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

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

8:30 am – 10:00 am
Sunday Farewell Brunch ($32) Windows Over Washington (14th Floor)

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

The Student-Mentor Luncheon presents the opportunity for students and mentors to enjoy a program specifically designed to personally congratulate the recipients of the NBASLH Awards while satiating your appetite for all that is sweet.

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.

Students-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) Windows Over Washington (14th Floor)
8:30 am – 10:00 am
Bid a fond farewell to old friends and new colleagues as you enjoy Sunday brunch.

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**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 Salon A
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 Windows Over Washington (14th Floor)
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.

**FRIDAY, APRIL 18**

NEW! Round Table Discussions ($10) Potomac View Room (14th Floor)
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 Jackson
5:30 pm - 6:30 pm
NBASLH Annual Awards Dinner Washington Ballroom
7:30 pm - 9:30 pm

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 Lincoln Hall (North Tower lower lobby)
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.

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) Windows Over Washington (14th Floor)
8:30 am – 10:00 am
Bid a fond farewell to old friends and new colleagues as you enjoy Sunday brunch.
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.

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

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

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.

Dr. Wilson will present Unchartered Waters in Communication Sciences: In Search of a Light House, Friday, April 18, from 1:45 pm - 2:45 pm.
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 neurogenics 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.
30 Years of NBASLH
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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 their 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.

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-Seminar 29
2:15 pm - 3:15 pm  Van Buren
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 working to improve 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.
Properly prepare for a graduate program in the communication sciences and recall the importance of a clinical doctorate in the field of Audiology. As future AuD students, it is important to understand the role of evidence-based practice (EBP) and the International Classification of Functioning, Disability, and Health (ICF) in providing evidence-based care to underserved 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.

**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 method of research that provides a systematic approach to achieving business success and performance excellence. 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 also to create an organizational model that shows all stakeholders that Leap is a good investment and is a good steward of resources.

**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.
**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; GaBriiana 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 initiatives 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).

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**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.

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**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.

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**Mini-Seminar 11**
10:30 am - 11:30 am  Van Buren

**Dialect Register Shift and Community Stratification**
Johanna R. W. Boul, 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. Distinguish between receptive and expressive register shifting.
3. Apply linguistic capital theory to the discussion of register shifting skill.
Mini-Seminar 14
1:45 pm - 2:45 pm  Wilson
Unchartered 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 predominantly 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 experienced 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 Vellerman, 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). Vellerman & 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.
(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 greater 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 Delaune 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.
**In Search of African American Vernacular Conversational Moves in Young Children**
Glenda DeJarrett, 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 decontextualized 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 storybook 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 involvement.
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.

**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 influence 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 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.
Over the past five to 10 years, consistent, gradual changes have occurred, expanding learner outcomes, and an intervention plan which promotes speech and language development.

**Learner Outcomes:**
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 major, 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 Tyeshia 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**
Katandra 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; Shakti 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; Kawyanda Pratther, Xavier University of Louisiana; Chineolo 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
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 orders 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.
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 Ludow, 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
Amell 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 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.
results indicated that fantasy stories elicited more EE features for all children (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 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 in-service 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.
List the mental and socio-educational effects post-exposure. The vision and hearing screening programs conducted at the school district level. Local programs should encourage legislation to fund blood lead screenings as part of its communities through educational and prevention programs. In addition, state and orally sucking or ingesting lead contaminated objects; (2) inhalation; and (3) through children receive special education services. Children can be exposed to lead by: (1) 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.
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
Ida 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
of young Participants will identify materials that can be used to promote understanding (3) Participants will differentiate the semantic features of young AAVE speakers and that gauge change in knowledge and attitudes about AAVE.

Learner Outcomes:
(1) Participates 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.

• 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 Libraries 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; Brittnay 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...
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
  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.

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

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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

**Saturday, April 19, 2008**

**WASHINGTON BALLROOM**

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:00 am</td>
<td>Mini-Seminar 17&lt;br&gt;ASHA Update (Gottfred)&lt;br&gt;8:00 am - 9:00 am</td>
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<tr>
<td>9:00 am</td>
<td>Scholar to Scholar Poster Sessions&lt;br&gt;8:30 am – 10:00 am&lt;br&gt;(See pages 23-24 for poster descriptions)</td>
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<tr>
<td>10:00 am</td>
<td>Scholar to Scholar Poster Sessions&lt;br&gt;10:30 am – 12:00 pm&lt;br&gt;(See pages 24-25 for poster descriptions)</td>
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<tr>
<td>11:00 am</td>
<td>Technical Session 7&lt;br&gt;Modifications of Listeners' Attitudes Towards Persons Who Stutter (Mayo, Mayo)&lt;br&gt;11:45 am - 12:15 pm</td>
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<td>12:00 pm</td>
<td>Student-Mentor Luncheon&lt;br&gt;Windows Over Washington 14th Floor&lt;br&gt;12:15 - 2:00 pm</td>
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<td>1:00 pm</td>
<td>Technical Session 8&lt;br&gt;International Continuing Education and Clinical Practice Opportunities in Speech Pathology (Johnson) 2:30 pm - 3:00 pm</td>
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<td>2:00 pm</td>
<td>Technical Session 9&lt;br&gt;Lead's Effects on Learning/Developmental Disabilities in School-Aged Children (Johnson) 3:00 pm - 3:30 pm</td>
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**HARRISON**

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<tr>
<td>11:00 am</td>
<td>Mini-Seminar 21&lt;br&gt;Latest Management Strategies in Dysphagia (Logemann)&lt;br&gt;10:30 am - 11:30 am</td>
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<th>Event</th>
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<tr>
<td>8:00 am</td>
<td>Masters Student Research Forum 1&lt;br&gt;Modeling Home Literacy Practices for Low Ses Families (Foreman) 8:00 am - 8:30 am</td>
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<td>Masters Student Research Forum 2&lt;br&gt;Stuttering on the Big Screen: Discrimination Against Persons Who Stutter (Jones, Mitchell, Mayo) 8:30 am - 9:00 am</td>
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<td>Masters Student Research Forum 3&lt;br&gt;Public Perceptions of the Employability of Persons Who Stutter (Bridges, Mayo) 9:00 am - 9:30 am</td>
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<td>Masters Student Research Forum 4&lt;br&gt;Hypertension and Diabetes Impact on African American Cognitive-Linguistic Abilities (Hodge, Wainwright) 9:30 am - 10:00 am</td>
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<td>10:00 am</td>
<td>Masters Student Research Forum 6&lt;br&gt;A Case Study of Phonological Template Development in the Early Acquisition of African American English (Conner, Vielmann) 10:00 am - 10:30 am</td>
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<td>Doctoral Research Forum 1&lt;br&gt;Spontaneous Emotion Regulation in Preschool Children (Johnson, Conture, Walden) 10:30 am - 11:00 am</td>
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<td>11:00 am</td>
<td>Technical Session 7&lt;br&gt;Modifications of Listeners' Attitudes Towards Persons Who Stutter (Mayo, Mayo)&lt;br&gt;11:45 am - 12:15 pm</td>
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<td>12:00 pm</td>
<td>Student-Mentor Luncheon&lt;br&gt;Windows Over Washington 14th Floor&lt;br&gt;12:15 - 2:00 pm</td>
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<td>1:00 pm</td>
<td>Technical Session 8&lt;br&gt;International Continuing Education and Clinical Practice Opportunities in Speech Pathology (Johnson) 2:30 pm - 3:00 pm</td>
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<td>2:00 pm</td>
<td>Technical Session 9&lt;br&gt;Lead's Effects on Learning/Developmental Disabilities in School-Aged Children (Johnson) 3:00 pm - 3:30 pm</td>
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<td>3:00 pm</td>
<td>Technical Session 10&lt;br&gt;Expressive Elaboration in Narratives of African American Children: Fantasy vs Script Stories (Hester) 1:15 pm - 2:15 pm</td>
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<tr>
<td>4:00 pm</td>
<td>Technical Session 11&lt;br&gt;Doctorate Degree in CSD: Distance Learning Models (Lacy McQuitty, Berry) 1:15 pm - 2:15 pm</td>
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</tbody>
</table>
The National Aphasia Association Congratulates NBASLH on its 30th Anniversary!

National Aphasia Association
350 Seventh Avenue, Suite 902
New York, NY 10001
Phone: (800) 922-4622
Email - naa@aphasia.org
www.aphasia.org

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In tribute to
Lynda R. Campbell, Ph.D., CCC-SLP

Lynda R. Campbell, Ph.D. was Associate Professor and Past Chair of the department of Communication Sciences and Disorders at Saint Louis University and ASHA Fellow. Lynda was member of the Board of Directors of NBASLH and also chaired the Multicultural Issues Board at ASHA. Lynda was a beloved colleague who was dedicated to her students and to issues in diversity. She was known for her wisdom, exuberance, and humor among her friends and colleagues. Through her teachings and by her example, she touched the lives of many. We are all richer for our time with her.

www.slu.edu/x10651.xml
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:

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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!