that is sweet.

Lincoln Hall (North Tower lower lobby)

SATURDAY, APRIL 19

Student-Mentor Luncheon (\$5 students; \$25 mentors) Windows Over Washington (14th Floor)

Sponsored by ASHA and NSSLHA

12:15 pm - 2:00 pm

The Student-Mentor Luncheon presents the opportunity for students and mentors to enjoy a program specifically designed for students. During the luncheon, the Student Research Award recipient will present a synopsis of her research.

ASHA Reception and Tour

5:00 pm - 7:30 pm

SUNDAY, APRIL 20

Sunday Farewell Brunch (\$32)

8:30 am - 10:00 am

Bid a fond farewell to old friends and new colleagues as you enjoy Sunday brunch.

Windows Over Washington (14th Floor)

NBASLH Convention Program At-A-Glance

WEDNESDAY, APRIL 16, 2008

4:00 pm - 8:00 pm Board Meeting

THURSDAY, APRIL 17, 2008

8:00 am - 12:00 pm Capitol Hill Visits

11:00 am - 6:00 pm Registration Open

1:00 pm - 4:15 pm Concurrent Educational Sessions

3:00 pm - 5:00 pm Exhibits/Vendors Open

4:15 pm - 5:45 pm Historical Overview of NBASLH

6:30 pm - 8:30 pm Opening Session

8:30 pm - 10:00 pm Opening Reception and Silent Auction

FRIDAY, APRIL 18, 2008

7:30 am - 5:00 pm Registration Open

8:00 am - 5:00 pm Exhibits/Vendors Open

8:00 am - 12:30 pm Concurrent Educational Sessions

11:30 am - 12:30 pm Round Table Discussions

11:30 am - 12:30 pm Affiliates Meeting

12:30 pm - 5:15 pm Concurrent Educational Sessions

3:30 pm - 5:00 pm Student Panel Discussion

5:30 pm - 6:30 pm NBASLH Annual Membership Meeting

7:30 pm - 9:30 pm NBASLH Annual Awards Dinner

9:30 pm After Glow Dessert Reception

SATURDAY, APRIL 19, 2008

7:30 am - 4:00 pm Registration Open

8:00 am - 12:30 pm Concurrent Educational Sessions

8:00 am - 2:00 pm Exhibits/Vendors Open

10:00 am - 10:30 am NSIG Membership Meeting

12:15 pm - 2:00 pm Student-Mentor Luncheon

1:15 pm - 3:30 pm Concurrent Educational Sessions

5:00 pm - 7:30 pm ASHA Reception and Tour

SUNDAY, APRIL 20, 2008

8:30 am - 10:00 am Sunday Farewell Brunch

10:00 am - 12:00 pm Board Meeting

Highlighted Speakers



Catherine Gottfred, Ph.D.

Dr. Catherine Gottfred is the 2008 ASHA President and founder of Leap Learning Systems in Chicago. She has spent the past 19 years overseeing the development and delivery of literacy training programs and curricula to educators working with underserved youth.

Dr. Gottfred will present Performance Excellence: An Organized & Systematic Approach to Achieving Business Success, Friday, April 18, from 2:00 pm - 5:00 pm, and ASHA Update, Saturday, April 19, from 2:00 pm - 5:00 pm.



Sue Hale, M.C.D.

Ms. Sue Hale is Director of Clinical Education and Assistant Professor in the Department of Hearing and Speech Sciences at Vanderbilt University. An ASHA fellow, she is the 2008 ASHA President-Elect with extensive previous service in the areas of clinical standards and professional ethics. She received her bachelor's and master's degrees from the University of Mississippi.

Ms. Hale will present Family Centered Counseling: Partnering for Positive Outcomes, Friday, April 18, from 9:15 am - 10:15 am.



Jeri Logemann, Ph.D.

Dr. Jeri Logemann is the Ralph and Jean Sundin Professor of Communication Sciences and Disorders at Northwestern University and Professor of Otolaryngology and Neurology at Feinberg School of Medicine of Northwestern University. She directs the Speech, Language, Voice and Swallowing Service at Northwestern Memorial Hospital. Dr.

Logemann's research interests include the management of voice disorders, normal swallowing physiology, the assessment and treatment of speech and swallowing dysfunction in treated head and neck cancer patients and neurologically impaired individuals, and in the development of randomized clinical trials. She is a Fellow of the American Speech-Language-Hearing Association (ASHA), the Illinois Speech-Language-Hearing Association, and the Chicago Medical Society. Dr. Logemann served as President of ASHA in 1994 and 2000.

Dr. Logemann will present Latest Management Strategies in Dysphagia, Saturday, April 19, from 10:30 am - 11:30 am.



Eugene Wiggins, M.S.

Mr. Eugene Wiggins is the current Director of the Speech and Hearing Clinic, University of the District of Columbia and is a former Executive Director of NBASLH. Mr. Wiggins is an ASHA fellow and has received Honors of the Association from NBASLH. He has received degrees from Hampton University and the University of Michigan.

Mr. Wiggins will present NBASLH: Reflections on the Origin and Development of a Worthy Call, Thursday, April 17, from 4:15 pm - 5:45 pm.



Freda Wilson, Ph.D.

Dr. W. Freda Wilson is a proud 1970 graduate of South Carolina State University -- a Historically Black Institution -- with a Bachelor's Degree in Speech-Language Pathology. She also holds Masters and Ph. D. Degrees in Speech-Language Pathology from the University of Illinois, Champaign-Urbana, Illinois. Dr. Wilson has over 30 years of experience

working in Speech-Language Pathology, Rehabilitation Medicine and Healthcare Services. Her career has taken her around the world to such countries as Saudi Arabia, Egypt, Jordan, Turkey, Sweden, the Czech Republic and Russia, to name a few. She is an advocate for distance education, diversity, and rural, remote and under-served populations.

Dr. Wilson will present Uncharted Waters in Communication Sciences: In Search of a Light House, Friday, April 18, from 1:45 pm - 2:45 pm.

Highlighted Presentation

Mini-Seminar 18

Saturday, April 19

8:00 AM - 10:00 AM

NSIG- Sponsored Hot Topic: Pros and Cons of VitalStim® Therapy, Yolanda Fields, M.S.; Jeri Logemann, Ph.D.; Christy Ludlow; David Hutchings, M.S.; and moderators Shulonda Gibson, M.A.; and Michele Norman, Ph.D.

Neuromuscular electrical stimulation (NMES) has been approved for use by speech-language pathologists who have been trained and certified to execute specific procedures for diagnosis and therapeutic intervention. Despite FDA approval, this therapy program remains at the forefront of controversy among clinicians and researchers. This session intends to present an overview of the therapeutic intervention and advantages and disadvantages of the use of NMES from the clinician's and researcher's perspective.



**Speech
Language
Pathologist
Positions
2008-2009**

Visit our web
site at
www.fcps.edu

**We Value
Diversity!**

**Fairfax County Public Schools
Fairfax, Virginia**

Building the Future ... CHILD by CHILD

Fairfax County Public Schools, located in Northern Virginia, has full-time, school-based speech pathology positions available. Curriculum-based intervention is used to provide integrated services to promote school success. Serve students of all age levels (2-22 years) with diverse disabilities in an inclusive educational environment.

Candidates must hold or be eligible for a master's degree in speech-language pathology or a current license in speech pathology issued by the Virginia Board of Examiners for Audiology and Speech Pathology. CF supervision is available. We offer continuing professional development opportunities and great benefits. Salary is based on the 194-day teacher pay scale commensurate with experience and education.

For additional information, please contact Barbara.Fee@fcps.edu.

**Apply online for
Speech Language Pathologist
at
www.fcps.edu/DHR/careerquest**

Awards

2008 STUDENT RESEARCH AWARD

Andi Toliver-Smith



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 recipient of this award submitted a research paper that addressed a topic of scientific

or scholarly merit that deals with issues relevant to communication sciences and disorders. Ms. Toliver-Smith will receive a \$1,000 award and a travel stipend to attend the NBASLH Convention.

This year's recipient is Andi Toliver-Smith is a graduate student at Howard University. She obtained her B.S. in Speech Pathology & Audiology at the University of Arkansas at Little Rock. Her interests include Corporate Speech Pathology, Services for the Deaf, Hard of Hearing, and Cochlear Implant clients, Bilingualism, Gender Related Issues, and English as a Second Language.

Ms. Toliver-Smith will present her research, "Reading With ASL: Is There a Role for Speech-Language Pathologists?" at this year's Convention during the Student Mentor-Luncheon, Saturday, April 19.

2008 SCHOLAR MENTOR AWARD

Michele L. Norman



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

This year's recipient is Dr. Michele L. Norman. Dr. Norman is an Assistant Professor in the Communication Sciences and Disorders Program at Longwood University in Farmville, VA. There she teaches courses in adult neurogenetics and healthcare-related topics. Dr. Norman has also established a private practice, serving clients in the greater Richmond-Petersburg area.

Dr. Norman's commitment to scholarship and leadership are evident in the presentations she has made over the years at numerous international, national, regional and local conferences. She is also a published author for several book chapters and peer-reviewed articles. She encourages her students to become involved in research. During her first semester at Longwood University, she recruited an African-American student to the undergraduate program. As a freshman, this student came to the program enthusiastic and volunteered to become an investigator on a research project with two other graduate students. Dr. Norman has received two Faculty Development and Research Awards, which allowed her to travel to the 2007 NBASLH Convention as a presenter, two students to attend the PRAXIS course, and an additional faculty person to recruit and market the CSD program. Most recently, she is supervising three student research projects involving seven students, three of which are African-American.

2008 WILLIAM SIMPKINS AWARD

Constance Qualls



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

This year's recipient is Dr. Constance Dean Qualls. Dr. Qualls 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.

Since becoming a member of NBASLH in 1992, she has been the Chair of the Committee and Research Committee for the Neurogenic Special Interest Group (NBASLH-NSIG) and the Adult Language/Neurological Disorders Section for the NBASLH Convention Honors Committee. In addition to these committees, she has been elected to the Executive Board of NBASLH for two terms, served as the Financial Officer for the Board of Directors and as the President and Vice President of NBASLH-NSIG. Her service to the profession extends far beyond NBASLH.

Dr. Qualls has also been a member of the American Speech-Language-Hearing Association for a number of years and has been as equally active. She has been the Chair and Member of the Multicultural Issues Board, member of Special Interest Divisions 2 (Neurophysiology) and 15 (Gerontology), member of the Planning Committee for the Conference on Research Integrity, and member of the Council for Clinical Certification in Audiology and Speech-Language Pathology. While a member of DIV 15, she also served as Chair of the Publications Committee and Associate Coordinator for the Steering Committee. Currently she is the Vice President for Science and Research for the American Speech-Language-Hearing Association.

One of the most positive things our Association can do is to recognize the accomplishments and dedication of our peers. NBASLH honors both members and non-members for their outstanding achievements and service to the fields of speech-language pathology, audiology and teachers of the hearing impaired. The presentation of an award or honor upon one of our colleagues is indeed an affirmation of the significant contributions they have made to our profession.

Information on NBASLH Awards can be found on the NBASLH website at www.nbaslh.org.

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.

EXHIBIT HALL HOURS
WASHINGTON BALLROOM
Thursday, 3:00 pm - 5:00 pm
Friday, 8:00 am - 5:00 pm
Saturday, 8:00 am - 2:00 pm

Exhibitors

Baltimore City Public

Malaika Jordon
200 E. North Avenue
Baltimore, MD 21202
410-396-8893
mojordan@bcps.k12.md.us

CSD Doctoral Program Consortium

Univ. of Central Arkansas
Susan Moss-Logan
201 Donaghey Avenue
Conway, AR 72035
501-450-3312
rlogan@uca.edu

Empi

Mark Nygard
599 Cardigan Road
St. Paul, MN
651-415-7226
mnygard@empi.com

Fairfax County Public Schools

Alice Ford
DHR, 8115 Gatehouse Road
#1172
Falls Church, VA
571-423-3168
alice.ford@feps.edu

Genesis Rehabilitation Services

Lauren Windsor
101 E. State Street
Kennett Square, PA 19348
610-925-4070
lauren.windsor@genesishcc.com

KayPentax

Paul Arcell
2 Bridgewater Lane
Lincoln Park, NJ 07035
800-289-5297

Kennedy Krieger Institute

Shannell Cockrell
2931 E. Biddle Street
Baltimore, MD 21213
443-923-5808
cockrell@kennedykrieger.org

Pearson Assessments

Susan B. Wallace
7342 Westmore Drive
Springfield, VA 22150
703-569-6380
susan.wallace@pearson.com

ProCare Therapy, Inc.

Jessica McDearman
1 Independent Drive
Jacksonville, FL 32202
940-360-2920
jessica.mcdearman@mpsgroup.com

Progressus Therapy

Molly Shams
2701 N. Rocky Pt. Ste. 650
Tampa, FL 33607
800-892-0640
careers@progressustherapy.com

Staffing Options & Solutions

Doug Powers
6249 S. East Street, Suite E
Indianapolis, IN 46227
317-791-2456

Super Duper® Publications

Amy Essing
P. O. Box 24997
Greenville, SC 29616
864-284-4519
aessing@superduperinc.com

Tennessee State University

Iris Johnson-Arnold
330 10th Avenue North
Nashville, TN 37203
615-498-4909
ijohnson@tnstate.edu

University of Maryland at College Park

Maria Dixon
0100 LeFrank Hall
College Park, MD 20742
301-405-8083
mdixon@hesp.umd.edu

Wichita State University

Johanna Hutmacher
1845 Fairmont AH 401
Wichita, KS 67260
316-978-3166
johanna.hutmacher@wichita.edu

UNATTENDED EXHIBIT DISPLAYS

- Great Ideas for Teaching, Inc.
- National Aphasia Association
- St. Louis University

Sponsors

Student Mentor Lunch

American Speech-Language-Hearing Association

National Student Speech Language Hearing Association

Student Research Award

The Psychological Corporation

Annual Dinner – After Glow Reception

Progressus Therapy

Convention Attendee Lanyard

Progressus Therapy

Convention Attendee Bag


Super Duper® Publications

Praxis Review Binder

*Pearson Assessments
Staffing Options & Solutions*

30 Years of NBASLH





**Every win for *your* kids today,
large or small, is a
victory for their future.**

Now let's talk about *your* future.

Find out why we're the true leading nationwide provider of education solutions in school-based therapy and early intervention services.

Students and New Graduates!

Explore the unprecedented opportunities we offer:

- Externship experience
- Career Vision™ scholarships
- Career Connections Grants™
- Career Launch™ mentoring for CFs
- Tuition Loan Repayment
- New Leaders™ program
- \$14,000 bonus opportunities

Find out more at

www.progressustherapy.com/yourfuture



Visit Us at NBASLH. Stop by our booth for a chat and pick up your **FREE Tools for Best Practice**



Ask about our **scholarships and Career Launch™ program**



Enter our drawing for a **trip to ASHA 08**

Sponsor of the "After Glow" reception

**Progressus®
Therapy**

Caring People — Improving Lives

**CALL CAREER SERVICES TODAY - (800) 892-0640 ext 203 • Careers@ProgressusTherapy.com
www.ProgressusTherapy.com**

Convention Program Schedule 2008

THURSDAY, APRIL 17

SHORT COURSES

Short Course 1

1:00 pm - 4:00 pm Van Buren

Psychologically Humane Interventions with Autistic Spectrum Individuals Surviving Abuse

Merlin Lawrence Taylor Jr, Ph.D., BCBA

Level of Instruction: Introductory

Tragically common to those human beings clinically identifiable upon the autistic spectrum is the experience of various types of abuse. Indifference (often excused as objectivity) is hardly what such individuals should encounter in the clinical setting. No single technique or data set can be valued above the mind of the client, or the interpersonal dynamics of clinician and client. Criteria for systematically determining which techniques and data are necessary will be proposed; central to these criteria is that the mind and subjective reality of the client need not remain in the abstract once techniques are employed and data are collected.

Learner Outcomes: (1) Participants will be able to define abuse from the perspective of the human being on the autistic spectrum.

(2) Participants will be able to identify three empirically-based perspectives that purport to objectify mind.

(3) Participants will be able to identify two clinician attributes and one clinical reality not comprehended via classroom study.

(4) Participants will be able to apply two principles of qualitative unit analysis to the selection of clinical methodologies.

MINI-SEMINARS

Mini-Seminar 1

1:00 pm - 2:00 pm Wilson/Harrison

Using Multicultural Literature to Develop Vocabulary in CLD Groups

Sherri Lovelace, Ph.D., Arkansas State University

Level of Instruction: Intermediate

Some experts have argued that children from CLD and low-income backgrounds are socialized to use words in such a way that they perform poorly on standardized tests because they lack meaningful or direct experiences with the vocabulary. To overcome the disadvantage that children from these groups have, it has been suggested that vocabulary instruction that systematically builds word and world knowledge should accompany instruction in decoding from kindergarten through second grade. Therefore, the purpose of this presentation is to provide clinicians with a systematic instructional technique to build word knowledge using multicultural texts as a means of activating prior knowledge.

Learner Outcomes: (1) Identify the stages of word knowledge.

(2) Select appropriate texts to facilitate vocabulary instruction.

(3) Select appropriate words for intervention that are of high utility for most learners.

Mini-Seminar 28

1:00 pm - 3:00 pm Jackson

Skilled Nursing Facility, Medicare, and the SLP

Blessing Bamiro, M.A., Foundation Medical Staffing and Glenda Conway, M.A., Foundation Medical Staffing

Level of Instruction: Intermediate

As a new graduate, or someone new to working in a skilled nursing facility (SNF,) employers expect speech language therapist (SLPs) to know the rules and regulations of medicare. Working in a SNF can be very intimidating due to little to no experience being taught in undergraduate and graduate schools on the business aspect of a SNF, medicare, and how to be a successful SLP in a SNF. This session will help SLPs become more familiar with medicare guidelines, identify functional goals for residents in a SNF, and how to give residents the most out of there sessions given a limited of time to work in.

Learner Outcomes: (1) Identify the different rug categories and CPT codes for medicare payment and the importance of all three disciplines.

(2) Identify strategies that will help the SLP become successful in concurrent treatment.

(3) Identify how to relate diagnosis codes to speech treatment codes, and how incomplete documentation can cause the SNF not to be reimbursed.

(4) Identify the five assessment periods, the importance of meeting the specified minutes for each assessment period, and how this has a significant impact on the SNF.

Mini-Seminar 29

2:15 pm - 3:15 pm Wilson/Harrison

Auditory Perception of the Battlefield: The Role of an Audiologist

Lieutenant Colonel Marjorie Grantham, Army Research Laboratory and Tomasz Letowski, Army Research Laboratory

Level of Instruction: Introductory/Intermediate

Modern battlefields present great challenges to auditory perception and speech communication. Soldiers are expected to have uninterrupted acute auditory awareness of their environment, be able to communicate with others using speech, be connected by radio networks 24/7 with command centers and other units, and have their hearing well protected against increasing levels of continuous and impulse noise on the battlefield. These demanding and conflicting requirements create great challenges for audiologists and other scientists supporting the auditory needs of Soldiers. The authors will discuss specific areas of auditory research intended to improve Soldier performance and safety on the battlefield and the main components of the Army Hearing Program including hearing readiness, operational and clinical hearing services, and hearing conservation.

Learner Outcomes: (1) The participant will be able to list auditory challenges facing the Soldier on the battlefield.

(2) The participant will be able to describe advantages and disadvantages of various communication and hearing protection systems on the battlefield.

(3) The participant will be able to list and describe basic elements of the Army Hearing Program.

Mini-Seminar 5

3:00 pm - 4:00 pm Madison

Cognitive-Linguistic Assessment Across Cultures In Healthy Older Adults

Michele L. Norman, Ph.D., Longwood University

Level of Instruction: Introductory

Language is an important cognitive domain sensitive to changes in progression of Alzheimer's disease (AD). Although accurate assessment of language is important, many commonly used instruments are administered to persons not represented within the standardization sample. Therefore, it is essential that data representing neurologically intact adults of different ethnic groups be obtained. This study was designed to identify differences in performance between older healthy African Americans and Caucasians on higher-level cognitive-linguistic tasks. (NIA #5P30AG21677)

Learner Outcomes: (1) Identify which higher-level language tasks show a difference in performance across older adults.

(2) Identify which higher-level language tasks show a difference in performance across genders.

(3) Identify which higher-level language tasks show similar performance results across cultures and genders.

Mini-Seminar 6

3:15 pm - 4:15 pm Jackson

SPORTS TALK: An Accent and Dialect Modification Program for Athletes

Zaneta R. Ponton, M.Ed., North Carolina Central University

Level of Instruction: Intermediate

Effective communication has proven to be a beneficial strategy for improving marketability of athletes within the sports arena. Often collegiate student athletes have unrealistic expectations for careers beyond professional sports. This seminar will explore the unique communication skills necessary for the academic and athletic success of collegiate student athletes.

Learner Outcomes: (1) Participants will be able to identify the special communication needs of collegiate student athletes.

(2) Participants will recall ways to enhance collegiate student athletes communication skills.

(3) Participants will be able to recall program benefits as it relates to collegiate student athletes.

(4) Participants will be able to recall program benefits as it relates to the speech-language pathology graduate clinician.

Convention Program Schedule 2008

Mini-Seminar 4

4:15 pm - 5:45 pm Wilson/Harrison

NBASLH: Reflections on the Origin and Development of a Worthy Call

Eugene Wiggins, M.S., University of the District of Columbia

Level of Instruction: Intermediate

This seminar will include a summation of the foundation, development and growth of the National Black Association for Speech-Language and Hearing (NBASLH). Specifically, the seminar will include a synopsis of the racial conflict that existed in America during the 1950s and 1960s, and the impact specific historical events during that period had on the dawning of the Black Caucus of the American Speech-Language-Hearing Association (ASHA) at its annual convention in Denver, Colorado in 1968. Further, the presentation will cover the activities of the Caucus that marked the opening toward greater sensitivity by ASHA officials regarding the issues and concerns of its African American members, and, additionally, the activities that eventually led to the founding of the NBASLH in 1977.

Learner Outcomes: (1) Describe historical racial events in the 1950s and 1960s in America that led to the forming of the ASHA Black Caucus in 1968, including the Caucus' philosophies and goals.

(2) Describe the changes in ASHA, which opened the door to greater sensitivity by ASHA's leadership relative to the issues and concerns of its African American members.

(3) Connect America's period of racial unrest, and the forming of the ASHA Black Caucus, with the founding of NBASLH in 1977.

FRIDAY, APRIL 18

SHORT COURSES

Short Course 3

8:00 am - 11:00 am Wilson

Infusing Cultural Flavor : Adaptive Communication Programming for African American Adults

Joyce L. Harris, Ph.D., The University of Texas at Austin

Level of Instruction: Intermediate

Mounting evidence suggests the benefit of clinical procedures and activities that are age-appropriate and culturally relevant to adult clients who may otherwise be turned-off by therapeutic events that bear little resemblance to their lives, interests or lifestyles. For many underrepresented African American adults, finding such relevance is especially difficult. This short course is designed to: 1) review theoretical and philosophical support for culturally infused clinical processes; 2) provide instruction in using assessment tools to determine who might benefit from culturally infused procedures; and 3) provide hands-on practice in the design and use of culturally infused clinical activities for African American adults.

Learner Outcomes: (1) Recall three theoretical or philosophical reasons for culturally adapted programming.

(2) Identify appropriate assessment tools to inform decisions about the need for cultural adaptations for African American adults.

(3) Provide examples of at least six clinical activities that can be culturally adapted.

Short Course 4

8:00 am - 11:00 am Jackson

So You Are Ready to Apply... 1-2-3 AuD

Virginia Kathryn Best, B.A., University at Buffalo; Anomis S.R. Davis, B.S., Northern Illinois University

Level of Instruction: Introductory

The AuD is a clinical degree that is preparing professionals to use evidence based practice and clinical judgment to administer the best hearing health care to patients. As students search and develop their interest in Audiology, it is important to understand the AuD as a goal towards becoming a practicing audiologist. As future AuD students, it is imperative to know why to seek an AuD, how to identify your interests, and how to find financial aid to support your study. As one school year ends and another begins, on your mark, get set, go... AuD!

Learner Outcomes: (1) Identify the necessary steps to apply to an AuD program.

(2) Recall the importance of a clinical doctorate in the field of Audiology.

(3) Properly prepare for a graduate program in the communication sciences

Short Course 5

1:00 pm - 4:00 pm Harrison

Evidence Based Practice: Underserved and Under-Researched Populations

Travis Terrence Threats, Ph.D., Saint Louis University

Level of Instruction: Introductory

Evidence-based practice (EBP) is a much used but poorly understood term in clinical practice. EBP extends beyond research and includes clinical expertise and a respect for client preferences. Underserved populations provide additional challenges to keeping these three aspects of EBP in their proper balance, partly because underserved populations are also often under-researched populations. This short course will address the fundamentals of EBP and also explore how the use of EBP with the World Health Organization's International Classification of Functioning, Disability, and Health can be used together to provide improved services to these populations.

Learner Outcomes: (1) Demonstrate an understanding of the principles of evidence-based practice (EBP).

(2) Demonstrate an understanding of the possible relationship between EBP and the ICF.

(3) Demonstrate an understanding of the challenges of using EBP with underserved populations.

(4) Demonstrate an understanding of what could be done using both EBP and the ICF to improve services for these populations.

Short Course 6

2:00 pm - 5:00 pm Van Buren

Performance Excellence: An Organized & Systematic Approach to Achieving Business Success

Michael Levesque, B.A., Leap Learning Systems and Catherine H. Gottfred, Ph.D., Leap Learning Systems

Level of Instruction: Intermediate

As a small not-for-profit in an ever increasingly competitive operating and fundraising environment, Leap Learning Systems has had to take a hard look at its business model and approach to operational effectiveness. Our current endeavors are not only intended to ensure our own long term sustainability, but to also create a organizational model that shows all stakeholders that Leap is a good investment and is a good steward of resources. This presentation will focus on sharing Leap's approach to implementing an organized & systematic approach to achieving business success and performance excellence.

Learner Outcomes: (1) Methods to help better focus your organization on common goals and how to jump-start change initiatives.

(2) Steps to align your resources with your strategic objectives and energize improvement initiatives.

(3) Measures to assess performance against internal benchmarks and key competitors in the market place.

MINI-SEMINARS

Mini-Seminar 7

8:00 am - 9:00 am Van Buren

Stuttering Assessments in Preschoolers: From Lab to Clinic. Part 1

Kia Noelle Johnson, M.S., Vanderbilt University; Tommie Lee Robinson, Jr., Ph.D., Scottish Rite Center for Childhood Language Disorders - Children's Hospital National Medical Center

Level of Instruction: Introductory

This mini-seminar is Part I of a two-part seminar on the fundamental aspects necessary to conduct comprehensive evidence-based assessments of stuttering in the preschool population. Specifically, during Part I, empirical findings linking both psycholinguistics and temperament to developmental stuttering in preschool children as well as considerations relative to bilingual populations, family structure, and various clinical settings will be discussed. Clinicians will learn what to include in an assessment and the empirical evidence explaining why each component is necessary to effectively diagnose stuttering in a preschooler. Attendance at both Part I & II is encouraged, but not required.

Learner Outcomes: (1) Identify each fundamental aspect included in a comprehensive stuttering assessment.

(2) List existing empirical evidence serving as the foundation of an evidence-based stuttering assessment to other colleagues.

(3) Identify specific diagnostic characteristics prevalent in preschool children who stutter.

Convention Program Schedule 2008

Mini-Seminar 8

8:00 am - 9:00 am Harrison

Leadership and Community Service: Roles for CSDF

Mileen Keon Woods, B.A., University of North Carolina at Greensboro; Tyra Jeneem Oliver, University of North Carolina at Greensboro; GaBriana King, University of North Carolina at Greensboro; and Ashley Lauren Johnson, University of North Carolina at Greensboro

Level of Instruction: Intermediate

Leadership and Community Service are characterized by a personal investment in making change. Leadership initiates change and self-awareness by reducing fear and increasing encouraging change through continuous dedication of one's skill, knowledge, experience, and commitment. This presentation will discuss leadership and community in the context of undergraduate training in communication sciences and disorders (CSD). We will present examples of leadership and community service programs developed by CSD students and their impact on student career development and enhancement of the local community.

Learner Outcomes: (1) View the promotion of effective communication as a community service and civic responsibility.

(2) Practice, explore, and analyze the professions ability to become leaders in the field and CSD.

(3) Recognize the relationship between service and leadership, how to incorporate both into daily practice (e.g., establish a student chapter of NBASLH, involvement in university and community service).

Mini-Seminar 9

9:15 am - 10:15 am Van Buren

Stuttering Assessments in Preschoolers: From Lab to Clinic. Part II

Kia Noelle Johnson, M.S., Vanderbilt University and Tommie Lee Robinson, Jr., Ph.D., Scottish Rite Center for Childhood Language Disorders - Children's Hospital National Medical Center

Level of Instruction: Introductory

This mini-seminar is Part II of a two-part seminar on the fundamental aspects necessary to conduct comprehensive evidence-based assessments of stuttering in the preschool population. Specifically, during Part II, clinicians will be presented with actual case studies as well as receive practical instruction on conducting disfluency counts and measuring speech rate from conversational samples. This seminar will give clinicians the opportunity to apply empirical evidence to actual case studies to determine whether or not a stuttering diagnosis is warranted. Attendance at both Part I & II is encouraged, but not required.

Learner Outcomes: (1) Perform a disfluency count from a conversational sample of a preschool child who stutters.

(2) Measure the speech rate of a child who stutters and their parent.

(3) Differentiate a stuttering and non-stuttering diagnosis in a preschool child who stutters based on empirical evidence and assessment results.

Mini-Seminar 10

9:15 am - 10:15 am Harrison

Family Centered Counseling: Partnering for Positive Outcomes

Sue Hale, M.C.D., Vanderbilt University

Level of Instruction: Introductory

When one family member experiences a communication disorder, other family members are affected. The session will focus on therapeutic communication with all members of a family, emphasizing special needs that occur because of specific family roles. Participants will practice listening to understand and crafting responses designed to elicit more information from the client's perspective. The relationship of counseling to long-term positive outcomes will be addressed.

Learner Outcomes: (1) Provide appropriate client-centered responses to patient statements.

(2) Distinguish specific counseling needs based on family roles.

(3) Develop an exemplary family-centered counseling plan.

Mini-Seminar 11

10:30 am - 11:30 am Van Buren

Dialect Register Shift and Community Stratification

Johanna R. W. Boulton, Ph.D., University of Louisiana at Monroe and Ida J. Stockman, Ph.D., Michigan State University

Level of Instruction: Advanced

"Register shifting" is defined as attaching meaning to different social contexts by using specific language structures. One of the contexts that necessitates register shifting is the school context. This study investigated expressive and receptive register shift via tasks that required pointing and completion of cloze items. Twenty-nine African American third-graders from different communities participated. It was hypothesized that extent of register shifting would be related to the level of linguistics capital afforded by one's community. Peer-teacher "register shifting" was found to be greater for receptive than expressive modalities. Further research needs regarding the relationship between register and community are discussed.

Learner Outcomes: (1) Describe the relationship between register and language.

(2) Differentiate between receptive and expressive register shifting.

(3) Apply linguistic capital theory to the discussion of register shifting skill.

Mini-Seminar 12

10:30 am - 11:30 am Harrison

Modifying Teachers' Communication to Improve Students' Performance

Jean Blosser, Ed.D., CCC-SLP, Progressus Therapy

Level of Instruction: Intermediate

Children with communication impairments often do not achieve their potential within the classroom setting. Teachers' communication style during instructional activities plays an important role in helping students access the curriculum. This session provides strategies for working with teachers. Attendees will receive a five tools designed to strengthen communication with teachers including Classroom Observation Form, Teacher Chat, Teacher Self Assessment of Instructional Communication, Making Time Count: Guide for Teaching Others About Communication Impairments and Intervention and Resource Guide for Working with Teachers: Response to Intervention.

Learner Outcomes: (1) Explain the link between teachers' instructional communication and student performance.

(2) Explain the benefits of providing teachers with strategies.

(3) Administer five tools for evaluating student's classroom performance, determining impact of teacher's instructional communication and recommending key strategies.

Mini-Seminar 3

11:15 am - 12:15 pm Wilson

Professional Leadership: An Introduction to the Pathway of Association Involvement

Dawn C. Ellis, Ph.D.; Rachel Williams, Ph.D.; Tommie L. Robinson, Jr., Ph.D.; Katia Clervaud, B.S.; and Thomasyne Hill Smith, Ed.D.

Level of Instruction: Introductory

This mini-seminar will provide participants with an overview of leadership, and various ways to become involved in professional volunteer services. Information about programs (for students and professionals), procedures, and opportunities will be discussed. Specific pathways for leadership within State associations, NSSLHA, NBASLH, and ASHA will be highlighted, including ASHA's Leadership Development Program (LPD).

Learner Outcomes: (1) Evaluate self and identify 2-3 traits that would be an assist to a local, regional or national professional organization.

(2) Identify 2-3 ways an individual can provide volunteer service during a busy work week.

(3) List programs and procedures for becoming involved with a local, regional, or national organization.

(4) Discuss association governance structures.

Mini-Seminar 13

12:30 pm - 1:30 pm Wilson

Clinical Fellow: Is it Really a Piece of Cake?

Katrina E Miller, M.A., North Carolina Central University and Yolanda G Fields, M.S., CJW Medical Center

Level of Instruction: Introductory

One of the most challenging and often final step before a clinician can began his or her career is the Clinical Fellowship. While the new graduate has accomplished the first goal, he or she is now searching for a facility to complete the next step, the Clinical Fellow. On the other hand, the CF supervisor is searching for a strong Clinical Fellow who is competent to take on the daily challenges. This session is designed to provide some practical and useful suggestions for the Clinical Fellow and the Clinical Fellowship Supervisor.

Learner Outcomes: (1) Identify at least three skills necessary for a CF candidate to have a successful fellowship.

Convention Program Schedule 2008

- (2) Identify at least three skills a CF supervisor can utilize to assist the CF candidate in having a successful year.
- (3) Provide tips for utilizing identified skills for a successful CF.

Mini-Seminar 14

1:45 pm - 2:45 pm Wilson

Uncharted Waters in Communication Sciences: In Search of a Light House

Freda Wilson, Ph.D.

Mini-Seminar 15

3:00 pm - 4:00 pm Wilson

Hearing Aids and Services in Developing Countries: A WWWHearing Project

Dolores E. Battle, Ph.D., Buffalo State College (SUNY)

Level of Instruction: Intermediate

According to 2005 estimates by the World Health Organization (WHO), 278 million people worldwide have moderate to profound hearing loss in both ears. 80% of deaf and hearing-impaired people live in low- and middle-income countries. The impact of hearing impairment on a child's speech, language, education and social integration depends on the level and type of hearing impairment, and the age of onset, especially if it begins before the age when speech normally develops. In developing countries, fewer than 1 in 40 people who would benefit from a hearing aid have one. Current annual production of hearing aids is estimated to meet less than 10% of global need. 50% of deafness and hearing impairment is avoidable through prevention, early diagnosis, and management. This mini-seminar will report on the World Health Organization WWWHearing project. Created in April 2006, WWWHearing is a global partnership of key stakeholders including the IALP. Its purpose is to encourage large-scale provision of affordable hearing aids and services in developing countries and underserved communities. The framework of the WHO Guidelines for hearing aids and services for developing countries is to remove the barriers that prevent hearing aids and services from being appropriate, acceptable, affordable, available, and accessible in developing countries. The mini-seminar will present an overview of hearing impairment in developing countries such as Nigeria, India, China and other nations as well as progress being made to prevent hearing impairment and to provide hearing aids and service to the countries according to their levels of health care provision.

Learner Outcomes: (1) Understand the status of persons with hearing impairment in developing countries.

(2) Identify the leading causes of hearing impairment in developing countries.

(3) Identify the WWWHearing project recommendations to prevent hearing loss.

(4) Identify economic, cultural, and educational barriers to the provision of hearing aids and services to developing nations

Mini-Seminar 16

4:15 pm - 5:15 pm Harrison

When English is Not Enough! Revisiting Treatment of Aphasia in Polyglots

Carolyn M. Mayo, Ph.D., North Carolina Central University and Robert Mayo, Ph.D., University of North Carolina at Greensboro

Level of Instruction: Intermediate

The continuous influx and stabilization of foreign language speakers residing in the U.S. is having a major impact on rehabilitative services provided to these speakers in the American health care system, and the manner in which we train graduate student clinicians in higher education. This case-study presentation will discuss the changing demographics of one southeastern state and the clinical approaches used to provide diagnostic and treatment services to a tri-lingual polyglot aphasic client from Cameroon, Africa who pre-morbidly spoke Twi, French and English, and who exhibited moderately severe Wernicke's aphasia. Ideas about utilizing departmental, campus and community resources are presented.

Learner Outcomes: (1) Understand neurological and neurogenic concepts associated with aphasia in polyglots based on the works of Paradis and others.

(2) Identify those variables that help speech-language pathologists (SLPs).

(3) Determine which of the aphasic polyglot's language systems to begin with in order

for him/her to regain at least a modicum of linguistic and communicative prowess, given their neurological deficits.

(4) Gain knowledge on how to garner and utilize various departmental, campus and/or community human and material resources to facilitate treatment as a monolingual (English only) SLP.

Mini-Seminar 2

4:15 pm - 5:15 pm Wilson

It's a Small World After All: Reducing Barriers to International Research

Sharon Moss, Ph.D., CAE

Level of Instruction: Introductory

Science is experiencing a rapid growth of international research collaborations. This session will serve as a forum for information sharing about the value international research brings to the entire research enterprise; and some of the strategies for establishing, strengthening, and sustaining international research collaborations. There will also be an interactive discussion about managing the difficult challenges that may exist when international collaborations are created. This session is ideal for individuals who collaborate or intend to collaborate internationally, postdoctoral fellows and graduate students, and others interested in international research collaboration.

Learner Outcomes: (1) Identify the benefits and challenges of international research collaborations.

(2) Identify factors influencing successful international research collaborations.

(3) Identify strategies used to minimize barriers to establishing and maintaining international research collaborations.

TECHNICAL SESSIONS

Technical Session 1

12:30 pm - 1:00 pm Jackson

Cultural Diversity Report Card; Where Are We After Four Decades

Kay T Payne, Ph.D., Howard University and Silvia Martinez, Ph.D., Howard University

Level of Instruction: Intermediate

Almost four decades have passed since the ASHA Convention of 1968 directed the focus of the professions to cultural diversity. The nation, as well as the profession has experience serious waves of change. In the current Post 9-11 society we are acutely aware of the array of cultural differences. Yet our approaches continue to be premised on a color-blind, one size-fits-all model of reasoning. This paper will explore the path of progression with regard to knowledge of cultural diversity and propose a new model of practice toward the benefit of racial/ethnic and bilingual populations.

Learner Outcomes: (1) Identify the origin of cultural change within the profession.

(2) Chart the progression of advancement of the profession with regard to cultural diversity.

(3) Examine current pedagogy and clinical philosophies.

(4) Consider new models and philosophies of education and practice.

Technical Session 2

12:30 pm - 1:00 pm Van Buren

Language Impairment Obscures Dialect Differences in Phonological Developmental Milestones

Shelley Velleman, Ph.D., University of Massachusetts Amherst; Barbara Zurer Pearson, Ph.D., University of Massachusetts Amherst and Timothy Bryant, M.S., University of New Hampshire, Dept of Communication Sciences and Disorders

Level of Instruction: Introductory

Are phonological dialect differences apparent in language-impaired populations? 444 African-American-English (AAE)-speaking and mainstream-American-English (MAE)-speaking children, ages 4-12, who were all receiving speech services, took the Dialect Sensitive Language Test Phonology Subtest (Seymour, 2004). Velleman & Pearson (2006) reported that among analogous typically-developing groups, dialect did affect order of acquisition of consonants and clusters, especially in final position, with earlier mastery of some by AAE speakers and of others by MAE speakers. For language-impaired groups, both initial and final productions were more vulnerable, so the percentage of matches to MAE targets was equally low for both AAE and MAE speakers.

Learner Outcomes: (1) Recognize which mismatches to MAE phonological targets are predicted by the dialect and therefore do not indicate.

(2) Delay and which mismatches are characteristic of phonological impairment in either dialect.

Convention Program Schedule 2008

- (3) Give examples of phonemes that are mastered earlier by AAE-speakers than MAE speakers.
- (4) Describe which types of mismatches are less common in AAE-speaking children than in MAE-speaking children.

Technical Session 3

1:00 pm - 1:30 pm Jackson

SLP Graduate Students with Disabilities; A Taste of Our Own Medicine

Kay T Payne, B.S., Howard University and Silvia Martinez, B.S., Howard University

Level of Instruction: Intermediate

New philosophies and practice in special education have opened the flood gates for students with disabilities to gain higher education. But can these students become speech-language pathologists? The lessons of experience have indicated that some learning disabled graduate students have valuable insights toward their own unique education needs as well as first-hand understanding of and empathy for their learning disabled clients. But what are the ethical boundaries and obligations? This presentation provides a composite series of case examples that challenges traditional thought. In many instances there are no final clear-cut answers. Audience discussion will help participants examine their own beliefs and allegiances and work through difficult challenges.

Learner Outcomes: (1) Identify unique characteristics of graduate students, both positive and negative.

(2) Examine personal beliefs about learning disabilities and requirements for SLP students.

(3) Cite the moral and legal responsibilities of education and clinical practice.

(4) Arrive at ethical and legal solutions to potential problems.

Technical Session 4

1:15 pm - 1:45 pm Van Buren

Identifying Morphological Impairment in Young African American English Speakers

Frances Burns, Ph.D., Texas State University-San Marcos and Rachel Marks, B.S., Texas State University-San Marcos

Level of Instruction: Introductory

Language samples from 42 African American English speakers with typically-developing language (AAE-TDL), and 19 AAE speakers with specific language impairment (AAE-SLI), ages 5;0 – 6;9 were contextually analyzed for copula/auxiliary verb forms and their allomorphs (is, are, am, was). The purpose of this study is to determine in which linguistic environments copula/auxiliary forms were consistently and overtly represented. The rate of production and specific linguistic constraints that favor the retention or absence of copula/auxiliary forms for the two groups, as well as considerations for diagnosing morpho-syntactic impairment in AAE will be discussed.

Learner Outcomes: (1) Identify linguistic environments that favor the retention or absence of copula/auxiliary forms.

(2) Identify possible clinical markers for specific language impairment in African American English.

(3) Identify how models of specific language impairment may account for morphological impairment in African American English speakers.

Technical Session 5

1:45 pm - 2:15 pm Jackson

Preschool Books: Commercial Availability and Classroom Use

Yvette Delaine Hyter, Ph.D., Western Michigan University

Level of Instruction: Introductory

There are various components to emergent literacy including joint book reading, print conventions and concepts, and sense of story. Books play a prominent role in each of those components. Preferred criteria for selecting books effective for helping young children acquire aspects of emergent literacy have been identified over the years. These preferred criteria include such characteristics as the use of rhyme, characters with goal directed behavior, plot elements, and familiar events. This presentation compares the commercial accessibility of books with these preferred criteria compared to their availability in preschool classrooms.

Learner Outcomes: (1) Define emergent literacy and explain its importance in child development.

(2) Describe the role that speech-language pathologists play in facilitating emergent literacy skills of young children.

(3) Identify important characteristics of books that can be used to facilitate emergent literacy development.

Technical Session 6

2:30 pm - 3:00 pm Jackson

Conversational Repair Strategies Used by African American Children

Ida J Stockman Ph.D., Michigan State University

Laura Karasinski Other BA candidate, Michigan State University

Barbara Guillory Ph.D., University of Illinois at Chicago

Level of Instruction: Intermediate

Purpose: This study described the conversational repairs used by 3;0 year old African American (AA) children. **Method:** The verbal strategies used to elicit and respond to repair requests from an adult examiner were examined in the spontaneous speech samples of 120, AA children at Head Start programs in Michigan and Louisiana. **Results:** All children used conversational repairs although those in the Louisiana cohort less often elicited than responded to repair requests. The type and frequency of strategies used varied with their regional location and typical/atypical developmental status. **Conclusion:** AA children use the same conversational repair strategies as other young English speakers.

Learner Outcomes: (1) Produce contrived examples of conversational repair requests and responses to repair requests.

(2) Differentiate five strategies used by African American children to make conversational repairs in spontaneous speech to differentiate five strategies used by African American children to make conversational repairs in spontaneous speech.

(3) Differentiate five strategies used by African American children to make conversational repairs in spontaneous speech.

(4) Identify five strategies that children use to make conversational repairs.

SCHOLAR TO SCHOLAR: POSTER SESSIONS

8:00 am - 9:30 am

Washington Ballroom

• Exceeding Expectation: African American Children's Production of Liquid Consonants

Ida J Stockman Ph.D., Michigan State University and Elaina Swartzlander, B.A., Western Michigan University

Level of Instruction: Intermediate

Purpose/Method: Liquid consonants, /r/ and /l/, are considered late developing English sounds. This study described the accuracy of their word-initial productions in the conversational speech of 120, three-year-old African American, Head Start students. They were distributed in northern (Michigan) and southern (Louisiana) US regions. **Result:** A larger than expected percentage of the children in both cohorts met criterion for accurate /r/ (77%) and /l/ (90%) productions. More did so in the southern than northern cohort, particularly for initial consonant blends. The high rate of accurate liquid consonants observed suggests that these sounds are learned earlier than expected.

Learner Outcomes: (1) Differentiate two types of liquid consonants.

(2) Recall the percentages of African American children who accurately produced them in conversational speech.

(3) Identify one factor that may determine within-group heterogeneity among African American child speakers.

• Head Start Teachers' and Low SES Parents' Vocabulary Usage.

Jamie D Fisher, M.A.; Nancy Creaghead, Ph.D.; and Sandra Combs

Level of Instruction: Intermediate

Research regarding preschool children's vocabulary from low socioeconomic status (SES) has shown that these children tend to have more limited vocabulary than children from higher SES. The people they communicate with may impact their acquisition of vocabulary. This study examined differences between vocabulary used by Headstart teachers and low SES parents. Weizman and Snow (2001) found that 99% of maternal input low SES parent participants used consisted of words that fall within the most frequently used words in English. In comparison, the current study found that 91% of the vocabulary Headstart teachers used fell within those most frequently used words.

Learner Outcomes: (1) The learner will be able to identify research displaying differences between the vocabulary of preschool children from homes of low socioeconomic status (SES) and children from higher SES families.

(2) The participant will be able to identify differences between Head Start teachers' and Low SES parents' vocabulary usage.

(3) The participant will be able to identify variations in the vocabulary usage between Head Start teachers, which speaks to the need for teacher training programs.

Convention Program Schedule 2008

• *In Search of African American Vernacular Conversational Moves in Young Children*

Glenda DeJarnette, Ph.D., Southern Connecticut State University

Level of Instruction: Introductory

This paper examines the course of development of conversational moves in young speakers of African American Vernacular English. From pilot research it has been hypothesized that young speakers of African American Vernacular English show patterns of conversational moves that differ from patterns demonstrated by young speakers of mainstream English. Using a data set of over 100 children this paper further explores these African American Vernacular patterns and traces their roots to African American cultural linguistic traditions. This line of research helps to fill gaps in our knowledge regarding pragmatic behavior in young speakers of African American Vernacular English. Participants will identify the conversational moves produced by young AAVE speakers. Participants will identify patterns of conversational moves in young AAVE speakers. Participants will identify differences in patterns of conversational moves in young AAVE speakers compared to young mainstream English speakers.

Learner Outcomes: (1) Participants will identify the conversational moves produced by young AAVE speakers.

- (2) Participants will identify patterns of conversational moves in young AAVE speakers.
(3) Participants will identify differences in patterns of conversational moves in young AAVE speakers compared to young mainstream English speakers.

• *Phonological Processes Test in Spanish: The Development*

Zapata Miguelina, M.S., Howard University and Silvia Martinez, Ed.D., Howard University

Level of Instruction: Introductory

This poster session will describe the development of a test in Spanish addressing phonological processes in children. There is a dearth of materials that can be used by bilingual clinicians to engage in complete evaluation procedures of speech disorders in children. In particular, some of the tests that have been developed will address the needs of specific Spanish linguistic communities such as Mexican. The test in development purports to address different Spanish dialects, and therefore offering a less biased approach to assessment and intervention.

Learner Outcomes: (1) Understand linguistic biases that can exist in tools for Spanish speaking clients.

- (2) Identify phonological processes in Spanish speaking children.
(3) Understand the steps toward developing a phonological test

• *Referencing Story Grammar Units During Parent-Child Storybook Reading*

Danielle Janine Hayes, M.A., University of Cincinnati

Level of Instruction: Intermediate

Acquiring literacy skills is a complex process that requires social influences. One important social influence is the caregiver, who can help the child learn new concepts and ideas. By using a variety of techniques, caregivers can promote literacy development. Sixteen children were read Bear Shadow within parent-child dyads. Transcripts of de-contextualized language from each session were analyzed. Results showed that the story grammar elements referenced most frequently were Attempt and Consequence. Also, parents referenced 4.75 out of the eight story grammar elements during story book reading. Most parents related their comments to story book illustrations, followed by text.

Learner Outcomes: (1) Identify techniques to assist with the literacy development of young children.

- (2) Identify trends among parent-child dyads during storybook reading.
(3) Identify story grammar units.

• *The Use of Storybook Vocabulary by Teachers in Book-Related Dramatic Play Centers*

Alayna E. Townsend, M.A., Howard University

Level of Instruction: Intermediate

The purpose of this study was to determine differences in the use of book-related target vocabulary by teachers in traditional dramatic play centers versus teachers in book-related centers that matched the classroom theme. Participants were six Head Start teachers. Three teachers' play centers remained traditional, while three teachers changed their play centers to match the classroom theme. Results indicated that teachers in the experimental group used more book-related vocabulary than teachers

in the control group. The results suggest the value of using materials in dramatic play that are related to the classroom theme, frequent changing of the dramatic play center, and the importance of teacher training.

Learner Outcomes: (1) Understand the importance of teacher training and in-services.

- (2) Understand the importance of book-related dramatic play to vocabulary development in children.
(3) Understand the importance of the teacher's role as a facilitator of language development in children.

10:00 am - 11:30 am

Washington Ballroom

• *Accent Modification Services for Bilingual Populations – Part 1*

Charmaine DeMeetria Young, B.A., Howard University; Monique R. Cabellos, B.A., Howard University; Oluwatoyin Oladunni Mayaki, B.A., Howard University; and Ayodele Murphy, B.A., Howard University

Level of Instruction: Intermediate

Accents reflect the language characteristics and background of an individual. While many speakers of English as a second language may have a strong mastery of the English language, their prosody, vowel and consonant productions, vocal intonation patterns, word boundaries, syllable assimilation, and syllable emphasis may interfere with their ability to be clearly understood. As a result, accent modification services may be desired. This presentation will focus on the influences of Korean, Yoruba, Gullah, and Spanish accents on English. It will also provide techniques and resources for clinicians providing accent modification services to these cultural groups. Part Three will demonstrate techniques such as the Visi-Pitch, pronunciation software, and amplification to modify the accents of a variety of international populations.

Learner Outcomes: (1) The learner will be able to demonstrate knowledge of the Visi-Pitch and amplification techniques for use with accent modification.

- (2) The learner will be able demonstrate knowledge of various pronunciation software available for accent modification.

• *Accent Modification Services for Bilingual Populations - Part 2*

Charmaine DeMeetria Young, B.S., Howard University; Monique R. Cabellos, B.A., Howard University; Oluwatoyin Oladunni Mayaki, B.S., Howard University; Ayodele Murphy-Higgs, B.S., Howard University; and Chabonik Sweet, B.S., Howard University

Level of Instruction: Intermediate

Accents reflect the language characteristics and background of an individual. While many speakers of English as a second language may have a strong mastery of the English language, their prosody, vowel and consonant productions, vocal intonation patterns, word boundaries, syllable assimilation, and syllable emphasis may interfere with their ability to be clearly understood. As a result, accent modification services may be desired. This presentation will focus on the influences of Korean, Yoruba, Gullah, and Spanish accents on English. It will also provide techniques and resources for clinicians providing accent modification services to these cultural groups. Part Two will demonstrate a system used to estimate the degree of native language influence.

Learner Outcomes: (1) Identify the elicitation tasks for speech sampling with Korean, Yoruba, Gullah, and Spanish speakers.

- (2) Use an original assessment tool to estimate the degree of native language influence on these languages on spoken English

• *Cleft Palate: Implications on Swallowing and Vocal Development*

Ashley Tierra Alexander, North Carolina A&T State University and Deana Lacy McQuitty, M.S., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

This current study investigates the incidence and prevalence of swallowing disorders and cleft palate in the pediatric population. Archival research was examined to gather trends for this population which revealed a connection between the effects of swallowing and a cleft palate on vocal development. Implications for future research will also be discussed.

Learner Outcomes: (1) The participant will be able to identify the incidence and prevalence of swallowing disorders in the pediatric population.

- (2) The participant will be able to identify the relationship between cleft palate and swallowing on vocal development.

Convention Program Schedule 2008

(3) The participant will be able to distinguish various components of the assessment process for children with cleft palate and swallowing disorders.

- **Implication of Hearing Impairment on Prelinguistic Communication Development**
Tamioka Charon McCullers, 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 investigation presents findings on the effects of hearing impairment in young children, in the areas of communication development. Data was collected via archival research, using computerized searches of professionally published databases. Results found that hearing impairment affects children prior to the age in which they speak their first word, but begins in the prelinguistic stages with caregiver-infant interaction. It is concluded that if one wants optimal development for a hearing impaired child three factors are needed: early identification, optimal stimulation in the natural environment and an intervention plan which promotes speech and language development.

Learner Outcomes: (1) Distinguish between mother-child interaction of hearing mothers and their hearing children, and hearing mothers and their deaf children.

(2) Identify the impact of hearing loss on the development of prelinguistic communication skills.

(3) Identify the effects of early intervention for hearing impaired children.

- **In search of African American Vernacular Speech Acts in Young Children**

Glenda DeJarnette, Ph.D., Southern Connecticut State University

Level of Instruction: Intermediate

This paper shares the development of a computerized database of the semantic aspects of young African-American English Vernacular speech. The database has been developed to address a critical need to know (1) the variation of adult African American Vernacular English forms that occur as part of the acquisition process, (2) nuances in the acquisition of AAVE that mark it as distinct from the adult model, and (3) nuances in the acquisition of AAE that mark it as distinct from child mainstream English acquisition.

Learner Outcomes: (1) Participants will identify the semantic features of young AAVE found in the database.

(2) Participants will differentiate the semantic features of young AAVE speakers and that of adult AAVE speakers.

(3) Participants will differentiate the semantic features of young AAVE speakers and that of young mainstream English.

- **Recruitment of Minorities into the Communications Disorders Professions**

Nancy L. Matino, Ph.D., Xavier University of Louisiana; Matina G. Isaac, Xavier University of Louisiana; and Danita A. Clark, Xavier University of Louisiana

Level of Instruction: Intermediate

The percentage of minority communication disorders specialists is considerably lower than the percentage of persons of color in the United States. Xavier University has a small undergraduate Speech Pathology/Audiology program but is primarily known for its success in the sciences. Xavier is first in the country for placing African Americans into medical and pharmacy schools. We want to use that strength to build our program. A survey was administered to Xavier freshmen to investigate why they chose their majors and what they knew about the communication disorders professions. The results of this survey and plans for recruitment will be discussed.

Learner Outcomes: (1) Identify students who may want to major in communication disorders.

(2) Describe recruitment strategies at an HBCU.

(3) Identify ways to increase students' knowledge of communication disorders professions.

12:30 pm - 2:00 pm

Washington Ballroom

- **Augmentative Communication Technology: A Preliminary Survey**
Rashida Hill, B.A., South Carolina State University; Quinessa Cook, B.A., South Carolina State University; Debra Frishberg, M.A., South Carolina State University; Harriette Gregg, Ed.D., South Carolina State University; Emily Morris, South Carolina State University; and Tyeisha Micheals, South Carolina State University

Level of Instruction: Introductory

Over the past five to 10 years, consistent, gradual changes have occurred, expanding

the nature and scope of "technology" and how it relates to assisting persons with disabilities. However, augmentative/alternative communication still does not constitute a significant part of the pre-service programs in speech-language pathology. A preliminary survey of SLTs/SLPs in various settings was distributed at the 2006 Annual Convention of SCSHA to examine preferences and practices related to augmentative communication. This information was used to develop a comprehensive survey for service providers in a four-county-rural area.

Learner Outcomes: (1) Participants will be able to identify and define barriers that inhibit the use alternative forms of communication.

(2) Participants will be able to list the available forums that may be used to expand knowledge and skills in the area of augmentative/alternative communication.

(3) Participants will be able to engage in more realistic self-assessment regarding knowledge and skills in the area of AAC.

- **Computational Linguistics and AAC: The Future in Technological Advances**

Katandria Love Johnson, M.S., M.A., University of North Texas Health Science Center at Fort Worth

Level of Instruction: Introductory

Limited research addresses the current telecommunication products available to persons requiring augmentative and alternative communication (AAC) devices. Computational linguistics (CL) is an interdisciplinary field dealing with the statistical and logic modeling of natural language (Angr, 2005). In terms of AAC devices, CL is a means by which voice recognition features are developed and programmed into dedicated and non-dedicated devices. This project's aim is to shed light on the technological advances specific companies have made to accommodate the needs of such populations. How speech-language pathologists can increase evidence-based outcomes in their treatment practices will also be discussed.

Learner Outcomes: (1) Identify the role of AAC and CL in the development of communication devices for disabled populations.

(2) List the types of dedicated and non-dedicated devices available to persons with communicative disabilities.

(3) Describe how non-dedicated devices can be utilized to increase evidence-based practice in the field of speech-language pathology.

- **Examining the Efficacy of Providing Cochlear Implants for Children**

Caitlin Rebecca Freeman, B.A., Longwood University; Shatika Nicole Kelley, B.A., Longwood University; Tiffini R. Gambrell, Longwood University; Lissa Power-deFur, Ph.D., Longwood University; and Michele L. Norman, Ph.D., Longwood University

Level of Instruction: Introductory

Healthy people 2010 states the importance of hearing health in the nation through prevention, early detection, treatment, and rehabilitation. The purpose of this presentation is to provide a review of key factors related to efficacy of providing cochlear implants for children. This presentation will convey a better understanding of the efficacy of providing children with cochlear implants regarding age of onset, speech production outcomes, and psychosocial implications.

Learner Outcomes: (1) List three factors in deciding candidacy for implantation in children.

(2) List three factors supporting or disputing the efficacy of cochlear implantation in children.

(3) Discuss advantages and disadvantages related to cochlear implantation in children.

- **Hearing Thresholds in iPod Users vs. Non-Users**

Christina Roberts, Xavier University of Louisiana; Kawayanda Prather, Xavier University of Louisiana; Chinelo Ananaba, Xavier University of Louisiana; and Joe A. Melcher, Ph.D., Xavier University of Louisiana

Level of Instruction: Introductory

The purpose of the study is to compare the pure tone thresholds of college students who use iPods regularly to those who do not use iPods. There has been significant media coverage about the potential loss of hearing for those individuals who use iPods. Subjects were randomly selected on campus and asked to respond to a survey indicating whether or not they were iPod users. Forty-eight subjects, twenty-four from each group, will undergo pure tone threshold tests for octave frequencies 250Hz to 8000Hz. Mean thresholds will be compared and the results will be interpreted. Information about preventing hearing loss will be shared.

Learner Outcomes: (1) Describe the OSHA guidelines for noise exposure. (2) Name

Convention Program Schedule 2008

a number of ways to protect hearing from noise exposure. (3) Describe possible type of hearing loss related to extended use of iPods.

• *Investigating Twins: Incidence, Prevalence and Speech and Language Characteristics*

Breona Samuel, North Carolina A&T State University and Deana Lacy McQuitty, M.S., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

This current study utilized archival research to investigate the phenomenon of twins and speech and language characteristics. Results revealed that speech and language characteristics of twins are referred to as idioglossia. This term identifies a condition where words are poorly articulated that the speakers speech is either unintelligible or appears to be considered made-up language. Most often, idioglossia refers to the private language of young children; it is especially seen within twins. Incidence and prevalence as well as future research needs will also be explored.

Learner Outcomes: (1) The learner will be able to identify the incidence and prevalence of twins in the United States. (2) The learner will be able to identify the etiology of varied speech and language deficits among twins. (3) The learner will be able to define the term idioglossia and how it relates to the twin population.

• *Trends of Communication Disorders in Males with Fragile X Syndrome*

A. Bernadette Mayfield-Clarke, Ph.D., North Carolina Agricultural and Technical State University and Onecia Marie Westmoreland, B.S., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

This current study investigates speech and language implications among males with Fragile X Syndrome. Archival research was examined to gather trends for this population which revealed the different speech and language deficits. Implications for further research will be discussed

Learner Outcomes: (1) The learner will be able to identify the incidence and prevalence of males with Fragile X Syndrome and their physical characteristics.

(2) The learner will be able to identify the communication disorders associated with Fragile X Syndrome.

(3) The learner will be able to identify behavior patterns associated with Fragile X Syndrome.

2:30 pm - 4:00 pm

Washington Ballroom

• *Cleft Palate: Implications for Speech and Language Development*

Onecia Westmoreland, North Carolina A&T State University and Deana Lacy McQuitty, M.S., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

This current study utilized archival research to investigate the speech and language implications for children with cleft lip and/or palate in the birth to three population. Results revealed that children who present with cleft lip and/or palate have articulation deficits as well as deficits in language skills. Common assessment measures will also be discussed among this population. Furthermore, implications for further research will be provided.

Learner Outcomes: (1) The learner will be able to identify the incidence and prevalence of cleft and/or palate within North Carolina.

(2) The learner will be able to identify common assessment procedures utilized by speech-language pathologists for the cleft lip and/or palate population.

(3) The learner will be able to identify speech and language characteristics of children with cleft lip and/or palate.

• *Culture, Gender, and Age as Factors in Aphasia Therapy*

A. Bernadette Mayfield-Clarke, Ph.D., North Carolina Agricultural and Technical State University and Joy Shantrell Haskin, North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

This investigation addresses if the population being treated for Aphasia is getting younger and if African Americans and Hispanics have a higher incidence/prevalence of Aphasia. It is estimated that 1,000,000 individuals in the United States have aphasia, most caused by strokes (National Aphasia Association). African Americans and Hispanics have a higher incidence of stroke than Caucasians. It can be concluded that these two groups have a higher incidence of Aphasia. The women of each culture have

higher incidence rates than men. It was also found that the age Aphasia is acquired is between 20 and 75+, suggesting a younger age.

Learner Outcomes: (1) Identify if African Americans and Hispanics have a higher prevalence of Aphasia.

(2) Identify if the age of the population being treated for Aphasia is getting younger.

(3) Identify if women have a higher prevalence of Aphasia.

• *Fetal Alcohol Syndrome: Speech and Language Characteristics in Early Intervention*

Treva Shadae Ruffin, 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 the prelinguistic communication skills and later speech and language development of children diagnosed with Fetal Alcohol Syndrome (FAS) between the ages of birth- three years. This study analyzed the effects of alcohol consumption in utero and its relationship to the development of speech and language skills. Findings suggested children with FAS evidence delays in both expressive and receptive language skills. Additionally, the Mental Index scores between the ages of 12-13 months are below average when compared to normal developing children. Implications for future research needs will be explored.

Learner Outcomes: (1) Identify speech and language assessment protocols utilized for infants diagnosed with FAS.

(2) Distinguish if varying levels of alcohol consumption affect an infant's prelinguistic communication skills.

(3) Identify speech and language deficits for children once school aged.

• *Smoking Cigarettes During Pregnancy: Impact of Speech and Language Development*

Hadiya Keoshia Coppedge, 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 long term effect of smoking during pregnancy with implications on communication disorders. Prenatal exposure to cigarette smoke has harmful consequences causing a number of behavioral disorders, neurological disorders, increase in infant mortality and infant diseases. Archival research dating from 2006 was utilized in this study. The results of this study concluded children of maternal smokers are at increase risk for speech and language disorders secondary to related diagnosis of disorders. Related disorders included Attention-Deficit Hyperactivity Disorder, Cognitive Impairment, Low Birth Weight (LBW), Respiratory Problems, Otitis Media, and Sudden Infant Death Syndrome (SIDS).

Learner Outcomes: (1) The learner will be able to identify the correlation between diseases and disorders of maternal cigarette smoking and the development of speech and language.

(2) The learner will be able to identify the incidence and prevalence of this disorder in North Carolina.

(3) The learner will be able to identify speech and language deficits of children exposed to cigarette smoke once school aged.

• *Speech-Language Pathologists' Perceptions of Palliative Care*

Kenyatta O. Rivers, Ph.D., University of Central Florida and Claudia Nunez, B.A., University of Central Florida

Level of Instruction: Introductory

A survey of the perceptions of speech-language pathologists (SLPs) towards death and dying is presented. Eighty-four SLPs working in health care and private practice settings in Florida were sent three surveys related to death and dying. They were asked to return the surveys within two weeks of receiving them, using the enclosed self-addressed, stamped envelope. At the time of this proposal submission, 21(25%) of the surveys had been completed and returned to the researchers. Preliminary findings bear upon the establishment of death and dying education for clinicians to effectively work with terminally ill clients and their families.

Learner Outcomes: (1) Recognize the trend for speech-language pathologists (SLPs) to work in settings treating terminally-ill clients and their families.

(2) Describe factors that can affect SLPs perceptions about death and dying.

(3) Describe strategies for increasing one's knowledge and skills about death and dying.

Convention Program Schedule 2008

• *The Influence of Caregiver-Infant Attachment and Social Interaction on Communication*

Deanna Lacy McQuitty, M.S., North Carolina Agricultural and Technical State University and Brittney Donielle Goodman, Greensboro Consortium NBASLH Student Chapter President

Level of Instruction: Introductory

The purpose of this study investigated archival research focusing on the relationship of the development of prelinguistic communication skills and caregiver-infant attachment. Interactions in the following contexts were examined: home environment, shared book reading, and exposure to a variety of academic-based television programs. The impacts of these contexts and the emergence of the child's prelinguistic communication skills will be explored. Information regarding multicultural variations across diversity cultural backgrounds will also be considered when observing future research needs. Implications of this study suggest that there is a relationship between children, interaction in their environment, and language development.

Learner Outcomes: (1) The participant will be able to identify the relationship between mother-child interactions and the development of prelinguistic communication skills.

(2) The participant will be able to differentiate between variations in mother-child dyads among varied cultural groups.

(3) The participant will be able to define prelinguistic communication and its importance with emergence of speech and language.

• *Williams Syndrome: Implications on Speech and Language Development*

Jasmine Long, North Carolina Agricultural and Technical State University and Deana Lacy McQuitty, M.S., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

Archival research was utilized to investigate the rare disorder of Williams Syndrome and its implications on the development of speech and language skills. Best practices for the assessment and intervention processes was explored. Findings suggest that speech-language pathologists utilize similar standardized batteries seen with other communicative deficits. Findings further revealed children with Williams Syndrome demonstrate deficits in language skills such as pragmatics and syntax structures. The incidence and prevalence of this rare syndrome will be discussed. Implications for future research needs will also be explored.

Learner Outcomes: (1) Define the physical characteristics of Williams Syndrome.

(2) Identify speech and language characteristics of children with Williams Syndrome.

(3) Identify the assessment and intervention strategies utilized by speech-language pathologists to address this rare syndrome.

SATURDAY, APRIL 19

MINI-SEMINARS

Mini-Seminar 17

8:00 am - 9:00 am Harrison

ASHA Update

Catherine Gottfred, Ph.D., Leap Learning Systems

Level of Instruction: Introductory

An update of current events within the association will be discussed. A report of the 2008 transition governance operations, including the work of the new Advisory Councils and the new Board of Directors. A call for leadership participation on committees and boards for ASHA will be announced, along with the "how tos" of becoming involved in ASHA's leadership. ASHA's Strategic Plan, Pathway to Excellence, and strategic objectives for 2008 will be discussed. ASHA's work in public relations, personnel shortages, reimbursement, evidence based practice, recruitment will also be discussed. ASHA's continued dedication to diversity and the Ph.D shortage will be highlighted. ASHA's presence in the world community will be presented.

Learner Outcomes: (1) Obtain information about the ASHA governance year of transition, ASHA's strategic plan, and strategic objectives for 2008.

(2) Obtain information on how and why to become involved in volunteering for ASHA boards and committees.

(3) Obtain information about ASHA's new National Office

Mini-Seminar 18

8:00 am - 10:00 am Jackson

NSIG- Sponsored Hot Topic: Pros and Cons of VitalStim® Therapy

Yolanda Fields, M.S., CJW Medical Center; Jeri Logemann, Ph.D., Northwestern University; Christy Ludlow, National Institutes of Health; David Hutchings, M.S., Amedisys Home Health Care; Yorick Wijting, Empi; and moderators Shulonda Gibson, M.A., Private Practice; and Michele Norman, Ph.D., Longwood University

Neuromuscular electrical stimulation (NMES) has been approved for use by speech-language pathologists who have been trained and certified to execute specific procedures for diagnosis and therapeutic intervention. Despite FDA approval, this therapy program remains at the forefront of controversy among clinicians and researchers. This session intends to present an overview of the therapeutic intervention and advantages and disadvantages of the use of NMES from the clinician's and researcher's perspective.

Learner Outcomes: (1) Identify neuromuscular electrical stimulation therapy techniques approved for dysphagia.

(2) Identify the conditions that contraindicate the use of neuromuscular electrical stimulation.

(3) Identify the differences between neuromuscular electrical stimulation equipment approved for swallowing from those used for other purposes not involving swallowing.

Mini-Seminar 19

9:15 am - 10:15 am Harrison

Speech-Language Pathologist As Neuroplastician

Arnell A. Brady, M.A., Private Practice

Level of Instruction: Intermediate

The purpose of this presentation is to demonstrate the clinical benefit of oral language interventions based upon neuroplasticity. Neuroplasticity tells us that the human brain can be improved in terms of structure and function, especially with controlled thought and activity, which means that some language impairments related to inadequate brain structure and/or dysfunction can be healed because of neuroplasticity. The presenter has utilized brain-based language interventions for the past ten years, and he will detail clinical cases in which language impaired patients were healed of their impairments with speech-language pathology treatment involving the principles of neuroplasticity.

Learner Outcomes: (1) The participant will be able to define neuroplasticity.

(2) The participant will be able to identify brain-based speech-language pathology treatments involving neuroplasticity.

(3) The participant will be able to identify appropriate patients for language interventions rooted in neuroplasticity.

Mini-Seminar 20

10:30 am - 11:30 am Jackson

Prognosis in Aphasia: Factors that Influence Recovery

Charles Ellis, Jr., Ph.D., Medical University of South Carolina

Level of Instruction: Introductory

Predicting an accurate prognosis for individuals with aphasia is one of the most challenging yet critical tasks for new clinicians. Accurate prediction of aphasia outcomes is vital to determining the correct quantity and intensity of aphasia treatments. Determining the precise factors needed to predict aphasia recovery is especially difficult since aphasia outcomes are influenced by a range of neurological and behavioral variables. This mini-seminar will explore the factors associated with language disruption and recovery after stroke with special emphasis on neuroimaging studies of individuals with aphasia.

Learner Outcomes: (1) Participants will be able to discuss the impact of stroke on regions critical to language production and comprehension: in adults.

(2) Participants will be able to identify of the usefulness of imaging studies to determine the manner by which language is disrupted and recovers in adults after stroke.

(3) Participants will be able to discuss the neurological factors associated with recovery of aphasia in adults after stroke.

Convention Program Schedule 2008

Mini-Seminar 21

10:30 am - 11:30 am Harrison

Latest Management Strategies in Dysphagia

Jeri Logemann, Ph.D., Northwestern Memorial Hospital

Level of Instruction: Intermediate

This presentation will focus on the most recent treatment strategies for swallowing disorders and the evidence available as to whether or not they are effective. Information on tongue strengthening exercises and electrical stimulation will be included.

Learner Outcomes: (1) Define the most recent treatment strategies for dysphagia.

(2) Select patients appropriate for each type of therapy.

(3) Find the efficacy of swallowing therapy.

Mini-Seminar 22

11:30 am - 12:30 pm Jackson

Mild Cognitive Impairment: Subtle Cognitive-Communication Changes

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

Level of Instruction: Intermediate

Mild cognitive impairment (MCI) is cognitive impairment greater than would be expected for an individual's age and educational background, but has negligible effect on activities of daily living. Speech-language pathologists are responsible for the assessment and treatment of cognitive-communication abilities related to MCI. No standardized test of cognitive-communicative function has been designed specifically for persons with MCI; however, spoken discourse production appears to be a viable option. Discourse samples provide a corpus for a variety of cognitive-linguistic and pragmatic analyses. The study being reported here was based on the hypothesis that complex discourse production distinguishes typical cognitive aging from MCI.

Learner Outcomes: (1) Summarize the current definitions associated with the term "mild cognitive impairment."

(2) Explain the importance of speech-language pathologists in the assessment and treatment of cognitive-communication abilities related to mild cognitive impairment.

(3) Describe the implications for current findings of a study of mild cognitive impairment and discourse production.

Mini-Seminar 23

1:15 pm - 2:15 pm Harrison

A Pragmatic Language Assessment Protocol for Preschoolers

Yvette Delaine Hyter, Ph.D., Western Michigan University

Level of Instruction: Intermediate

Pragmatic and social communication skills are essential for communicating effectively with a variety of interlocutors across different contexts. Pragmatic language difficulties may be a primary area of impairment for many children, including those with co-occurring disabilities (e.g., autism, fetal alcohol spectrum disorders) and those without co-occurring disabilities. Pragmatic language skills materialize from social and cultural practices; consequently, it is necessary for communication professionals to have access to user-friendly tools able to provide accurate data about a range of pragmatic skills. This presentation will provide the conceptual basis and analysis of a pragmatic assessment tool being developed for diverse preschool populations.

Learner Outcomes: (1) Describe the relationship between social communication and pragmatic language skills.

(2) Identify and differentiate various components of pragmatic language.

(3) Recall the relationship among pragmatic language, and social and cultural practices.

(4) Implement aspects of the Assessment of Pragmatic Language: Preschool.

Mini-Seminar 24

1:15 pm - 2:15 pm Wilson

Expressive Elaboration in Narratives of African American Children: Fantasy vs Script Stories

Eva Jackson Hester, Ph.D., Towson University

Level of Instruction: Intermediate

Fifty-five fourth-grade African American children with typical reading (TR) and reading disabilities (RD) formulated oral stories from pictures. Two pictures depicted script scenes (e.g. birthday party, car accident) and two pictures depicted fantasy scenes (e.g., space actions, dragons). Audio-taped stories were later transcribed and coded for expressive elaborations feature (e.g. character names, mental states, dialogue, etc). Results indicated that fantasy stories elicited more EE features for all children

than did script stories. There was also a significant difference in EE features of children with TR as compared with children with RD. Suggestions are offered for improving reading skills through instruction using fantasy stories.

Learner Outcomes: (1) Define expressive elaboration.

(2) Distinguish between fantasy and script stories.

(3) Identify script and fantasy story features of children with reading problems.

(4) Obtain information on narrative instruction for children with reading problems.

Mini-Seminar 25

1:15 pm - 2:15 pm Jackson

Give Me an Idea!

Katrina Evette Miller, M.A., North Carolina Central University

Level of Instruction: Intermediate

This presentation is an interactive session in which therapy ideas will be shared and created. Therapy ideas will be presented along with suggestions for speech language pathologist to work collaboratively with other professionals. Therapy ideas will be geared toward adults and adolescents with a variety of deficits.

Learner Outcomes: (1) Produce therapy activities for a variety of adult populations.

(2) Utilize methods to effectively collaborate with other professionals to develop and share therapy activities/ideas.

(3) Prepare activities with limited resources.

Mini-Seminar 26

2:30 pm - 3:30 pm Wilson

Doctorate Degree in CSD: Distance Learning Models

Deana Lacy McQuitty, M.S., North Carolina Agricultural and Technical State University and Stephanie Berry, M.S., St. Louis Missouri School District

Level of Instruction: Introductory

Within the profession of speech-language pathology, the shortage of doctoral level personnel continues to be of great concern. One of the focused initiative areas outlined by the American Speech Language and Hearing Association over the last five years continues to address this phenomenon. This current presentation will outline several universities that have created innovative doctoral programs via distance learning models in an effort to address this personnel shortage. Specifically, the doctoral degree in CSD at Nova Southeastern University will be highlighted. The academic curriculum, accrediting standards, modes of instruction and evaluation will be focal areas of discussion. Employment and research opportunities will also be explored in this presentation.

Learner Outcomes: (1) Identify a variety of universities who offer doctoral degrees in CSD via a distance learning model.

(2) Identify the academic curriculum, accrediting standards, modes of instruction and evaluation of a distance learning doctoral program.

(3) Identify employment and research opportunities for doctoral degrees in CSD.

Mini-Seminar 27

2:30 pm - 3:30 pm Jackson

Educating Habitual Voice Users

Matthew S. Eiben, B.S., Longwood University; Jessica McAlexander, B.S., Longwood University; Kelsey Griffin, B.S., Longwood University; Lori Beth Simpson, B.S., Longwood University; Michele L. Norman, Ph.D., Longwood University

Level of Instruction: Intermediate

Ten percent of the US workforce is identified as having voice disorders. Many individuals are at high risk for experiencing voice disorders specifically due to their occupation and are unaware of preventative measures and proper vocal hygiene. This presentation aims to provide information for speech-language pathologists to develop inservice workshops and educational resources for habitual voice users to make them aware of the signs and symptoms of voice disorders. Also, it will provide an opportunity for SLPs to discuss educational strategies to promote awareness.

Learner Outcomes: (1) Will be able to recall the incidence and prevalence of voice disorders among occupations of habitual voice users.

(2) Will be able to recall current approaches for vocal rehabilitation.

(3) Will be able to use various resources to develop in-service workshops.

Convention Program Schedule 2008

TECHNICAL SESSIONS

Technical Session 7

11:45 am - 12:15 am Harrison

Modifications of Listeners' Attitudes Towards Persons Who Stuttering

Robert Mayo, Ph.D., University of North Carolina at Greensboro and Carolyn M. Mayo, Ph.D., North Carolina Central University

Level of Instruction: Intermediate

This study sought to determine whether listeners' perceptions of stuttering can be modified after viewing a video documentary both educational and emotional in content. A 25-item semantic differential scale was used to measure 43 adult listeners' perceptions of people who stutter before and after viewing the documentary 'Speaking of Courage'. Results of the study indicated eight of the 25 items on the semantic differential scale to have a statistically significant positive shift. Contrary to previous studies, our findings suggest that listeners' perceptions of people who stutter are not resistant to change and are susceptible to positive attitude shifts.

Learner Outcomes: (1) Describe three categories of negative listener attitudes toward persons who stutter.

(2) Summarize those attitudes of listeners that are amenable to modification.

(3) Design a stuttering education program for the general public with a focus on modifying attitudes toward PWS.

Technical Session 8

2:30 pm - 3:00 pm Harrison

International Continuing Education and Clinical Practicum Opportunities in Speech Pathology

Katandria Love Johnson, M.S., M.A., University of North Texas Health Science Center at Fort Worth

Level of Instruction: Introductory

According to the U.S. Department of Labor's Bureau of Labor Statistics (2001b), speech pathology is one of the 30 fastest growing occupations for 2000-2010. Yet, increasing shortages of qualified speech pathologists are available to serve the 69.9% of non-English speaking U.S. children in elementary and secondary schools (2001b). In this presentation, several national and international clinical practicum and continuing education opportunities will be discussed to address how continuing education opportunities can be pursued through collaboration with international professionals. Data were obtained from the American Speech-Language Hearing Association website and interviews with allied health care professionals visited in 12 countries.

Learner Outcomes: (1) Identify the current statistics regarding the shortage of culturally and linguistically competent professionals.

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

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

Technical Session 9

3:00 pm - 3:30 pm Harrison

Lead's Effects on Learning/Developmental Disabilities in School-Aged Children

Katandria Love Johnson, M.S., M.A., University of North Texas Health Science Center at Fort Worth

Level of Instruction: Introductory

Lead is a poison by which serious health effects occur, requiring that school-age children receive special education services. Children can be exposed to lead by: (1) orally sucking or ingesting lead contaminated objects; (2) inhalation; and (3) through skin contact with lead containing products (Antoniadis & Gilbert, 2005). Findings show that lead exposure should be reported to public health departments, which can inform its communities through educational and prevention programs. In addition, state and local programs should encourage legislation to fund blood lead screenings as part of the vision and hearing screening programs conducted at the school district level.

Learner Outcomes: (1) Outline the causes of lead exposure.

(2) List the mental and socio-educational effects post-exposure.

(3) Discuss possible solutions to reduce the number of school-aged children exposed to lead.

DOCTORAL STUDENT RESEARCH FORUMS

Doctoral Student Research Forum 1

10:30 am - 11:00 am Wilson

Spontaneous Emotion Regulation in Preschool Children

Kia Noelle Johnson, M.S., Vanderbilt University; Edward G Conture, Ph.D., Vanderbilt University; and Tedra Walden, Ph.D., Vanderbilt University

Level of Instruction: Introductory

This study assessed the emotional regulation (ER) of preschool children who do (CWS) and do not stutter (CWNS) using a disappointing gift (DG) procedure. Positive and negative expressive behaviors as well as disfluencies were coded during (expressive behaviors) and after (disfluencies) receipt of a desirable gift and a disappointing gift. Findings indicate that CWS exhibit less positive expression after receiving a desired gift and more negative expression after receiving a negative gift when compared to CWNS. Additionally, CWS are more disfluent after receiving a desired gift. Findings suggest that ER may contribute to childhood stuttering, particularly in positive emotional situations.

Learner Outcomes: (1) Define emotion regulation.

(2) Define prosocial display rules and explain the disappointing gift procedure.

(3) List three or more empirical findings relative to emotion regulation in preschool children who stutter.

MASTERS STUDENT RESEARCH FORUMS

Masters Student Research Forum 1

8:00 am - 8:30 am Wilson

Modeling Home Literacy Practices for Low SES Families

Jamila Perry Foreman, B.A., North Carolina Central University

Level of Instruction: Introductory

Socioeconomic status (SES) has been hypothesized as one of the variables to account for the gap in achievement between Black and White students (Connor and Craig, 2006). A review of the literature will be presented on the impacts of home literacy practices, differences and similarities of home literacy practices in low SES African-American and Caucasian homes, and parental outcomes after receiving models of joint-book reading strategies. A brief introduction of an upcoming research study looking at the effectiveness of a DVD model in increasing frequency and knowledge of shared book reading strategies in low-income African-American homes will be presented.

Learner Outcomes: (1) Describe similarities and differences in home literacy practices in low SES African-American and Caucasian homes.

(2) Describe impacts of home literacy practices on emergent literacy skills.

(3) Identify important reasons for assessing parental attitudes after they receive shared book reading trainings.

Masters Student Research Forum 2

8:30 am - 9:00 am Wilson

Stuttering on the Big Screen: Discrimination Against Persons Who Stutter

Ashley K. Jones, B.A., University of North Carolina at Greensboro; Candace A. Mitchell, B.S., University of North Carolina at Greensboro; and Robert Mayo, Ph.D., University of North Carolina at Greensboro

Level of Instruction: Introductory

This study utilized a narrative criticism methodological approach to evaluate the verbal and nonverbal reactions to film characters who stutter by non-stuttering major and minor characters. Eight films, including 'A Family Thing' (1996), which features an African-American who stutters, were analyzed. Results revealed that as portrayed on film, typically speaking characters perceived the stuttering characters as incompetent communicators, mentally disabled, or as buffoons. The findings suggest that caricature portrayal on film of persons who stutter may negatively effect public perceptions of them as a whole.

Learner Outcomes: (1) Discuss the essential features of narrative criticism methodology.

(2) Point out examples of discriminatory behavior directed at persons who stutter as portrayed on film and in the real world.

(3) Devise educational programs for the general public for the purpose of reducing discrimination against persons who stutter.

Convention Program Schedule 2008

Masters Student Research Forum 3

9:00 am - 9:30 am Wilson

Public Perceptions of the Employability of Persons Who Stutter

Joi N. Bridges, B.A., University of North Carolina at Greensboro; Robert Mayo, Ph.D., University of North Carolina at Greensboro

Level of Instruction: Intermediate

The purpose of this study was to examine public opinions on the employability of persons who stutter (PWS). 100 adults completed an 18-item questionnaire that surveyed their opinions on types of jobs that are and are not appropriate for PWS, difficulties PWS might experience when seeking employment or vocational advancement, and employment-related discrimination PWS might confront. Findings revealed that compared to persons who stutter mildly, persons with severe levels of stuttering were viewed as facing negative employment prospects, limited to jobs that require little oral communication, and more likely to face employment discrimination.

Learner Outcomes: (1) Compare three occupations members of the general public view as appropriate or not appropriate for persons who stutter.

(2) Explain why persons who stutter may be at a disadvantage when seeking employment and/or upward vocational mobility.

(3) Devise educational programs for the general public for the purpose of reducing discrimination against persons who stutter.

Masters Student Research Forum 4

9:30 am - 10:00 am Wilson

Hypertension and Diabetes Impact on African American Cognitive-Linguistic Abilities

Jodie-Ann J. Hodge, B.A., The University of the District of Columbia and Angela C. Wainwright, Ph.D., Faculty Advisor, The University of the District of Columbia

Level of Instruction: Introductory

The interaction between hypertension and diabetes, which occur together more frequently in African Americans, may increase the vulnerability to diminished cognitive-linguistic functioning in later life. The causes for excess vulnerability to these chronic conditions are speculative. Hypertension and diabetes are highly correlated with impairments of verbal memory and poor performance in complex cognitive-linguistic tasks requiring the storage and retrieval of new information, verbal learning, and reduced processing speed. The purpose of this study was to analyze the impact of hypertension and diabetes on verbal memory and narrative production among African American adults.

Learner Outcomes: (1) Participants will be able to differentiate between the characteristics of discourse among normally aging adults and adults with chronic disease.

(2) Participants will be able to describe how chronic disease influence the cognitive linguistic abilities of older adults.

(3) Participants will be able to discuss the influence of chronic disease on memory.

Masters Student Research Forum 6

10:00 am - 10:30 am Wilson

A Case Study of Phonological Template development in the early acquisition of African American English

Tracy Conner, M.A., University of Massachusetts at Amherst and Shelley Velleman, Ph.D., University of Massachusetts at Amherst

Level of Instruction: Intermediate

Jakobson (1968) contended that child babble has no connection to later word production. Empirical evidence, however, shows that common vocal patterns or templates in child babble are the basis for early word production, and are shaped by the specific phonological characteristics of the ambient language. The majority of template study has focused on differences between languages. This paper will explore the impact of dialect on templates by describing the phonology of babble and early words in a child acquiring African American English, as early emergence of fricatives and velars markedly differs from developmental milestones expected in Mainstream American English.

Learner Outcomes: (1) List available evidence that child babble is an essential component to understand how children learn/produce language.

(2) Identify possible differences between developmental milestones in African American English acquisition and Mainstream American English.

(3) Affirm the importance of intralinguistic (dialectal) descriptions of phonological development.

SCHOLAR TO SCHOLAR: POSTER SESSIONS

8:30 am - 10:00 am

Washington Ballroom

A Comparative Analysis of Idiomatic Expressions and Cultural Differences: Brazil and the United States

Wilma I. Benitez-Rivera, M.S., Howard University

Level of Instruction: Intermediate

Five idiomatic expressions that are used in Brazil were chosen from a list provided in a lecture from the Race, Social Inequality and Development Brazil Summer Program 2007 in order to discover if there were idioms with the same meaning in the United States. Results showed that there are five English idiomatic expressions used in the United States that correspond to the meaning of the five Portuguese idioms used in Brazil. In addition, seven cultural characteristics/customs seen in the general population in Brazil were chosen for comparison with cultural characteristics/customs seen in Whites and African American in the United States. Results are provided.

Learner Outcomes: (1) Recognize similarities in meaning in five idiomatic expressions used in the United States and Brazil.

(2) Describe comparison of seven cultural characteristics/ customs seen in Brazil and two race groups in the United States (White and African American).

(3) Understand the importance of language and cultural diversity in their personal, professional and research lives.

Acquisition of Go Copula Expressions in African American English

Ilda J Stockman, Ph.D., Michigan State University

Level of Instruction: Intermediate

African American children's unique use of the verb, to go, is documented in expressions like here/there go the ball, which refer to nonmoving and not moving events. Method: Two-hour speech samples were collected longitudinally across 18 months in the homes of 11 normal children, ages 18 to 72 months. Results: When using the 499 "go copula" constructions observed, the children pointed to or looked at objects as opposed to moving them. Decreased frequency of use across age suggested semantically analogous meaning to Standard English's existential locatives (here/there is the ball). Implication: Go copula is not incorrect verb use.

Learner Outcomes: (1) Distinguish the meaning of go copula constructions from the meaning of other grammatical constructions that use the verb, to go.

(2) Reproduce the grammatical form of go copula constructions.

(3) Identify the implication of knowing about go copula use for assessing speakers of African American English.

Cleft Lip/Palate Prevalence in Asian-Americans: Speech/Language Findings

A. Bernadette Mayfield-Clarke, Ph.D., North Carolina Agricultural & Technical State University and Sinae Kim Crone A.A.S., North Carolina Agricultural & Technical State University

Level of Instruction: Introductory

The purpose of this investigation was to identify the prevalence of Cleft Lip/Palate in Asian-Americans compared to other ethnicities. The rationale for this research was to identify the measures being taken by the Speech-Language pathologists in providing quality services to Asian-Americans. Prevalence of CL+P was determined by the "California Birth Defects Monitoring Program." Results show that there is a higher prevalence of CL+P in Asian-Americans compared to Native-Americans only when the ethnicity of the father and the mother were the same.

Learner Outcomes: (1) The participants will be able to identify the prevalence of Cleft Lip & Palate in the Asian populations.

(2) The participants will be able to recognize the variables that attribute to determining the cause and management of CLP.

(3) The participants will be able to implement treatment protocols to this population via the Cleft Palate Team.

Health Gap in the United States and Brazil When Comparing Populations by Race

Nayda E. Torres-Soto, M.S., Howard University

Level of Instruction: Intermediate

This poster session will focus on salient aspects of health issues in Brazil and the United States in order to offer a profile of prenatal care, type of disabilities, leading causes of death and HIV/AIDS as a result of the author's visit to Brazil in the Summer 2007 as a part of the Race, Development and Social Inequality Program. Results for prenatal care, leading causes of death and HIV/AIDS are compared and contrast by

Convention Program Schedule 2008

race and/ or ethnic group. Results of type of disabilities vary by country as a result of different methods of data collection. Future research ideas are discussed and implications are drawn.

Learner Outcomes: (1) Describe women's prenatal care by race group in the United States and Brazil.

(2) Describe types of disabilities in the United States and Brazil's population.

(3) Describe leading causes of death by race group in the United States and Brazil.

• **Prevalence of Women with Multiple Sclerosis: Implications Speech-Language Therapy**

A. Bernadette Mayfield-Clarke, Ph.D., North Carolina Agricultural and Technical State University and Kacey Alexandra Holland, North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

This investigation presents findings on the prevalence of women with Multiple Sclerosis that was assembled utilizing archival research, following the use of computerized searches of professionally published journals only. Results found that a prevalence of the female sex does exist in persons with the disease of Multiple Sclerosis of unknown causes. Speech and language characteristics of persons with Multiple Sclerosis associated with the trend of dysphonia, dysarthria and dysphagia was found in at least 45% . Therefore, the prevalence of the disease in the female population should be taken into consideration to promote optimal speech and language therapy services.

Learner Outcomes: (1) The learner will be able to identify the impact Multiple Sclerosis has on the production of speech and language.

(2) The learner will be able to identify the prevalence of Multiple Sclerosis on the female population.

(3) The learner will be able to identify the implications for the profession of speech-language therapeutic intervention.

• **Racial and Ethnic Diversity in Costa Rica**

Travis T. Threats, Ph.D., Saint Louis University and Sunshine M. Wilson, B.A., Saint Louis University

Level of Instruction: Introductory

Costa Rica, located in Central America, represents one of several countries that have Spanish as their official language. However, Spanish is not the only language spoken in Costa Rica. This poster session will first give an overview of the different racial and ethnic groups and their languages represented in Costa Rica which include the Mestizos, the Native Americans, the Afro-Costa Ricans, and the Chinese. The poster will then address its primary focus on an exploration of the Afro-Costa Rican's linguistic dynamics between their three spoken languages: Creole, English, and Spanish.

Learner Outcomes: (1) Demonstrate an understanding of the racial and ethnic diversity in Costa Rica. (2) Demonstrate an understanding of the different languages and dialects spoken in Costa Rica. (3) Demonstrate an understanding of the Afro-Costa Rican's multilingual system. (4) Demonstrate an understanding of the possible communication difficulties of US immigrants from the Afro-Costa Rican population.

• **Teachers Ready for Change: Rethinking African-American English Vernacular**

Glenda DeJarnette, Ph.D., Southern Connecticut State University

Level of Instruction: Introductory

Thirty teachers in a New England urban school system participated in workshops geared to effect changes in knowledge and attitudes regarding the legitimacy of African-American Vernacular English. Using pre and post rating scale measures positive outcomes were found and this paper shares the engaging interactive format and content of the workshops. Participants will identify the components of the program that are geared to effect changes in knowledge and attitudes. Participants will identify pre and post rating measures that successfully gauge change in knowledge and attitudes about AAVE. Participants will identify materials that can be used to promote understanding of the legitimacy of AAVE.

Learner Outcomes: (1) Participants will identify the components of the program that are geared to effect changes in knowledge and attitudes.

(2) Participants will differentiate the semantic features of young AAVE speakers and that of adult Participants will identify pre and post rating measures that successfully gauge change in knowledge and attitudes about AAVE.

(3) Participants will differentiate the semantic features of young AAVE speakers and that of young Participants will identify materials that can be used to promote understanding of the legitimacy of AAVE.

10:30 am - 12:00 pm

Washington Ballroom

• **Best Practices Among Preschoolers Who Utilize AAC: Review of the Literature**

Hadiya K. Coppedge, North Carolina Agricultural and Technical University; Kacey Holland, North Carolina Agricultural and Technical University; Traci D. Reid, North Carolina Agricultural and Technical University; and Deana L. McQuitty, M.S., North Carolina Agricultural and Technical University

Level of Instruction: Introductory

This current study reviewed archival research which investigated best practices for preschoolers who utilize AAC. Findings revealed that there are several types of AAC practices utilized by preschoolers depending on their communication complexity (communication competence or the severity of their disability). The variations of AAC devices available and best practice measures for preschoolers will be discussed. Implications for future research needs will also be explored.

Learner Outcomes: (1) Identify the types of AAC devices available to the preschool population.

(2) Identify the most efficacious AAC strategy utilized within the preschool population.

(3) Identify funding agencies available to promote the optimal use of AAC devices for the preschool population.

• **How Effective is a Lending Library**

Cynthia Elaine Taylor, B.S.,

Level of Instruction: Introductory

This Poster will focus on How Effective Lending Library's are for Adults and Children. A lot of people do not realize that lending libraries exist and they can be utilized by people with or without disabilities. This way through this poster it will allow people the opportunity to realize that a Lending Library is available for use. I will have where Lending Library are in various states. It will also note what the purpose of lending libraries is and what they consist of. I currently am a Graduate Assistant at my school lending library and I am working on bringing the awareness to our school more and surrounding community. Therefore with this poster it will allow people to see overall what is out there to assist in assistive Technology and /or Augmentative Communication. And, Lending Libraries do not just carry Technology, but books and other resources that are useful for society as a whole.

Learner Outcomes: (1) Explain the purpose of Lending Libraries.

(2) Describe where to find Lending Libraries.

(3) Explain the effectiveness of libraries.

(4) Identify who can utilize a Lending Library.

• **Semantic Database of Young African American Vernacular English**

Glenda DeJarnette, Ph.D., Southern Connecticut State University

Level of Instruction: Intermediate

This paper shares the development of a computerized database of the semantic aspects of young African-American English Vernacular speech. The database has been developed to address a critical need to know (1) the variation of adult African American Vernacular English forms that occur as part of the acquisition process, (2) nuances in the acquisition of AAVE that mark it as distinct from the adult model, and (3) nuances in the acquisition of AAE that mark it as distinct from child mainstream English acquisition.

Learner Outcomes: (1) Participants will identify the semantic features of young AAVE found in the database.

(2) Participants will differentiate the semantic features of young AAVE speakers and that of adult AAVE speakers.

(3) Participants will differentiate the semantic features of young AAVE speakers and that of young mainstream English.

• **The Effects of Low-Lead Poisoning in Toys on Communication Behaviors**

A. Bernadette Mayfield-Clarke, Ph.D., North Carolina Agricultural and Technical State University; Brittney Donielle Goodman, Greensboro Consortium NBASLH Student Chapter President

Level of Instruction: Introductory

In the past year, there have been a number of toy recalls due to low-levels of lead poisoning via the paint covering the toys. The purpose of this study is to identify the communicative behaviors in children who have been exposed to these toys. Studies have suggested that low-levels of lead poisoning affect speech, language, and hearing in children between the ages of 1-6 years old. Implications of this study suggest that

Convention Program Schedule 2008

although the CDC stated 10ug/dl of whole blood is the safe level, current research indicates that it is no longer the safe level, but that 5-7 ug/dl of lead should be considered the safe level.

Learner Outcomes: (1) Identify low-levels of lead poisoning that affect children neurologically that will impair their cognitive, speech, and language skills.

(2) Discern the importance of choosing lead-free toys that will preserve the cognitive-communicative skills of children.

- ***The Effects of Utilizing Woodwind Mouthpiece to Improve Oral Motor Skills of Mild to Moderate Dysarthric Patients***

Tiepha Renee Cooper, B.A., North Carolina Central University

Level of Instruction: Introductory

The purpose of this study was to examine the effect of utilizing the mouthpiece of woodwind instruments to improve the oral motor skills of patients with mild to moderate dysarthria secondary to TBI and/or CVA. Two subjects were tested before and after treatment using the "rainbow passage" and Tikofy's 50 word intelligibility test to assess their speech intelligibility. After a month of therapy, the subjects were retested and speech intelligibility was compared to determine if the patient receiving mouthpiece oral motor therapy showed greater improvement of speech intelligibility compared to the subject treated using traditional oral motor techniques.

Learner Outcomes: (1) Compare traditional oral motor therapy with therapy using the mouthpiece of woodwind instruments to improve oral motor skills of patients with mild to moderate dysarthria.

(2) Test a new oral motor therapy technique.

(3) Identify a new approach to oral motor therapy for patients with mild to moderate dysarthria.

- ***What is African-American Sign Language?***

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

Level of Instruction: Introductory

Approximately two million African-Americans have a hearing impairment that requires special medical or educational services. Research on differences in the sign systems of African-Americans and other members of Deaf culture do exist and may be pertinent when delivering services to Deaf clients in the Black community. This presentation will focus on the differences between American Sign Language and "African-American" Sign Language and their respective cultures.

Learner Outcomes: (1) Learners will become more aware of the needs of African-American Deaf clients.

(2) Learners will become more aware of the cultural differences in African-American Deaf Culture.

(3) Learners will become more aware of the linguistic variations and diverse communication styles within African-American Deaf culture.

- ***www.myhealthstories: A Web Based Approach to Client Education***

Silvia Martinez, Ed.D., Howard University

Level of Instruction: Introductory

Recently it has come to the attention of health care providers the impact caused by health disparities in the United States. While many reasons exist, the large health gap correlates with low levels of health literacy in minorities. For the most part, health education materials are developed with inappropriate reading levels. Without adequate information, the clients we serve may not necessarily understand the nature of their problems, or follow our recommendations and instructions. This poster session will present a website that addresses the needs of low literate and non-English speaking clients, and those of clinicians seeking alternative methods.

Learner Outcomes: (1) Consider the readability levels of materials used with clients.

(2) Recall the content of the website presented in this session.

(3) Understand how to develop and use photonovelas.

MARSHA Y. BLAKE

Oct. 23, 1953 - Aug. 9, 2001



Milwaukee Affiliate's
Right Hand Person Emeritus

Lovingly missed by:

Her family in Baltimore

(Father, Charles W, Blake, Stepmother, Paula,
Brother, Steven (Karen), Nephews James and Will)

The Milwaukee Connection

(Barbara Bracey, Wanda Richards-Miller,
Tiffany, Michele and Tyrone Miller)

BMW Always

(Barbara, Marsha and Wanda)

Helping dysphagia patients



Step up to the plate.

Introducing VitalStim Experia: Bringing dysphagia patients back to the dinner table.

New options to customize treatment parameters

- Neuromuscular Electrical Stimulation (NMES) with 3 waveforms
- Enables modification of stimulation parameters to meet unique patient needs
- Surface Electromyography with triggered stimulation (sEMG + Stim)

Accelerate patient performance

Customized treatment parameters allow the patient to exercise more effectively and comfortably. Auditory, visual and swallowing biofeedback motivate the patient to work harder and return for additional treatment.

Document results

Patient data card stores records of patient performance and specific treatment parameters so you can build on patient's prior performance level.



VitalStim is the only NMES application approved by the FDA for the treatment of dysphagia.

VITALSTIM[®]
THERAPY
vitalstimtherapy.com/stepup

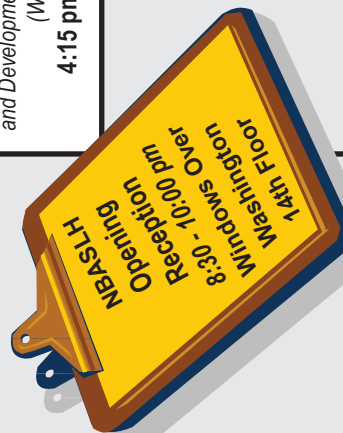
©2008 Empi 20080010

Call 800.506.1130 or
visit vitalstimtherapy.com/stepup
to schedule a demonstration

Empi[®]

Convention At-A-Glance

Thursday, April 17, 2008	JACKSON	VAN BUREN	WILSON/HARRISON	MADISON
1:00 pm	Mini-Seminar 28 Skilled Nursing Facility, Medicare, and the SLP (Conway, Bamiro) 1:00 pm - 3:00 pm	Short Course 1 Psychologically Humane Interventions with Autistic Spectrum Individuals Surviving Abuse (Taylor) 1:00 pm - 4:00 pm	Mini-Seminar 1 Using Multicultural Literature to Develop Vocabulary in CLD Groups (Lovelace) 1:00 pm - 2:00 pm	
2:00 pm				
3:00 pm			Mini-Seminar 29 Auditory Perception of the Battlefield: The Role of an Audiologist (Grantham, Letowski) 2:15 pm - 3:15 pm	Mini-Seminar 5 Cognitive-Linguistic Assessment Across Cultures In Healthy Older Adults (Norman) 3:00 pm - 4:00 pm
4:00 pm	Mini-Seminar 6 SPORTS TALK: An Accent and Dialect Modification Program for Athletes (Ponton) 3:15 pm - 4:15 pm			
5:00 pm			Mini-Seminar 4 NBASLH: Reflections on the Origin and Development of a Worthy Call (Wiggins) 4:15 pm - 5:45 pm	
6:00 pm				
9:30 pm				



The Intensive Review
for the PRAXIS
Examination
will be taking place
during the Convention
in the Jefferson Room:




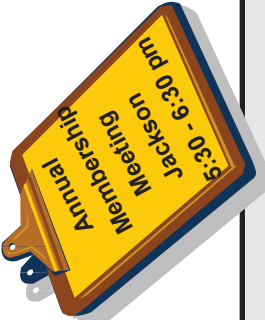
Thursday, April 17
8:00 am - 5:30 pm

Friday, April 18
8:00 am - 5:00 pm

Saturday, April 19
8:00 am - 3:30 pm

MARK YOUR
CALENDARS
for
Next Year's
NBASLH Convention
April 16-18
Atlanta, GA

Convention At-A-Glance

Friday, April 18, 2008	WASHINGTON BALLROOM	HARRISON	JACKSON	VAN BUREN	WILSON
8:00 am	Scholar To Scholar: Poster Sessions 8:00 am – 9:30 am (See pages 16-17 for poster descriptions)	Mini-Seminar 8 Leadership and Community Service: Roles for CSDF (Woods, Oliver, King, Johnson) 8:00 am - 9:00 am	Short Course 4 So You Are Ready to Apply... 1-2-3 AuD (Best, Davis) 8:00 am - 11:00 am	Mini-Seminar 7 Stuttering Assessments in Preschoolers: From Lab to Clinic, Part 1 (Johnson, Robinson) 8:00 am - 9:00 am	Short Course 3 Infusing Cultural Flavor : Adaptive Communication Programming for African American Adults (Harris) 8:00 am - 11:00 am
9:00 am		Mini-Seminar 10 Family Centered Counseling: Partnering for Positive Outcomes (Hale) 9:15 am - 10:15 am		Mini-Seminar 9 Stuttering Assessments in Preschoolers: From Lab to Clinic, Part II (Johnson, Robinson) 9:15 am - 10:15 am	
10:00 am	Scholar To Scholar: Poster Sessions 10:00 am – 11:30 am (See pages 17-18 for poster descriptions)	Mini-Seminar 12 Modifying Teachers' Communication to Improve Students' Performance (Blosser) 10:30 am - 11:30 am		Mini-Seminar 11 Dialect Register Shift and Community Stratification (Boult, Stockman) 10:30 am - 11:30 am	Mini-Seminar 3 Professional Leadership: An Introduction to the Pathway of Association Involvement (Ellis, Williams, Robinson, Smith, Clevnaud) 11:15 am - 12:15 pm
11:00 am					
12:00 pm	Scholar To Scholar: Poster Sessions 12:30 pm – 2:00 pm (See pages 18-19 for poster descriptions)		Technical Session 1 Cultural Diversity Report Card: Where Are We After Four Decades (Payne, Martinez) 12:30 pm - 1:00 pm	Technical Session 2 Language Impairment Obscures Dialect Differences in Phonological Developmental Milestones (Velleman, Zurer Pearson, Bryant) 12:30 pm - 1:00 pm	Mini-Seminar 13 Clinical Fellow: Is it Really a Piece of Cake? (Miller, Fields) 12:30 pm - 1:30 pm
1:00 pm			Technical Session 3 SLP Graduate Students with Disabilities: A Taste of Our Own Medicine (Martinez, Payne) 1:00 pm - 1:30 pm	Technical Session 4 Identifying Morphological Impairment in Young African American English Speakers (Burns, Marks) 1:15 pm - 1:45 pm	Technical Session 5 Preschool Books: Commercial Availability and Classroom Use (Hyler) 1:45 pm - 2:15 pm
2:00 pm	Scholar To Scholar: Poster Sessions 2:30 pm – 4:00 pm (See pages 19-20 for poster descriptions)	Short Course 5 Evidence Based Practice: Under-Served and Under-Researched Populations (Threats) 1:00 pm - 4:00 pm	Technical Session 6 Conversational Repair Strategies Used by African American Children (Stockman, Karasinski, Gullory) 2:30 pm - 3:00 pm	Short Course 6 Performance Excellence: An Organized & Systematic Approach to Achieving Business Success (Levesque, Gottfred) 2:00 pm - 5:00 pm	
3:00 pm		Annual Awards Dinner Washington Ballroom 7:30 - 9:30 pm			Mini-Seminar 15 Hearing Aids and Services in Developing Countries: A WWWHearing Project (Battle) 3:00 pm - 4:00 pm
4:00 pm					
5:00 pm		Mini-Seminar 16 When English is Not Enough! Revisiting Treatment of Aphasia in Polyglots (Mayo, Mayo) 4:15 pm - 5:15 pm			

Convention At-A-Glance

Saturday, April 19, 2008	WASHINGTON BALLROOM	HARRISON	JACKSON	WILSON
8:00 am		Mini-Seminar 17 ASHA Update (Gottfred) 8:00 am - 9:00 am	Mini-Seminar 18 NSIG- Sponsored Hot Topic: Pros and Cons of VitaStim® Therapy (Fields, Logemann, Ludlow, Hutchings, Wijting, Gibson, Norman) 8:00 am - 10:00 am	Masters Student Research Forum 1 Modeling Home Literacy Practices for Low SES Families (Foreman) 8:00 am - 8:30 am
9:00 am	SCHOLAR TO SCHOLAR POSTER SESSIONS 8:30 am - 10:00 am (See pages 23-24 for poster descriptions)			Masters Student Research Forum 2 Stuttering on the Big Screen: Discrimination Against Persons Who Stutter (Jones, Mitchell, Mayo) 8:30 am - 9:00 am
10:00 am		Mini-Seminar 19 Speech-Language Pathologist As Neuroplastician (Brady) 9:15 am - 10:15 am		Masters Student Research Forum 3 Public Perceptions of the Employability of Persons Who Stutter (Bridges, Mayo) 9:00 am - 9:30 am
11:00 am	SCHOLAR TO SCHOLAR POSTER SESSIONS 10:30 am - 12:00 pm (See pages 24-25 for poster descriptions)	Mini-Seminar 21 Latest Management Strategies in Dysphagia (Logemann) 10:30 am - 11:30 am	NSIG Meeting 10:00 am - 10:30 am	Masters Student Research Forum 4 Hypertension and Diabetes Impact on African American Cognitive-Linguistic Abilities (Hodge, Wainwright) 9:30 am - 10:00 am
12:00 pm		Technical Session 7 Modifications of Listeners' Attitudes Towards Persons Who Stuttering (Mayo, Mayo) 11:45 am - 12:15 pm	Mini-Seminar 20 Prognosis in Aphasia: Factors that Influence Recovery (Ellis) 10:30 am - 11:30 am	Masters Student Research Forum 6 A Case Study of Phonological Template Development in the Early Acquisition of African American English (Conner, Vellman) 10:00 am - 10:30 am
1:00 pm		Mini-Seminar 23 A Pragmatic Language Assessment Protocol for Preschoolers (Hyler) 1:15 pm - 2:15 pm	Mini-Seminar 22 Mild Cognitive Impairment: Subtle Cognitive-Communi- cation Changes (Fleming, Harris) 11:30 am - 12:30 pm	Doctoral Research Forum 1 Spontaneous Emotion Regulation in Preschool Children (Johnson, Conture, Walden) 10:30 am - 11:00 am
2:00 pm		Technical Session 8 International Continuing Education and Clinical Practi- cum Opportunities in Speech Pathology (Johnson) 2:30 pm - 3:00 pm	Mini-Seminar 25 Give Me an Ideal (Miller) 1:15 pm - 2:15 pm	Mini-Seminar 24 Expressive Elaboration in Narratives of African American Children: Fantasy vs Script Stories (Hester) 1:15 pm - 2:15 pm
3:00 pm		Technical Session 9 Lead's Effects on Learning/Developmental Disabilities in School-Aged Children (Johnson) 3:00 pm - 3:30 pm	Mini-Seminar 27 Educating Habitual Voice Users (Eiben, McAlexander, Griffin, Simpson, Norman) 2:30 pm - 3:30 pm	Mini-Seminar 26 Doctorate Degree in CSD: Distance Learning Models (Lacy McQuitty, Berry) 2:30 pm - 3:30 pm



APHASIA

I HAVE APHASIA

APHASIA

aphasia
NATIONAL
APHASIA
ASSOCIATION

Where knowledge touches lives

www.slu.edu/x10651.xml



TOPICS IN DIVERSITY

Caring never felt so good.



Discover how satisfying your career can be by joining the team at Kennedy Krieger Institute. Our internationally recognized facility is dedicated to improving the lives of children and adolescents with disabilities (including LD, PDD, CP, TBI, SED, and SCI) through interdisciplinary patient care, special education, and research. Join us for full-time and part-time opportunities in the following areas:

Outpatient/Inpatient

Outpatient SLPs conduct comprehensive evaluations and provide single and interdisciplinary treatment to children of all ages. Inpatient SLPs work with children who have behavioral and learning problems.

School-Based

Join dynamic and innovative teams of experts who not only provide treatment to students with varying disabilities, but also are actively engaged in the classroom settings at the same time. All services are expertly integrated into the students' curricula.

Home-Based

Work with Early Intervention Program (0-7 years). Spanish language skills a plus! You will provide individualized, intensive one-on-one therapy in the home setting, widely considered our most family-centered level of care.

Center for Autism and Related Disorders (CARD)

Provide evaluations and treatment through a multifaceted program for children with autism spectrum disorders and their families, including clinical evaluation/therapy and our Achievements Program for pre-school children.

Kennedy Krieger offers a competitive salary, excellent benefits, sign on and relocation incentives, tuition reimbursement, assistance with student loan repayment and rich professional development opportunities.

Please call us to discuss our opportunities at (443) 923-5815. Visit us and/or apply online at www.kennedykrieger.org. EOE

www.kennedykrieger.org



Kennedy Krieger Institute
Research. Treatment. Education.



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

The American Speech-Language-Hearing Association joins NBASLH in looking back with pride, and looking ahead in anticipation of continued collaboration.

We commend and applaud you for 30 years of dedication, perseverance, and commitment to advancing diversity within the discipline of human communication sciences and disorders.



Congratulations NBASLH!