



NBASLH

NATIONAL BLACK ASSOCIATION FOR SPEECH-LANGUAGE AND HEARING
ANNUAL CONVENTION

NBASLH SPEAKS: LITERACY AND LITERALLY



April 16-18, 2009
Hyatt Regency Atlanta

NBASLH OFFICE

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Table of Contents

NBASLH Executive Board Listing.....	3
Letter from the Chair	3
Welcome from the 2009 Convention Chair.....	3
Letter from The King Center.....	4
Special Events.....	5
NBASLH Convention Program At-A-Glance	5
Highlighted Speakers	6
Awards	7-8
Exhibitors	9
Convention Program Schedule	10-31
Thursday, April 16	
Short Courses	10
Mini-Seminars.....	10-11
Technical Sessions	11
Friday, April 17	
Short Courses	11-12
Mini-Seminars.....	13-16
Technical Sessions	16-17
Student Forums.....	17
Poster Sessions	17-22
Saturday, April 18	
Short Courses	22-23
Mini-Seminars.....	23-25
Technical Sessions	25-26
Student Forums.....	26-27
Poster Sessions	28-31
Convention At-A-Glance Grids	32-34

NBASLH Executive Board

September 1, 2008 - August 31, 2009

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Letter from the Chair



The gateway to literacy connects through oral language, one human right dependent on the other. NBASLH's 2009 Convention will examine this connection and our roles as speech-language pathologists and audiologists. During this time, we will connect with those gifted as writers, researchers, poets, clinicians, speakers and avid readers. We will also examine those strands that fray the connections to a life of literacy, as well as approaches that strengthen them. Survival in our global society is dependent on literacy in all its forms. Literacy's base, oral language, is our profession's vital contributor to its growth and

sustainability.

We welcome you and have only three requests for you: to Learn, Share and Enjoy. Thank you for choosing NBASLH as the arena through which to expand your professional and cultural growth.

Cathy Runnels

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



Welcome from the 2009 Convention Chair



Welcome to this year's convention as we celebrate our theme, **NBASLH Speaks: Literacy & Literally**. Our committee is proud to offer you three days of excellence! We have gone to great lengths to secure a broad range of thought-provoking yet entertaining speakers that include author Pearl Cleage, Tommie Robinson, Sue Hale, Debra Dwight, Deneese Jones and Toya Wyatt.

For some, this will be your first Convention. Enjoy it! Take time to meet the many interesting NBASLH members and discover the benefits that you gain as a member. I look forward to talking with you over the next couple of days. For those who are NBASLH aficionados, we challenge you to develop and grow by embracing the Convention's literacy focus and commit to reading/discussing our recommended booklist and sharing with us some of your favorites.

As I complete my tenure as Convention Chair (please give Dr. Rachel Williams a congratulatory and supportive pat on the back as she takes hold of the reins in Tampa), I must highlight and praise our sponsors. Progressus, ASHA, Staffing Options & Solutions and Pearson have consistently supported our students through scholarships and the traditional Student-Mentor Luncheon. Our sponsor support is immeasurable and graciously appreciated.

I also must applaud our student volunteers and moderators. Please make a concerted effort "to love" on these young, vivacious members and provide words of encouragement for they are the future of NBASLH and this country.

Once again, welcome to NBASLH 2009, and be sure to enjoy a slice of Georgia pecan pie or a piece of peach cobbler!

Iris Johnson-Arnold

Iris Johnson-Arnold, Ph.D.
NBASLH Convention Chair





THE KING CENTER

March 11, 2009

National Black Association of Speech-language and Hearing
c/o Ms. Kristen Schaal
800 Perry Highway
Pittsburgh, PA 15229

To National Black Association of Speech-Language and
Hearing:

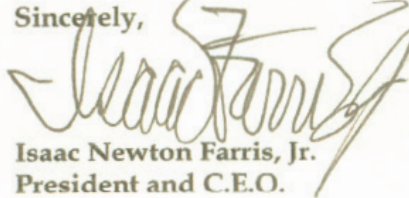
On behalf of the King Center, I write to express my warmest greetings and wholehearted support to everyone gathered for the 2009 Convention of National Black Association of Speech-Language and Hearing.

I commend the NBASLH for providing outstanding leadership in support of speech-language pathologists, audiologists and scientists serving individuals with communication disorders. Your organization and its members have made a wonderful contribution towards helping millions of people enjoy more fulfilling lives.

I salute you all who have worked so hard to make the NBASLH such a great force for empowerment of our fellow citizens with communication disorders. You have given us an inspiring example of the power of caring and dedication in service to helping others.

With great admiration and appreciation for your leadership and caring contributions, I wish you the greatest success in your annual convention, and in all of your future efforts to create a better life for the many who have benefitted from your service.

Sincerely,



Isaac Newton Farris, Jr.
President and C.E.O.

Freedom Hall Complex

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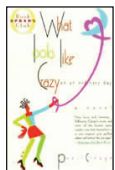
Special Events

THURSDAY, APRIL 16

Opening Session

Thursday, April 16, 2009

6:00 p.m. – 7:30 p.m., Room: **International Ballroom South**



NBASLH Speaks: Literacy and Literally comes to life in our Opening Session with author **Pearl Cleage**. Her book, *What Looks Like Crazy on an Ordinary Day*, was one of Oprah's Book Club selections. This renowned poet and journalist will explore challenges and opportunities faced by Americans following the historical election of Barack Obama.

Opening Reception and Book Signing/Promotion

Thursday, April 16, 2009

7:30 p.m. – 9:30 p.m., Room: **International Ballroom South**

Relax with colleagues, old and new, while nibbling on light fare hors d'oeuvres. NBASLH members are encouraged to *Speak Literacy* by bringing books they have authored or edited to display/promote during the opening reception/information exchange. Dinner on your own after the event.



FRIDAY, APRIL 17

Round Table Discussion – School-Based Issues

Friday, April 17, 2009

11:30 a.m. – 12:30 p.m., Room: **Piedmont**

This year's Round Table Discussion will focus on the following Hot Topics concerning School-Based Issues, *SLP Workloads; Funding; Reimbursement; Strategies for Using Literacy Materials; and Collaboration With Regular and Special Education Personnel*. Attendees can purchase lunch on their own within the hotel.

NBASLH Annual Awards Dinner

Friday, April 17, 2009

7:30 p.m. – 9:30 p.m., Room: **International Ballroom South**



Featured Speaker – Dr. Deneese Jones

Adorn yourself in semi-formal attire as NBASLH recognizes and applauds excellence in student research, service to the profession and a communications hero. Dr. Deneese Jones, Professor and Dean at Longwood University, will give food for thought and inspire attendees as she *Speaks Literally* about *21st Century Hope*

and the Challenge for Education in a Diverse Society.

SATURDAY, APRIL 18

Student-Mentor Luncheon – Finding Your Voice

Saturday, April 18, 2009

12:30 p.m. – 2:00 p.m., Room: **Hanover D/E**

The Student-Mentor Luncheon presents the opportunity for students and mentors to enjoy a program specifically designed for students. (Co-Sponsored with ASHA)

SUNDAY, APRIL 19

Sunday Serenade – Farewell Gospel Brunch

Sunday, April 19, 2009

8:30 a.m. – 10:00 a.m., Room: **Dunwoody**

Bid a fond farewell to old friends and new colleagues as you enjoy the sounds of soulful gospel music at the reinstituted Sunday Serenade.

NBASLH Convention Program At-A-Glance

THURSDAY, APRIL 16

11:00 a.m. – 6:00 p.m.	Registration Open
1:00 p.m. – 5:15 p.m.	Concurrent Educational Sessions
3:00 p.m. – 5:00 p.m.	Exhibits/Vendors Open
4:00 p.m. – 5:00 p.m.	Affiliates Meeting
6:00 p.m. – 7:30 p.m.	Opening Session
7:30 p.m. – 9:30 p.m.	Opening Reception

FRIDAY, APRIL 17 – SCHOOLS FOCUS

7:30 a.m. – 5:00 p.m.	Registration Open
8:00 a.m. – 5:00 p.m.	Exhibits/Vendors Open
8:00 a.m. – 5:00 p.m.	Concurrent Educational Sessions
11:30 a.m. – 12:30 p.m.	Round Table Discussion
3:30 p.m. – 5:00 p.m.	Student Panel Discussion
5:15 p.m. – 6:00 p.m.	NBASLH Annual Membership Meeting
7:30 p.m. – 9:30 p.m.	NBASLH Annual Awards Dinner

SATURDAY, APRIL 18 – REHAB & STUDENT FOCUS

7:30 a.m. – 4:00 p.m.	Registration Open
8:00 a.m. – 5:00 p.m.	Concurrent Educational Sessions
8:00 a.m. – 2:00 p.m.	Exhibits/Vendors Open
8:00 a.m. – 9:00 a.m.	Donn F. Bailey Lecture
10:30 a.m. – 11:00 a.m.	NSIG Membership Meeting
12:30 p.m. – 2:00 p.m.	Student-Mentor Luncheon (Co-Sponsored with ASHA)

SUNDAY, APRIL 19

8:30 a.m. – 10:00 a.m.	Sunday Serenade – Farewell Gospel Brunch
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Highlighted Presenters



Pearl Cleage

Room: INTERNATIONAL BALLROOM SOUTH

Pearl Cleage is an Atlanta-based writer. She is the author of six novels, 14 plays, two books of poetry and many other works. Her book *What Looks Like Crazy on an Ordinary Day* was one of Oprah's Book Club selections.



Dr. Debra Dwight

Room: MANILA

Dr. Debra Dwight currently serves as coordinator in the Program for Exceptional Children, Atlanta Public Schools, Atlanta, Georgia. She obtained her Masters and Doctoral degrees in Speech-Language Pathology from the University of Alabama in Tuscaloosa. She has special interest in school-based therapy interventions, and has published a book entitled "Here's How to Do Therapy: Hands-On Core Skills in Speech-Language Pathology."



Sue Hale, M.C.D.

Room: MANILA

Ms. Hale is Director of Clinical Education and Assistant Professor in the Department of Hearing and Speech Sciences at Vanderbilt University. She is the 2009 President of the American Speech-Language-Hearing Association. An ASHA Fellow, she served as Vice President for Quality of Service in Speech-Language Pathology from 2002-2004 and also served on ASHA's Council for Clinical Certification, Board of Ethics, and Council on Professional Standards. Prior to joining the faculty at Vanderbilt, she was Director of the Speech and Hearing Center and a faculty member in the Department of Communicative Disorders at the University of Mississippi for 24 years. She lectures and publishes in the areas of ethics, counseling and supervision.



Deneese L. Jones, Ph.D.

Room: INTERNATIONAL BALLROOM SOUTH

Dr. Deneese L. Jones began her service as Professor and Dean of the College of Education and Human Services at Longwood University in 2005. She earned a Ph.D. and M.Ed. from Texas A&M University in Curriculum and Instruction and a B.S. in Elementary Education from Texas Woman's University. Dr. Jones has served as a tenured professor in the Department of Curriculum and Instruction at the University of Kentucky. Dr. Jones was the Co-Founder and Director of the Center for the Study of Academic Achievement in Learning Environments and served as a researcher in the University of Kentucky's Collaborative Center for Literacy Development.



Tommie Robinson, Jr., Ph.D.

Room: MANILA

Dr. Tommie L. Robinson, Jr. is the Director of the Children's National Medical Center's Scottish Rite Center for Childhood Language Disorders and the 2009 President-Elect of the American Speech-Language-Hearing Association (ASHA). He provides speech and language services to children in the Washington, DC area.



Dr. Toya Wyatt – First Annual Donn F. Bailey Lecturer

Room: MANILA

Dr. Toya Wyatt is an Associate Professor at California State University, Fullerton with expertise in African-American child language development and assessment concerns. Dr. Wyatt holds a B.S. and M.A. in Speech-Language Pathology from Northwestern University and a Ph.D. from UMASS, Amherst. She is a fellow of ASHA and CSHA.

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Just as you inspire success
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Progressus Therapy

The power of what's possible

Progressus Therapy is a proud sponsor of the 2009 National Black Association for Speech-Language & Hearing Annual Convention. Visit us at the convention to learn more about our exciting school-based & early intervention careers, and our *Supporting Career Growth Through Mentoring* scholarship.

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Awards

NBASLH Communication Excellence Award



Aaron Elisha Grady

Lend me your ear, and I'll tell you a true story about a 13-year-old young black man named Aaron Elisha Grady who, like Moses, has a divine purpose for living. You may wonder why I chose Moses. Well God told Moses to deliver a great message to Pharaoh, but instead of Moses accepting the challenge, he said, *"Oh my Lord, I am not eloquent, neither heretofore, nor since thou hast spoken unto thy servant: but I am slow of speech and of a slow tongue."* Exodus 4:10. I, decided, I didn't want to allow my speech disfluency to keep me from accomplishing the things that I enjoy doing the most and one of them is talking about my favorite sport, football. Though it's

not the only thing, I realized that I had to learn how to cope with the facts of being a person who stuttered.

Since a toddler, I've dealt with this and was diagnosed and treated through; "The Babies Can't Wait Program." I also received speech therapy while attending the following schools: Bright Star Elementary (Douglas County), Sweetwater Elementary (Douglas County), Heard's Ferry Elementary (Fulton County), and currently Ridgeview Charter School (Fulton County). In 2003, I was formally diagnosed with a stuttering disorder and received fluency therapy off and on at Children's Healthcare of Atlanta from June 2003 - August 2006. Some of the goals that I worked on included: using fluency strategies (take a breath, and speak slow) to decrease dysfluencies, speaking to a third party person using fluency strategies and appropriate social skills, and practicing fluency strategies with oral school assignments.

Now that I'm getting older, I've noticed that it has become somewhat more difficult to express myself without the hesitation, and stuttering. I know that I will have to learn new techniques to help me address my ability to think, talk and breath at the same time. Unlike Moses, I accepted the instructions of my speech therapist and have proceeded to accomplish the following. While attending Sweetwater Elementary, I was an Honor Roll student and dubbed with the Knights honor. I participated in school plays, even if I only had one line. I was called upon to read books to the lower grades, which I found to be rewarding for me. Before entering the fourth grade, my family moved to Atlanta, Ga., and I attended Heard's Ferry Elementary. The first year at this school was a challenge for me because I didn't know anyone, and the school work was harder. I didn't want to talk with anyone because I thought they would laugh at me because I was different. I only talked a little until I started having help from the speech therapist. Later, I became more involved in school activities, such as plays, orchestra, oratorical, art projects for which me and a couple of my classmates were featured in the local newspaper, foreign language (Spanish and Japanese) and science, for which me and two other students received a certificate for making and explaining an open and closed circuit.

During the summertime, I participated in the Children's Healthcare of Atlanta Summer Games where one year I recited a poem (No Difference) at the Philips Arena. That was fun because the news man came to me for an interview and asked me before the recital what was my disability, and I told him speech. He said, "WOW, I can't tell by talking with you that you have a problem." I said, "thank you." I had the opportunity to attend LSU for a football camp that was a great experience for me, and it helped me to better my social skills and also become more familiar with football.

At present, I'm attending Ridgeview Charter School in Atlanta, Ga. I am now the Principal Bass Player in Honor Orchestra for two years. I have been voted Panther of the Month four times. I attended a Leadership Conference P.O.P (Power Over Prejudice), represented my school by attending the Fulton County Jr. District Attorney summer camp program. On graduation day of the program, I had to write a paper about what I learned from the program and then read it in front of everyone. Most recently, I have been offered a one-time opportunity to travel and study in China the summer of 2009. This is an educational exploration program founded by President Dwight D. Eisenhower. It's the People to People Student Ambassador Program. This offer, unlike the others, will stretch me far beyond of my comfort zone. It will give me the opportunity to discover, serve a greater purpose, learn about the world outside of the United States, develop new rewarding skills, and most of all help build my confidence in the areas that challenge me the most, speech. This Christmas, I had the best time ever when my family and a few classmates sung, set tables, played with the children and brought items that we'd collected to donate to the women and children homeless shelter. The joy of giving is irreplaceable.

In addition to my school activities, I played football in my community for the Sandtown Vikings. Our team made it to the playoffs. At the end of the season, we received a trophy for our accomplishments. I believe in helping my family, friends and neighbors whenever possible. I've been called upon by my neighbors to help with pets, kids, cars, lawn work and passing out flyers. They enabled me to become an entrepreneur for car washing The King of Car Care and lawn care The King of the Hills Lawn Service... (to see this letter in full, visit www.nbaslh.org.)

Student Book Fair



A Scholastic Book Fair will be held throughout the Convention.

Contributions will be used to establish a Student Fund.



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APHASIA (uh-fay-zhuh) n. An impairment of the ability to use or comprehend words, usually acquired as a result of a stroke or other brain injury.

NATIONAL APHASIA ASSOCIATION

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New York, NY 10001

Awards

William T. Simpkins, Jr. Service Award



Kay T. Payne, Ph.D.

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. Kay T. Payne. Dr. Payne has been recognized as a scholar and pioneer of the profession of speech-language pathology and audiology in regard to the Praxis. She has conducted research at ETS toward elucidation of the skills needed for successful test performance which culminated in the publication of *How To Prepare for the NESPA* (1991). In 1997, Dr. Payne developed the first and only software packages for test preparation in both Speech-Language Pathology and Audiology. The Computer Practice Module for the Praxis in Speech-Language Pathology (and Audiology) are currently produced and distributed by Delmar-Thompson Learning as personal exercise programs that present computer aided instruction and allow practice for improving test-taking skills. Additionally, *How To Prepare for the NESPA* has been revised, and two volumes, *How To Prepare for the Praxis Examination in Speech-Language Pathology* and *How To Prepare for the Praxis Examination in Audiology*, were published in June, 2000.

2009 Scholar-Mentor Award



A. Bernadette Mayfield-Clarke, Ph.D.

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. A. Bernadette Mayfield-Clarke.

Dr. Mayfield-Clarke is an associate professor and program director of Speech Communication Studies and Speech/Language Pathology & Audiology at North Carolina A&T State University in Greensboro, North Carolina in the Department of Journalism and Mass Communication with the Division of Speech since 2002 and more recently in Department of English since 2007. To date, Dr. Mayfield-Clarke serves as faculty mentor for undergraduate students in preparation of their pre-professional program to ensure entry into graduate schools and their research. She has graduated more than 100 students in seven years and 50 of them accepted into graduate programs.

During her 30 years of experience, she has served as the Director of Speech/Language Pathology and Audiology at a skilled nursing facility, Assistant Professor/Faculty/ Clinical Supervisor at California State University, Northridge; consultant for the provision of speech and language services in private practice, schools, acute care hospitals, inclusive of the NICU and the rehabilitation floor and various health care companies.

2009 NBASLH Student Research Award



Haydiya Coppedge

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. Coppedge will receive a \$1,000 award and a travel stipend to attend the NBASLH Convention.

This year's recipient, Hadiya Coppedge is a graduate student at University of Massachusetts Amherst. She will present her research Epidemiology of Risk in Children of Hurricane Katrina at this year's Convention during the Student Mentor-Luncheon, Saturday, April 18.

2009 Staffing Options & Solutions Student Scholarship Award

Gabrianna King and Narika Kendrick

Staffing Options & Solutions, Inc. (SOS) is a therapist owned and managed company providing contract therapy staff to schools and medical facilities in 13 states. The therapist owners of SOS are committed to encouraging the increased participation of talented minority therapists in the fields of speech, occupational and physical therapy. SOS is pleased to support the efforts of NBASLH within the field of speech-language pathology. This year, SOS sponsored two, \$500 scholarships to be awarded to qualified student members of NBASLH who are enrolled in a full-time master's degree program in speech-language pathology.

This year's recipients are Narika Kendrick and Gabrianna King.



Ms. Kendrick is a first-year graduate student at Tennessee State University in speech-language pathology. She received her bachelors of science degree in music business at Middle Tennessee State University. Upon graduation, she would like to pursue a career working in the public schools in the state of Tennessee.



Ms. King graduated from the University of North Carolina Greensboro (UNCG) in May 2008 with a Bachelor of Science Degree in Speech Pathology & Audiology and a Minor in African-American Studies. She is currently a first-year masters degree student in Speech-Language Pathology at UNCG. GaBriana also devotes her time as a Graduate Assistant to the Office of Disability Services at UNCG, and is a member of the Black Graduate Student Association. During her time in graduate school, GaBriana has realized her passion for working with children. Desiring to develop a more collaborative relationship between speech-language pathologists and teachers, GaBriana has decided to focus her Masters Project on determining the knowledge teachers have regarding our field.

2009 Progressus Therapy Award



Ashley Jones

Progressus Therapy has partnered with NBASLH to develop a \$3,000 scholarship. The award is funded by Progressus Therapy, the nationwide education solutions leader in school-based Speech-Language Pathology, Occupational Therapy and Physical Therapy. The scholarship will be awarded to a graduate student whose primary career interest is in providing speech-language services to children in school or early intervention settings following graduation and who identifies the importance of strong mentoring relationships, which enhance experiences and prepare for leadership roles.

This year's recipient is Ashley Jones. Ms. Jones is a M.A. candidate in Speech-Language Pathology at the University of North Carolina at Greensboro. She received a BA in Speech and Theatre at Fayetteville State University. She has presented several papers at professional conferences including NBASLH and ASHA. Ashley's interests include early intervention in language and literacy, prevention and management of fluency and swallowing disorders across the lifespan, and public perceptions of communication disorders. Her ultimate goal is earn a doctorate in Communication Sciences and Disorders and create an enrichment program for multicultural students in the field to get involved in research.



Exhibitors

NBASLH extends a sincere “Thank You” to this year’s Exhibitors.

Please take a few minutes to express your thanks to the vendors as you visit their booths.

**EXHIBIT HALL HOURS
HONG KONG/SINGAPORE
Thursday, 3:00 p.m. -5:00 p.m.
Friday, 8:00 a.m. - 5:00 p.m.
Saturday, 8:00 a.m. -2:00 p.m.**

Exhibitors

American Speech-Language Hearing Association

Galia C. Holland
2200 Research Boulevard
Rockville, MD 20854
301-296-5719
gholland@asha.org

Cobb Pediatric Therapy Services

Mark Norris
3104 Creekside Village Drive
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Kennesaw, GA 30144
770-218-6274
mnorris@cobbpediatric.com

Communication Sciences and Disorders Doctoral Program Consortium PhD

Susan Moss-Logan
201 Donaghey Avenue
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susanml@uca.edu

Divine Dzion Hosiery

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alparks@divinedzion.com

Kennedy Krieger Institute

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finecey@kennedykrieger.org

Los Angeles Unified School District

William Hatrick
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Progressus Therapy

Molly Shams
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801-499-1382
molly.shams@progressustherapy.com

National Aphasia Association

Ellayne Ganzfried
350 7th Avenue
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New York, NY 10001
212-267-2814
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North Carolina Central University Communication Disorders

Katrina Miller
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Chapel Hill, NC 27514
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Staffing Options & Solutions

Doug Powers
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Suite E
Indianapolis, IN 46227
317-791-2456
doug@traveltherapy.com

Super Duper Publications

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

Tennessee State University

Janika Blair
330 10th Avenue North
Nashville, TN 37203
615-498-4909

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Convention Program Schedule 2009

Thursday, April 16

SHORT COURSES

SC 1 Communication Disorders of Sensorineural Hearing Loss in Ethnic Minorities, HAS BEEN CHANGED TO A POSTER SESSION ON SATURDAY FROM 8:30 A.M. TO 10:00 A.M.

MINI-SEMINARS

MS 1

MANILA

1:00 p.m. - 2:00 p.m.

Modeling Home Literacy Practices and SES: a DVD Service Delivery

Jamila Foreman, M.Ed., North Carolina Central University

Level of Instruction: Introductory

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

Learner Outcomes:

- (1) Describe similarities and differences in home literacy practices in low SES African-American and Caucasian homes.
- (2) Identify shared book-reading strategies and possible ways to increase shared book-reading in low SES African- American homes.
- (3) Identify benefits of a DVD service delivery model in increasing home literacy practices in low SES African-American homes.
- (4) Identify future implications for research.

MS 2

1:00 p.m. - 2:00 p.m.

Speechreading and Communication Strategies: Forgotten Areas of Service?, Lissa A. Powers, Ph.D.

MS 3

TECHWOOD

1:00 p.m. - 2:00 p.m.

Adapting Materials for Children With Autism Spectrum Disorders

Megan Lynette Richmond, M.S., CCC-SLP; Thaashida Hutton, M.S., CCC-CLP

Level of Instruction: Introductory

Many therapists would like to learn how to maximize their use of materials for an entire caseload. This presentation will explain simple evidence-based strategies commonly used in the treatment of children with autism spectrum disorders. Presenters will highlight methods for adapting games, pictures, interactive software, and workbook activities for language, vocabulary, pragmatic, cognitive, and feeding disorders. (Note: this presentation will not promote or sell any products.)

Learner Outcomes:

- (1) Learners will name characteristics of children with autism spectrum disorders.
- (2) Learners will identify common intervention strategies used in interventions for children with autism spectrum disorders.

(3) Learners will complete a hands-on activity to modify materials for children with autism spectrum disorders.

(4) Learners will give examples of how to modify materials for inclusive educational and social settings.

MS 4

SPRING

1:30 p.m. - 2:30 p.m.

Treating Dementia Across Cultures

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

Level of Instruction: Introductory

Accurate assessment of language is important in monitoring the progression of dementia. Therefore, it is imperative that clinicians know and understand the difference between normal and pathological aging. It is even more critical that we examine these factors across cultures in order to provide culturally appropriate services. This presentation will review normal and pathological changes that occur in adults, the impact on diverse cultures, and culturally-relevant intervention strategies for service delivery.

Learner Outcomes:

- (1) List at least five physiological characteristics of normal aging.
- (2) Identify at least four signs of dementia.
- (3) Discuss at least three approaches to culturally appropriate service delivery.

MS 5

TECHWOOD

2:15 p.m. - 3:15 p.m.

CREATT: Culturally Responsive Training in AAC

Sheila Jonnese Bridges-Bond, Ph.D., North Carolina Central University; Robin Gillespie, ABD, North Carolina Central University

Level of Instruction: Intermediate

SLPs are increasingly experiencing the challenge of working with families with diverse language and cultural experiences. While a growing number of graduate programs in communication disorders have reported curricula that infuse AAC and CLD there is limited evidence of the efficacy of these training programs. Culturally Responsive Early Intervention and Assistive Technology Training, (CREATT) is an innovative graduate program in communication disorders (CD) at NCCU. CREATT provides specialized training in AAC and CLD. This mini-seminar will present an overview of the achievements of this model-training program and discuss the application of these strategies in other CD graduate programs.

Learner Outcomes:

- (1) Identify skills, knowledge and dispositions critical to providing quality services to CLD children and families with complex communication needs.
- (2) Align academic training with the expanding job requirements of an increasingly diverse and complex clientele.

MS 6

MANILA

2:30 p.m. - 3:30 p.m.

Principles of Supervision

Rachel Williams, Ph.D., Nova Southeastern University; Shelley Victor, Ed.D., Nova Southeastern University

Level of Instruction: Introductory

It is the position of the American Speech-Language-Hearing Association that clinical supervision (also called clinical teaching or clinical education) is a distinct area of practice in speech-language pathology and that it is an essential component in the education of students and the continual professional growth of speech-language

Convention Program Schedule 2009

Thursday, April 16 (continued)

pathologists (ASHA, 2008). This presentation will include an overview of the supervisory process, the definition of supervision, and the roles and responsibilities of the supervisor and supervisee. In addition, information will be provided on supervisory strategies necessary to successfully supervise assistants, graduate student externs and/or clinical fellows.

Learner Outcomes:

- (1) Identify the roles of supervisor and supervisee.
- (2) Contrast the styles of supervision.
- (3) Discuss the stages of the supervision continuum.

MS 7

SPRING

3:30 p.m. -4:30 p.m.

Gauging Readability of Materials for Client Education

Silvia Martinez, Ed. D., Howard University

Level of Instruction: Introductory

This session presents the results of readability measurements performed on ASHA, AAA and NIH brochures and education materials. Results show how reading levels of most brochures disseminated to the community are inadequate for low literate populations. Therefore, efforts to increase health literacy to address health disparities by using these materials are presumed to be ineffective. The session will also discuss readability measures as they address surface structures, and alternatives for improving the readability of materials used with clients and significant others. Implications for communication with low literate populations, English language learners and persons with disabilities will be presented.

Learner Outcomes:

- (1) Discuss the readability levels of health education materials published by three organizations.
- (2) Describe readability measures.
- (3) List methods for improving readability materials in order to address low literate populations.

MS 8

SPRING

4:45 p.m. -5:45 p.m.

Reducing Barriers for Physically Disabled Communication Sciences and Disorders Students

Vanessa T. Glover B.A., University of North Carolina at Greensboro;
GaBriana King B.S., University of North Carolina at Greensboro

Level of Instruction: Introductory

Communication Sciences and Disorders (CSD) students with disabilities face unique challenges. There are physical barriers that must be overcome as well as those constructed by attitudes, assumptions and stereotypes. This presentation will discuss (a) barriers (physical, interpersonal, and institutional) that disabled students face and overcome; (b) factors to take into account when interacting with someone with any kind of disability whether they be a peer or colleague; and (c) ways of opening dialogue to facilitate communication and thereby lead to the reduction of barriers and strengthening of relationships.

Learner Outcomes:

- (1) List examples of challenges that CSD students with physical disabilities have in educational training settings.
- (2) Apply interpersonal "rules" that can aid in opening the lines of communication and help in creating healthy exchanges about disabilities on personal and professional levels.

- (3) Describe the plan of a student with a physical disability to meet the motor skill essential function requirements of her academic department.
- (4) Assess their own training programs for the presence of physical and interpersonal barriers.

TECHNICAL SESSIONS

TS 1

TECHWOOD

4:45 p.m. -5:15 p.m.

College Students' Awareness of Communication Wellness and Healthy People 2010

Carolyn Marie Mayo Ph.D., North Carolina A&T State University;
Candace Mitchell B.A., University of North Carolina at Greensboro;
LaShanda Johnson, North Carolina A&T State University

Level of Instruction: Introductory

Healthy People 2010, a comprehensive, nationwide health promotion and disease prevention agenda, is designed to improve the health status of all people in the United States and to eliminate health disparities. Its over-arching purpose is to improve health and prevent illness, disability, and premature death. This study assessed undergraduate college students knowledge of concepts associated with communication wellness. Survey results and implications for promoting communication wellness on college campuses will be discussed. Emphasis will be placed on students' need to maintain a healthy speech-language-voice-hearing mechanism as a major self-marketing tool for their chosen profession during this information era.

Learner Outcomes:

- (1) Discuss and recall results of a survey of college students about their knowledge and awareness of communication wellness concepts.
- (2) Implement strategies to promote communication wellness activities on college campuses, emphasizing the need for students to maintain a healthy communication system for self-marketing purposes.
- (3) Discuss and inform students and professional colleagues about how the U.S. government (DHHS) is preparing for the next sequel (Healthy People 2020) to this nationwide health promotion initiative and our anticipated involvement as a profession.

Friday, April 17

SHORT COURSES

SC 2

8:00 a.m. -10:00 a.m.

The ICF: Influences on the Field of Communication Disorders

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

SC 3

8:00 a.m. -10:00 a.m.

Bridging the Gap: Collaboration Between Multicultural and International Education

Dolores E. Battle, Ph.D., Buffalo State College

Level of Instruction: Intermediate

American society has historically focused on cultural and linguistic diversity. Blacks or African-Americans have been studied extensively to the exclusion of Africans, Afri-Caribbeans and other members of the African diaspora. Multicultural education has focused on

Convention Program Schedule 2009

Friday, April 17 (continued)

developing understanding and appreciation of diversity among Blacks and other American racial/ethnic groups. However, as more persons from around the world immigrate to America, the country has become more culturally and linguistically diverse. Our concept of cultural and linguistic diversity must expand to include an understanding of differences and similarities of persons from around the world who now live in this country and how they impact on the appropriate service delivery. Appropriate service delivery must include a broad understanding and appreciation of the language and cultures of peoples that contribute to our understanding of the new America. The workshop will focus on initiatives and opportunities for bridging the gap between international and multicultural issues in the preparation of speech-language pathologists for culturally relevant service delivery, including opportunities for international professional development and collaboration with speech-language pathologists and audiologists from around the world.

Learner Outcomes:

- (1) Understand the differences in service delivery in international communities.
- (2) Provide culturally relevant clinical services to persons from various global communities.
- (3) Identify resources in their communities that provide assistance in providing culturally relevant services to persons from various international communities.

SC 4

MANILA

8:00 a.m. -11:00 a.m.

Impact of Dialect on Literacy and Reading

Debra Dwight, Ph.D.

Level of Instruction: Intermediate

This session will focus on an overview of African-American English, literacy, language and reading development. Participants will investigate the relationship between dialect and literacy, and will obtain information designed to positively impact language and literacy among African-American English dialect speakers.

Learner Outcomes:

- (1) Identify major components of African-American English across five areas of language.
- (2) Identify basic tenants of reading development.
- (3) Identify the relationship between language and literacy.
- (4) Obtain skills to positively impact literacy development among African-American English dialect speakers.

SC 5

SPRING

9:30 a.m. -11:30 a.m.

Ethics 101: Ethical Practice Across the Professions

Elise Davis-McFarland, Ph.D., Trident Technical College

Level of Instruction: Intermediate

Ethical practice is the cornerstone of the professions of speech-language pathology and audiology. This interactive session will include a review of ASHA's Code of Ethics and a discussion of hypothetical cases that present a range of ethical issues. A small group format will provide an opportunity for participants to talk about the ethical questions that each case raises. Participants will have the opportunity to apply principles from the Code of Ethics to the ethical challenges as an illustration of how the principles govern ethical behavior and decision-making.

Learner Outcomes:

- (1) Articulate at least three principles of the Code of Ethics.
- (2) Describe an ethical violation related to clinical practice or research.
- (3) Explain the relationship between the Code of Ethics principles and ethical clinical practice.

SC 6

SPRING

1:00 p.m. -4:00 p.m.

Stuttering 101: Mastering the Basics of Childhood Stuttering Intervention

Kia N. Johnson, Ph.D., James Madison University; Tommie L. Robinson, Jr., Ph.D., Scottish Rite Center for Childhood Language Disorders

Level of Instruction: Introductory

This short course will provide an overview of basic essential aspects used in stuttering intervention for preschool and school-age children. Specifically, indirect and direct intervention approaches will be presented along with methods of modification for applicability to a variety of intervention settings including private and school-based. Clinicians will also be provided with a step-by-step tutorial on conducting disfluency counts for assessment and treatment of childhood stuttering. Actual case studies and video will be provided for practical instruction. Clinicians will learn how to apply and modify the presented intervention approaches to best fit the needs of their population and setting.

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.
- (4) Perform a disfluency count from a conversational sample of a preschool child who stutters.

SC 7

TECHWOOD

1:00 p.m. -4:00 p.m.

Feeding Disorders/ Mealtime Miseries: The Role of the SLP

Cyreeta Dobbs, M.A., CCC-SLP, Elizabeth Seton Pediatric Center; Kyomi Dana Gregory, M.A., CCC-SLP, New York City Board of Education

Level of Instruction: Introductory

Eating difficulties are one of the daily conflicts that parents of children with autism and picky eaters often face. It is a daily challenge to get their child to experience new foods. Speech language pathologists play an important role in the treatment of feeding disorders within a variety of settings. This short course will define the nature of feeding difficulties in children, identify important components in the assessment and treatment of feeding disorders, and provide strategies to educate family/caregivers.

Learner Outcomes:

- (1) Determine if a child has a feeding aversion.
- (2) Identify the intervention plan and educate family/caregivers regarding successful mealtimes for children with feeding disorders.
- (3) Identify specific treatment techniques for feeding disorders.

Convention Program Schedule 2009

Friday, April 17 (continued)

MINI SEMINARS

MS 9

MARIETTA

8:00 a.m. -9:00 a.m.

African-American Ph.D.s in Communication Sciences and Disorders: The Process

Kia N. Johnson, Ph.D., CCC-SLP; Alayna E. Townsend, M.A., Howard University; Jamie D. Fisher, M.A., CCC-SLP, Vanderbilt University; Danielle J. Hayes, M.A., University of Cincinnati; Twyla Perryman, M.A., CCC-SLP, University of North Carolina -Chapel Hill

Level of Instruction: Intermediate

Previous reports indicate that there is a shortage of individuals, especially African-Americans, with Ph.D. degrees to assume academic and research positions in communication sciences and disorders (CSD). Due to this shortage and need for minorities in our field, opportunities will become available for individuals to pursue Ph.D.s in CSD. Those who are seeking or considering careers in research/academia may have questions concerning the process of pursuing a Ph.D. and obtaining a faculty position. African-Americans also want to consider challenges that may be faced during the process of pursuing and obtaining a Ph.D. The purpose of this mini-seminar is to provide information regarding African-Americans and the pursuit of a Ph.D. degree and careers in research/academia.

Learner Outcomes:

- (1) Identify resources available to assist in pursuing a Ph.D.
- (2) Identify steps necessary in pursuing a Ph.D.
- (3) Recall and demonstrate knowledge of careers in research/academia.

MS 10

MARIETTA

9:15 a.m. -10:15 a.m.

Increasing Personnel from Underrepresented Populations

Nancy L. Martino, Ph.D., Xavier University of Louisiana; Diana Burns, M.A., Richmond Public Schools; Terlena Crawford, B.S., Michigan State University

Level of Instruction: Intermediate

The purpose of this presentation is to show what Xavier University has been doing to address under-representation of minorities in the field. The importance of this issue has been stressed by ASHA, NBASLH and others. The presentation will provide audience members with information about overall student body knowledge of the field, and recruitment and retention efforts by faculty, students and alumni. Two graduates of the program (2003 and 2007) will provide their views on the "Xavier Experience" and how this experience helped them matriculate to graduate school and for one alumnus, pass the PRAXIS, and adjust to the work world.

Learner Outcomes:

- (1) Identify recruitment strategies geared for African-American students.
- (2) List ways to assist students with becoming professionals.
- (3) Identify barriers to increasing the number of African-American speech pathology majors.

MS 11

TECHWOOD

10:15 a.m. -11:15 a.m.

Becoming an Ambassador for Student Support

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

Level of Instruction: Advanced

Unlike most minority students in CSD programs at MSIs, such

students, at predominantly White institutions, can feel isolated; as if visiting a foreign country. Their efforts to engage with fellow students can be thwarted in the face of social avoidance and cultural insensitivity. The NBASLH Ambassador Project is a proactive student support program that assists minority CSD students experiencing the negative effects of cultural isolation. Ambassadors visit CSD programs where minority students find themselves isolated from those academic and social interactions needed for their professional development. This seminar provides information and the materials needed for NBASLH members to become Ambassadors.

Learner Outcomes:

- (1) Identify the adverse effects of academic and social isolation on minority students in CSD training programs.
- (2) Assess cultural awareness and sensitivity in racially and ethnically mixed groups of CSD professionals.
- (3) Provide tangible supports to minority students attending predominantly non-minority CSD training programs.

MS 12

PIEDMONT

10:15 a.m. -11:15 a.m.

Audiologic/Aural Rehabilitation: Surviving an Identity Crisis

Joseph J. Montano, Ed.D., Weill Cornell Medical College

Level of Instruction: Introductory

Audiologic/Aural Rehabilitation (AR) has transitioned over the years from a service specific discipline to a process with a more inclusive identity. Although there are a number of published definitions, clinical practice is often confounded by ambiguous professional roles, reimbursement restrictions and limited knowledge and skills. The purpose of this mini-seminar is to review the history and current state of AR and help delineate the complimentary and sometimes competitive roles of audiology and speech language pathology.

Learner Outcomes:

- (1) Identify the practice issues limiting the provision of AR services in clinical settings.
- (2) Define AR as it relates to current clinical practice.
- (3) Analyze the AR service provision in an employment setting as it relates to recommended practice patterns.

MS 13

MARIETTA

10:30 a.m. -11:30 a.m.

Takin' It To The Streets: Recruiting African-American Research Participants

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

Level of Instruction: Intermediate

Adherence to the belief that it is virtually impossible to obtain an adequate sample of African-American research volunteers is counterproductive: science does not advance, research-based evidence does not accrue, and communication needs of African-Americans are unaddressed. To challenge this belief, field notes from a recent study involving adult African-American research volunteers suggest successful recruitment and enrollment strategies. Greater inclusion of African-American research volunteers will contribute to much-needed population-specific research evidence in support of an emerging evidence-based practice philosophy.

Learner Outcomes:

- (1) Explain three reasons for greater inclusion of African-Americans in communication sciences and disorders.

Convention Program Schedule 2009

Friday, April 17 (continued)

(2) Research and name at least three IRB-approved research incentives for adult research participants.

(3) Name at least three viable advertising strategies for recruiting African-American research volunteers.

MS 14

TECHWOOD

11:15 a.m. -12:15 p.m.

So...You're In Graduate School!!!!: The First Year Experience

Tiffany J. Taliaferro, B.S., University of North Carolina at Greensboro; GaBriana King, B.S., University of North Carolina at Greensboro; Ashley Jones, B.A., University of North Carolina at Greensboro; Robert Mayo, Ph.D., University of North Carolina at Greensboro

Level of Instruction: Introductory

Students pursuing a graduate degree in Speech-Language Pathology (SLP) encounter numerous challenges that are new and unfamiliar during their first year of study. Prior awareness of the academic and personal issues that arise during the first year may help students create strategies to deal with the issues before they occur. This presentation, told from the perspective of three current first year SLP graduate students, will (a) describe potential academic and personal concerns/challenges that first year students may encounter and (b) provide proactive strategies to address those concerns/challenges.

Learner Outcomes:

- (1) Identify the possible academic and personal concerns/challenges that first year graduate students may face in a CSD program.
- (2) Generate ideas and solutions for coping with the issues that may develop.
- (3) Implement identified survival strategies during the first year experience.

MS 15

MANILA

11:15 a.m. -12:15 p.m.

Reading Comprehension: Connecting the Dots ... Between SLPs and Classroom Teachers

June Bethea, M.A., The University of North Carolina at Greensboro; Megan Lynette Richmond, M.S., CCC-SLP; Deanna Lacy McQuitty, Ph.D., North Carolina Agricultural & Technical State University; Bernadette Mayfield-Clarke, Ph.D., North Carolina Agricultural & Technical State University; Gina Lynette Bethel, North Carolina Agricultural & Technical State University

Level of Instruction: Intermediate

This seminar will review evidence-based practice principles for improving reading comprehension skills in students with reading disabilities. It will provide participants with strategies that can be used collaboratively by both the speech-language pathologist and the classroom teacher. Lesson plan ideas will be provided.

Learner Outcomes:

- (1) Identify evidence-based practice principles for improving reading.
- (2) Identify specific strategies that can be utilized to improve reading.
- (3) Describe lessons that can be collaboratively used by both the speech-language pathologist and the classroom teacher.

MS 16

MARIETTA

11:30 a.m. -12:30 p.m.

Student Mental Illness on Campus: What Every Educator Should Know

Louise F. Raleigh, M.Ed., University of North Carolina Greensboro

Level of Instruction: Introductory

Across the nation, an estimated 15 percent of students experience some type of mental illness while they are in college. Among the most common are depression and eating disorders. Sadly, many of these students struggle with whether they should seek help and where. Faculty and administrators also wrestle with the legal and ethical ramifications of taking action when students display symptoms of mental illness. The purpose of this presentation is to explore the signs and symptoms of various mental illnesses and to provide strategies and resources for responding to students in crisis.

Learner Outcomes:

- (1) List the most common diagnoses.
- (2) Describe their signs and symptoms.
- (3) Discuss strategies for reasonable accommodations in CSD.
- (4) Identify resources for support.

MS 17

MARIETTA

1:30 p.m. -2:30 pm

What I NEED to Know for Sure: Data Management, Scientific Integrity, Irresponsible Research Practices

Sharon E. Moss, Ph.D., American Speech-Language-Hearing Association

Level of Instruction: Introductory

Proper management of data is critical to science and to the research enterprise. Creating a foundation for the understanding of accepted practices and policies surrounding the acquisition and retention of data is essential to anyone engaged in a productive research career. This introductory-level session will serve as a forum for discussion of data management practices as they relate to responsible conduct of research, and to scientific misconduct. Issues concerning the collection, analysis, sharing, publication and retention of data will be presented. Undergraduate and graduate students, post-doctoral fellows, and emerging scientists are particularly encouraged to attend.

Learner Outcomes:

- (1) Identify factors that influence appropriate and efficient data management practices.
- (2) Understand the role of data management practices relative to scientific integrity.
- (3) Understand data management practices in the context of research misconduct.

MS 18

PIEDMONT

1:30 p.m. -2:30 p.m.

A 21st Century Private Practice in Speech-Language Pathology

Arnell A. Brady, M.A., Brady Speech-Language Pathology (Private Practice)

Level of Instruction: Intermediate

The purpose of this presentation is to offer methods for developing and maintaining a full-time stand-alone comprehensive speech-language pathology private practice in the 21st Century. The practice of speech-language pathology in America has been changing dramatically in the past 20 years because of outstanding scientific advances in neuroscience related to oral language, voice and swallowing. Speech-language pathologists, especially those private practitioners, have been offered unique clinical and business opportunities to be successfully instrumental in human communication enhancement and the diagnosis and treatment of communication disorders when they can translate scientific advances to clinical practice where they have greater autonomy.

Convention Program Schedule 2009

Friday, April 17 (continued)

Learner Outcomes:

- (1) Describe a stand-alone private practice in speech-language pathology.
- (2) List basic business programs essential to private practice.
- (3) List major contributions of neuroscience to the practice of speech-language pathology.
- (4) Develop a model private practice in speech-language pathology.

MS 19

MARIETTA

2:45 p.m. -3:45 p.m.

Life After the Ph.D.: Surviving and Thriving in Academe

Maya Reynolds Clark, Ph.D., Armstrong Atlantic State University; Valarie B. Fleming Ph.D., Texas State University-San Marcos; Monique Tenette Mills, Ph.D., Waisman Center, University of Wisconsin-Madison

Level of Instruction: Introductory

There is a critical shortage of Ph.D. level faculty/researchers in Communication Sciences and Disorders. As ASHA works to increase and retain the number of doctorate level faculty, the National Association for Equal Opportunity in Higher Education reports that minorities, Black women in particular, are substantially less likely than their counterparts to be granted tenure-track status, or to be retained in tenure-track positions. They are more likely to go from having a postdoctoral fellowship to being unemployed. This seminar will examine this alarming trend and discuss the process involved in acquiring a tenure-track appointment as well issues related to navigating aspects of the tenure and promotion process.

Learner Outcomes:

- (1) Select academic positions that are compatible with their teaching,
- (2) List helpful strategies for surviving the first year of a tenure track or post-doctorate position, as well as to identify available resources geared towards this population.
- (3) Design a career plan, identify career mentors and build a curriculum vita to support their post-doctorate goals.
- (4) Recognize and overcome obstacles that are detrimental to tenure and promotion.

MS 20

3:30 p.m. -4:30 p.m.

Lost But Found: Tackling Word Retrieval Difficulties In Children

T. Renee Watkins, M.S., Carolina Children's Therapy

MS 21

MARIETTA

4:00 p.m. -5:00 p.m.

Language Assessment and Disorder in Children With Sickle Cell Anemia

Toya A. Wyatt, Ph.D., Cal State Fullerton

Level of Instruction: Intermediate

This presentation is designed to provide participants with an understanding of key speech-language assessment and intervention considerations that need to be taken into account when working with African-American children with sickle cell anemia (SCA). Through a clinical case study example, participants will learn about the potential impact of SCA on children's language, hearing and overall learning as well as the types of appropriate standardized and non-standardized language assessment procedures that are useful for identifying relevant speech-language intervention goals, intervention/support and/or referrals/recommendations. Important parental counseling considerations will also be discussed.

Learner Outcomes:

- (1) Explain the medical consequences of sickle cell anemia (SCA) and its potential impact on language, hearing and learning abilities.
- (2) Accurately assess the language abilities of children with SCA.
- (3) Make appropriate clinical and educational recommendations for children with SCA.
- (4) Counsel parents on the implications of SCA using culturally responsive and sensitive counseling approaches.

MS 22

SPRING

4:15 p.m. -5:15 p.m.

Complex Syntax: A Neglected Area of Study

C. Melanie Schuele, Ph.D., Vanderbilt University; Jamie D. Fisher, M.A., CCC-SLP, Vanderbilt University

Level of Instruction: Intermediate

There has been limited investigation of complex syntax (CS) production in children with language impairments and to a lesser extent in children with typical language skills. Yet CS may be critically important not only for communicative success but academic success as well. We will present a classification framework for the investigation of CS in preschool and early elementary children in language sample analysis. We will present elicited CS tasks developed in our research. We will provide a summary of what is known, and what needs to be learned, about the CS development of typical and atypical language learners.

Learner Outcomes:

- (1) Define and give examples of types of complex syntax.
- (2) Differentiate between information in language samples and elicited language tasks.
- (3) Summarize three key findings about complex syntax development in typical and atypical language learners.

MS 23

TECHWOOD

4:15 p.m. -5:15 p.m.

Developing a Culture Sensitive Taxonomic Classification of Discourse in African-American English

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

Level of Instruction: Intermediate

This mini-seminar examines discourse behaviors of African-American English (AAE) speakers. Premises espoused and discussed include that 1) the internalized principles of conversational interaction are products of the African-American cultural experience for speakers of this variety of English; 2) linguistic conventions used by African-American English speakers assist in the formation of shared meaning, group affiliation and community bond; 3) a culture specific taxonomy can be used to explain discourse coherence in the AAE speaking community. This session explores these premises and shares a taxonomy devised to capture the cultural conventions employed by AAE speakers as communicative intentions are shared. The theoretical basis for the taxonomy is Grice's (1975) maxims: a) quantity--provision of sufficient information; b) quality--truthfulness; c) relevance and d) manner. Using Grice's framework this presentation examines how the four maxims are manipulated by AAE speakers to represent intentions that are culturally explicit. These identifiable manipulations compose the taxonomy discussed in this presentation.

Friday, April 17 (continued)

Learner Outcomes:

- (1) Explain the premise that internalized principles of conversational interaction are products of the African-American cultural experience.
- (2) Explain the premise that linguistic conventions used by AAE speakers assist in the formation of shared meaning, group affiliation and community bond.
- (3) Identify taxonomic classifications for discourse behaviors in AAE speakers.
- (4) Explain the theoretical foundation for the taxonomy of discourse behaviors in AAE.

TECHNICAL SESSIONS

TS 2

SPRING

8:00 a.m. -8:30 a.m.

Age-Related Deficits in Discourse Comprehension: The Role of Executive Function

Valarie B. Fleming, Ph.D., Texas State University-San Marcos

Level of Instruction: Intermediate

This study examined the relationship between age and written discourse comprehension ability at different levels of executive function (EF) ability (i.e., concept formation/abstract reasoning). Forty normally aging adults grouped by age participated. The research questions were: 1) Are there differences in younger and older adults' EF ability in terms of concept formation/abstract reasoning? 2) What are the relationships between reader-related variables, written discourse comprehension, and concept formation/abstract reasoning? 3) Is concept formation/abstract reasoning predictive of written discourse comprehension ability in younger and/or older adults? Results indicate a complex relationship among the variables of age, EF ability, and written discourse comprehension.

Learner Outcomes:

- (1) Identify ways in which executive function may influence written discourse comprehension.
- (2) Explain the importance of investigating specific components of executive function.
- (3) Describe the implications for current findings in a study investigating written discourse comprehension in older adults.

TS 3

SPRING

8:45 a.m. -9:15 a.m.

EMG Measures of Speech Motor Control in Adults and Children

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

Level of Instruction: Advanced

This technical session examines the use of surface electromyography (EMG) in determining speech motor control behavior in adults and children. This presentation describes EMG procedures used to observe lip and jaw coordination in normally articulating adults and children and children with articulation disorders. A study conducted to examine upper and lower lip and jaw coordination's during syllable production is reported to demonstrate neuromotor control mechanisms detected by EMG.

Learner Outcomes:

- (1) Identify surface EMG procedures for detection of neuromotor control of lips and jaw.
- (2) Identify muscular coordination patterns of normal adults during simple speech activities.

- (3) Identify muscular coordination patterns of normal speaking children during simple speech.

- (4) Identify muscular coordination patterns of children with articulatory disorders during simple speech activities.

TS 4

MANILA

1:30 p.m. -2:00 p.m.

SLPs' Role in State Pediatric Foster Care and Adoptions

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

Level of Instruction: Introductory

Every year, thousands of children are placed in foster care or adoptive settings due to adverse familial events such as child maltreatment. Such events have led to psychosocial health, i.e. poor educational levels and antisocial behavior or disturbances. As health care professionals, inter- and multi-disciplinary approaches must be implemented when working with foster care and adoptive children and their families. It is hopeful current literature and case studies presented will aid in the development of a protocol on how to address and improve the health care services of foster care and adoptive populations and their families.

Learner Outcomes:

- (1) Discuss the statistics regarding pediatric state adopted children.
- (2) Identify and describe the role of speech-language pathology in this population group.
- (3) Discuss ways in which SLPs can counsel foster care and adoptive families caring for adopted children with special health care needs.

TS 5

MANILA

2:15 p.m. -2:45 p.m.

How to Administer, Score and Interpret the MAVA

Kevin Stuckey, M.S., CCC-SLP

Level of Instruction: Introductory

The Montgomery Assessment of Vocabulary™ (MAVA™) by Judy Montgomery, Ph.D. is a comprehensive test for evaluating a student's expressive and receptive word knowledge. This quick, all-in-one assessment analyzes a student's ability to recognize and identify three tiers of vocabulary words. This presentation will give a brief overview of the test, test development, the three tiers of vocabulary, and test components.

Learner Outcomes:

- (1) Define and explain 3 tiers of vocabulary, as well as recognize their impact on academic performance.
- (2) Identify the components of the MAVA™.
- (3) Identify sources to score and interpret the results of the MAVA™.

TS 6

MANILA

3:00 p.m. -3:30 p.m.

Preliminary Investigation of African-American Mother-Child Interactions

Tempii Champion, Ph.D., Long Island University Brooklyn Campus; Jill de Villiersis, Smith College; Jessica Bruny, B.S., Long Island University; Natalia Morozova, B.S., Long Island University; Stephanie Scibilia, B.S., Long Island University

Level of Instruction: Introductory

This research explored how African-American mothers and their preschool children communicated during a play activity. Earlier investigations on the interactive styles of African-American mothers

Convention Program Schedule 2009

Friday, April 17 (continued)

and their children were interpreted as providing a language deprived learning environment. Recent researchers (Hammer and Weiss, 1999) indicate that interactions varied with SES groupings. In addition, the children in their study appeared to be learning language normally regardless of the type of communication functions by their mothers. Twelve mother-child dyads of low SES were observed at play. The communication acts (Fey, 1986) were coded: statements, directives, and requests for information, play based and responses to child's vocalizations. The results and implications for intervention will be discussed.

Learner Outcomes:

- (1) Identify communication acts used by mothers during play interactions.
- (2) Identify what role culture plays when examining African-American mother child interactions.
- (3) Identify what AAE features are used by mothers during certain communication acts.

TS 7

MANILA

4:45 p.m. -5:15 p.m.

An Introduction to Craniofacial Anomalies and Cleft Lip and Palate and the Diverse Population

Nancy Marie Gauvin, M.S., Nova Southeastern University

Level of Instruction: Introductory

This introductory presentation will discuss various craniofacial anomalies and cleft lip and palate and the effects of these differences on the resonance and the velopharyngeal port. Statistics will be provided on various cultures that exhibit these anomalies. Additionally, the presentation will review the basic anatomy of the velopharyngeal port as well as discuss various causes of velopharyngeal dysfunction. Patients suffering velopharyngeal dysfunction will be discussed with the focus on patients with cleft palates. Surgical and alternative treatments for cleft palate patients will be reviewed and various therapies and alternative interventions will be discussed. Lastly, a case presentation will be discussed to provide some alternative treatments for patients who are no longer surgical candidates.

Learner Outcomes:

- (1) Learn the differences in resonance of patients with cleft lip and palate.
- (2) Discern what effects craniofacial anomalies and cleft lip/palate has on resonance.
- (3) Understand the diverse populations that are affected by craniofacial, cleft lip/palate.
- (4) Understand the various treatments provided and surgical interventions performed.

STUDENT FORUMS

SF 1

MARIETTA

1:00 p.m. -1:30 p.m.

Cluttering: Characteristics, Intervention and Personal Experience

Ron Casterlow, B.A., University of North Carolina at Greensboro; Robert Mayo, University of North Carolina at Greensboro

Level of Instruction: Introductory

Cluttering is recognized as a fluency disorder distinct from stuttering. However, the disorder is not well represented in the scientific literature. Cluttering is characterized by speech disfluencies the majority of which are unlike those typical of people who stutter, a speech delivery rate which is either abnormally fast and/or irregular or both, poor intelligibility, and lack of awareness of the problem. The purposes of this presentation, discussed from the perspective of a CSD student who clutters, are to (a) describe the major clinical features of cluttering, (b) discuss the author's personal experiences with the disorder, and (c) highlight intervention approaches.

Learner Outcomes:

- (1) Identify major clinical characteristics of cluttering which make it a fluency disorder distinct from stuttering.
- (2) Use the International Classification of Impairment, Disability, and Handicap (ICIDH) model to describe the impact of cluttering on quality of life.
- (3) Discuss intervention approaches that are used to treat cluttering.

SCHOLAR TO SCHOLAR POSTER SESSIONS

Rosewell

8:30 a.m. -10:00 a.m.

A Program for Increasing Preadolescents' Vocabulary and Text Comprehension Skills

Joan Kissel, M.A., Orange County Public Schools; Kenyatta O. Rivers, Ph.D., University of Central Florida; David L. Ratusnik, Ph.D., University of Central Florida

An examination of a remedial program developed for increasing preadolescent poor readers' vocabulary and text comprehension skills is presented. Sixty-two students who were in the sixth grade and performed below grade-level expectations on the Florida Comprehensive Assessment Test (FCAT) were given direct instruction in vocabulary and text comprehension. Using retrospective file data, an impressive clinical effect of the program might be argued, although a statistical significant difference was not found on pretest and post-test measures.

Learner Outcomes:

- (1) Identify common academic difficulties of preadolescent poor readers.
- (2) Recognize the relationship of grade-level vocabulary and text comprehension skills and literacy achievement in preadolescents.
- (3) Summarize strategies for increasing vocabulary and text comprehension skills in preadolescent poor readers.

Convention Program Schedule 2009

Friday, April 17 (continued)

SCHOLAR TO SCHOLAR POSTER SESSIONS (continued)

Cross-Cultural Inferences: A Graduate Students Practicum Experience In China

Kimberly Powell, B.S., BSW, North Carolina Central University;
Lateefa Aisha Coleman, B.A., North Carolina Central University;
Grace Hao, Ph.D., CCC-SLP, North Carolina Central University

Four students from North Carolina Central University were selected to participate in a clinical practicum experiencing Guangzhou, China. These students lectured to medical doctors and special education teachers on diagnostic and therapeutic procedures, as well as administered therapy to monolingual Chinese children with autism. There is a definite focus on multi-culturalism in the graduate program at NCCU. However, there are certain cross-cultural aspects of administering therapy that cannot be taught. This presentation will discuss tips and techniques on remaining culturally sensitive while using translators, administering therapy to a non-American population, and lecturing to and collaborating with professionals who are from a different culture.

Learner Outcomes:

- (1) List ways to remain culturally sensitive while using translators to administer therapy.
- (2) Identify the importance of a cross-cultural experience in graduate studies.
- (3) Explain the overall importance of cultural sensitivity.

Low Income African-American Preschool Children's Knowledge of Basic Concepts

Betty D. Sutton, Ed.D, CCC-SLP, Jackson State University

Basic concepts are used to give directions across many aspects of instruction in the classroom. Inadequate basic concept knowledge may cause communicative barriers and academic difficulties for students. This descriptive study examined the basic concept knowledge of 53 African-American children from four randomly chosen classrooms in an inner city Head Start program. The Boehm Test of Basic Concepts-Third Edition was administered. Family factors of the children were examined to determine effect on concept identification. Results indicate delayed concept acquisition among the children in the study. Family factors had no significant effect on basic concept identification.

Learner Outcomes:

- (1) Identify what basic concepts are and why they are important to school success.
- (2) Identify factors in children's environments that may impact basic concept acquisition.
- (3) Identify strategies for intervention with African-American preschool children in the area of basic concepts.

Prenatal Alcohol Exposure in Birth-to-Three Populations: Implications on Speech/Language Development

Joy Shantrell Haskin, North Carolina A&T State University; Deana Lacy McQuitty, Ph.D., North Carolina A&T State University

This current study examined archival research which addressed the effects of prenatal alcohol exposure on speech-language development in the birth-to-three population. It is estimated

that the prevalence of fetal alcohol syndrome is 1-7 per 1,000 live births (Niccols, 2007). Prenatal alcohol exposure can adversely affect speech and language, along with behavior, physical growth and cognition. FASLink suggests up to ages 10-12, intervention for children with FAS can be effective. Thus, scholars support early intervention services for this population. This research study will also examine the role of the SLP regarding assessment and intervention strategies. Future implications will also be explored.

Learner Outcomes:

- (1) Identify physical and cognitive characteristics of children with fetal alcohol syndrome.
- (2) Identify the incidence and prevalence rates of fetal alcohol syndrome in the United States.
- (3) Identify best practices for the speech-language pathologist regarding speech and language assessment and treatment strategies.

SES Influences on Preschoolers Performance on the Preschool Language Scale (PLS) and the Peabody Picture Vocabulary Test (PPVT)

Jamie D. Fisher, M.A., CCC-SLP, Vanderbilt University; C. Melanie Schuele, Ph.D., Vanderbilt University

Norm-referenced instruments are widely used in evaluating the language skills of preschool children to make diagnostic decisions. In this study, we examined the performance of a group of children from primarily college-educated families from Nashville, Tenn. This group performed significantly above the normative mean. In previous studies of low socio-economic status preschoolers from Nashville, Tenn., Qi, Kaiser and colleagues reported that the mean performance of the children was significantly below the normative mean of 100 on the PPVT-III and PLS-3, yet the groups' performance approximated a normal distribution. Implications for practice are considered.

Learner Outcomes:

- (1) Consider the impact of socioeconomic status, as indexed by maternal education, on children's performance on the Preschool Language Scale and the Peabody Picture Vocabulary Test.
- (2) Define a child with a "language disorder" vs. a child who "does not have strong language skills."
- (3) Know difference between "language enrichment" and "language intervention."

The Lidcombe Program: Traditional Versus Telehealth Method for Preschool-Age Stuttering

Andrea Brewer, B.A., Longwood University; Rachel Mullins, B.S., Longwood University; Michele L. Norman, Longwood University

The Lidcombe Program is a parent-conducted method used to increase stutter-free speech in preschool age children that has been shown to be safe and effective (Harris, Onslow, Packman, Harrison, & Menzies, 2002; Latterman, Shenker, & Thordardottir, 2005). Aside from short-term efficacy, a randomized controlled trial has also shown that it is a more effective long-term treatment than natural recovery (Jones, Onslow, Packman, Williams, Ormond, Schwarz, et al., 2005). Recent studies pose telehealth as an optional method of service delivery of the Lidcombe Program. This proposal will review the traditional and telehealth methods of the Lidcombe Program to determine which is more effective.

Convention Program Schedule 2009

Friday, April 17 (continued)

SCHOLAR TO SCHOLAR POSTER SESSIONS (continued)

Learner Outcomes:

- (1) Identify the criteria for eligibility for participation in the Lidcombe Program.
- (2) Describe the traditional method of service delivery of the Lidcombe Program.
- (3) Describe the telehealth treatment protocol for the Lidcombe Program.

The Mayaki Articulation Test for Yoruba (MATY): A Pilot Study

Oluwatoyin Oladunni Mayaki, B.S., Howard University

Errors in articulation must be identified before speech therapy is initiated. A systematic method for locating and recording articulatory errors should be employed in order to define the problem and to provide a guide for effective remedial service. The Mayaki Articulation Test for Yoruba (MATY) is designed to provide an articulation assessment of consonants for Yoruba school age children. The purpose of this study is to determine the efficacy of this assessment tool for assessing articulation in Yoruba school age children. The study will evaluate the MATY from a validity and reliability standpoint as well as assess the cultural appropriateness of the stimulus items.

Learner Outcomes:

- (1) Learn about Yoruba Phonology.
- (2) Understand parts of the Mayaki Articulation Test for Yoruba.
- (3) Understand culturally appropriate procedures for Yoruba speakers.

Using the DELV Wh-Question Subtest to Predict Reading Comprehension Difficulties

Frances Burns, Ph.D., University of Massachusetts-Amherst; Therese Kosary, M.S., Texas State University-San Marcos; Kelly Faucett, Texas State University-San Marcos; Cardin Coleman, Texas State University-San Marcos

To determine if the Wh-question comprehension subtest of the Diagnostic Evaluation of Language Variation (DELV) is correlated with measures of reading comprehension; and if the DELV adds predictive power above the Woodcock Johnson-Revised (WJ-R). The participants were ninety-nine first graders at-risk for reading difficulties. Regression analysis was used to predict reading comprehension performance as measured by the WJ-R. Results: There were significant correlations between the DELV and widely used reading measures; however it did not provide any predictive power above the WJ-R. All of the measures, DELV included, were predictors of reading difficulties. Clinical implications will be discussed.

Learner Outcomes:

- (1) Identify types of DELV Wh-questions used to evaluate text comprehension.
- (2) Identify reading measures correlated with the DELV Wh-question comprehension subtest.
- (3) List three benefits of assessing Wh-question comprehension in children with language impairment.

10:30 a.m. - 12:00 p.m.

Central Auditory Processing Disorder and Its Effects on Speech and Language

A.B. Mayfield-Clarke, Ph.D., North Carolina A&T State University; Deborah O. Almaroof, North Carolina A&T State University

This study will focus on providing an overview of Central Auditory Processing Disorder (CAPD) and the effects on speech and language. The majority of the research studied CAPD in school-aged children. The impact of CAPD on language use is particularly evident in spoken language comprehension. This deficit leads to difficulties in phonological awareness, morphology, syntax and pragmatics. Audiologists and Speech/Language Pathologists work in conjunction to provide assessment and treatment management techniques for Central Auditory Processing.

Learner Outcomes:

- (1) Identify the diagnostic characteristics associated with Central Auditory Processing Disorder (CAPD).
- (2) Discuss the relationship between Central Auditory Processing Disorder and deficits in speech and language.
- (3) Recognize assessment techniques and treatment goals associated with Central Auditory Processing Disorder.

Deaf Education in Mexico: Oral vs. Total Communication

Jacklyn Suzanne Coats, B.A., North Carolina Central University

This presentation is based upon the author's experience working in rural Mexico. There, the author worked with both children and adults in a classroom setting. This presentation focus is on the education and advocacy of total communication in the deaf population in Mexico vs. oral only. The information presented is based upon the author's personal experience, conversation with the deaf educator, the medical/professional staff, and the students themselves.

Learner Outcomes:

- (1) Distinguish the difference between total communication in the deaf population versus oral only education.
- (2) Compare the educational styles used in the US to educate the deaf population to the educational styles currently practiced in Mexico.
- (3) Apply educational styles presented to facilitate speech and language skills among the deaf population in the US.

Fragile X Syndrome: Implications For Communication Behaviors

A.B. Mayfield-Clarke, Ph.D., North Carolina Agricultural & Technical State University; Titiana Kierra High, North Carolina Agricultural & Technical State University

This study was conducted to investigate the speech and language characteristics of males birth-to-three who have been diagnosed with Fragile X Syndrome (FXS). Archival research was used. Findings suggest that males diagnosed with this order may exhibit moderate to severe intellectual impairments, a range of language difficulties (receptive and expressive vocabulary, syntax, and pragmatics), delay in communication, social and behavioral anxiety, and arousal. These clients also exhibit poor speech intelligibility. Most males with FXS produce speech, but the onset is severely delayed (Brady, 2006). Future research implications will also be discussed.

Friday, April 17 (continued)

SCHOLAR TO SCHOLAR POSTER SESSIONS (continued)

Learner Outcomes:

- (1) Recognize speech and language characteristics typical of males and females with Fragile X Syndrome.
- (2) Identify the incidence and prevalence of FXS.
- (3) State assessment and treatment approaches for FXS.

Incidence, Prevalence and Communication Disorders in Pediatric African-Americans with HIV/AIDS

Traci Denean Reid, North Carolina A&T State University; Deana Lacy McQuitty, Ph.D., North Carolina A&T State University

The purpose of this study is to examine archival research investigating the incidence, prevalence, and speech and language deficits in African-American children with HIV/AIDS. Archival research focused on subjects between the ages of birth-school aged. Findings suggest that predominant speech and language deficits include but are not limited to, oral motor impairments, and expressive and receptive language delays. Scholars support evaluation and assessment strategies provided by multidisciplinary teams. Additionally, parent/caregiver interviews and education are vital components. The role of the speech-language pathologist and best practices for assessment and intervention will be discussed. Future research needs will also be explored.

Learner Outcomes:

- (1) Identify the incidence and prevalence of HIV/AIDS among African-Americans in the pediatric population in NC.
- (2) List speech and language implications associated with pediatric HIV/AIDS.
- (3) Describe effective strategies of early intervention within the birth to three populations diagnosed with pediatric HIV/AIDS.

Shaken Baby Syndrome and Traumatic Brain Injury: Implications for Speech and Language Disorders

Deana Lacy McQuitty, Ph.D., North Carolina Agricultural & Technical State University; Gina Lynette Bethel, North Carolina Agricultural & Technical State University; A.B. Mayfield-Clarke Ph.D., North Carolina Agricultural & Technical State University

This current research utilized archival research to examine speech and language implications for infants diagnosed with Shaken Baby Syndrome. Research suggests that infants suffering from Shaken Baby Syndrome often experience Traumatic Brain Injury. This research also examined the incidence and prevalence of Traumatic Brain Injury, cognition, gross and fine motor skill development in infants diagnosed with this syndrome. Future research implications and best practices for the Speech-Language Pathologist will also be explored.

Learner Outcomes:

- (1) Equate the incidence and prevalence of Shaken Baby Syndrome and Traumatic Brain Injury in minority groups.
- (2) Distinguish between the characteristics of Shaken Baby Syndrome and Traumatic Brain Injury that impact speech and language.
- (3) Classify the assessment techniques and treatment goals associated with Shaken Baby Syndrome and Traumatic Brain Injury.

Speech and Language Characteristics Associated With Degrees of Mental Retardation

A.B Mayfield-Clarke, Ph.D., North Carolina A&T State University; Shakeika Camille Colvin, North Carolina A&T State University

The purpose of this study is to present the speech and language characteristics associated with the different degrees of Mental Retardation. This study also aims to find the incidence and prevalence of African-Americans with Mental Retardation in the state of North Carolina. The data was assembled through archival research, using computerized searches of peer reviewed journals. The study observed both children and adults with Mental Retardation. The results of the study showed that some characteristic language impairments include: following syntactically complete directions, recalling facts from passages, and retelling a narrative passage. Speech impairments identified problems often dealing with articulation.

Learner Outcomes:

- (1) Differentiate between the degrees of Mental Retardation.
- (2) Identify the effect that different degrees of Mental Retardation has on speech and language.
- (3) Compare the prevalence of Mental Retardation in North Carolina to that of other states.

The Bilingual Stutterer: Preliminary Report

Nwakaego Ozomena-Velma Iwenofu, B.A., Michigan State University; Paul Alan Cooke, Ph.D., Michigan State University

This research explores the relationship between the onset of stuttering and the acquisition of a second language. It explores the effect that verbal proficiency has on present stuttering severity in individuals who are bilingual. Data was collected from a questionnaire and a spontaneous speech sample in subjects' native and non-native languages. Preliminary findings indicate that the age of learning a second language does not relate to stuttering severity. Verbal proficiency of the language is inversely proportional to stuttering severity. Contributing factors to stuttering severity may include confidence in the social situation, vocabulary, and frequency of language use.

Learner Outcomes:

- (1) Identify the relationship between learning a second language and stuttering severity.
- (2) Distinguish the dysfluencies of bilingual stutterers in their native and non-native languages.
- (3) Identify factors related to the severity of bilingual stuttering.

The Role of the Speech Pathologist in Treating Burn Patients

Patrice F Haywood, M.Ed., CCC/SLP, Madonna Rehabilitation Hospital

The purpose of this presentation is to educate speech language pathologists about the role they play in the care and rehabilitation of burn patients. Often times the multi-disciplinary team overlooks the major contribution the speech language pathologist can make in the recovery process of these patients. It is the duty of the therapist to ensure a patient can function at his/her optimal ability upon discharge from the hospital. In order to achieve this, the areas that need to be addressed include swallowing, cognitive-communication, speech, voice and oral-motor function.

Convention Program Schedule 2009

Friday, April 17 (continued)

SCHOLAR TO SCHOLAR POSTER SESSIONS (continued)

Learner Outcomes:

- (1) Identify the rationale for treating burn.
- (2) List areas of treatment needed for patients with burns.
- (3) Discuss the evaluation protocol for burn patients

2:00 p.m. - 3:30 p.m.

A Descriptive Analysis of Student Experience Abroad in the Field of Speech-Language and Hearing

Amanda L Melvin, B.A., North Carolina Central University; Grace Hao, Ph.D., CCC-SLP, North Carolina Central University; Thomas L. Layton, Ph.D., CCC-SLP, North Carolina Central University

The purpose of this presentation is to report on different study abroad experiences in communication disorder programs across the nation. The presentation will describe positive and negative aspects of graduate students studying abroad, including length of time, clinical experiences, cultural awareness, research potential, course work, and professional partnership.

Learner Outcomes:

- (1) Give examples of study abroad experiences in communication disorder graduate programs across the nation.
- (2) Classify positive and negative aspects of studying abroad according to length of time, clinical experiences, cultural awareness, research potential, course work, and professional partnership.
- (3) List the opportunities offered by participating in a study abroad program in the field of speech-language and hearing.

Consistency of DELV Screening Test in a Children's Language Sample

Justin Morrison, B.A., University of Northern Iowa; Clifford Lane Highnam, Ph.D., University of Northern Iowa

Due to lack of research regarding testing in African-American children, many are at risk for being identified as speech or language disordered. The purpose of the following research study is to investigate the validity of the DELV-Screening test in children by means of administering the assessment and through collection of a language sample. After the data are collected, the investigator will measure the amount of congruence between various features of the child's language sample and the same features that were assessed on the DELV-Screening test. Results and implications will be discussed.

Learner Outcomes:

- (1) Describe issues concerning the use of AAE in formal education.
- (2) Become familiar with the diagnostic features of the DELV Screening test.
- (3) Assess whether the DELV screening test is valid instrument in determining if a child is an AAE speaker.
- (4) Become aware of the amount of congruence between the two forms of assessment among various features of AAE.

Prenatal Drug Exposure: Implications on Speech and Language Development

Deana Lacy McQuitty, Ph.D., North Carolina A&T State University; Brandi Nichole Nunez, North Carolina A&T State University

This research utilized archival studies to investigate the relationship between prenatal exposure to drugs and the development of speech, language, and cognitive skills. Research examined factors such as intelligence level and school readiness, cognitive abilities, hearing acuity, infant head growth, the role of the pediatric nurse and caregiver, and other associated risk factors of children with prenatal drug exposure. Research suggests that deficits are manifested in cognitive skills for this population of children. Future research implications will also be discussed.

Learner Outcomes:

- (1) Identify characteristics of speech, language, and cognitive skills of infants prenatally exposed to drugs.
- (2) Identify the prevalence of infants prenatally exposed to drugs in North Carolina and the United States.
- (3) Describe future research needs regarding early intervention strategies for infants prenatally exposed to drugs.

Prerequisite Courses in Audiology: Gateway to the Profession

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

The emergence of the Doctor of Audiology (Au.D.) degree, now mandated for implementation in 2012 for entry into the profession, is creating some unanticipated recruitment problems. Many low to moderate-income students who might otherwise be interested in pursuing a career in audiology, despite the relatively high costs associated with earning a professional degree, are dissuaded from considering it for lack of having vested interest in studying the discipline at the undergraduate level. This presentation introduces anecdotal evidence that suggests the pursuit of a doctoral degree in audiology could be enhanced if undergraduate gateway courses to the profession were offered.

Learner Outcomes:

- (1) Describe the prerequisite requirements for the Doctor of Audiology (Au.D.) degree.
- (2) Discuss factors affecting student's decisions to pursue or not pursue advanced or professional degrees.
- (3) Provide insight to students interested in pursuing a career in audiology.

Promoting Early Intervention: Collaboration Between Pediatricians and the SLP

Katrina Green, B.A., North Carolina Central University; Britney Thomas, B.S., North Carolina Central University

Collaboration between the SLP and pediatrician is important in order to increase the level of knowledge of early intervention and referrals for developmentally language delayed children birth-five years of age. Information concerning the pediatrician's knowledge and background of early intervention, the protocols used and factors considered during the referral process will be presented. Survey information will also encourage pediatricians to make referrals for speech and language services at a higher rate and in a timelier manner for children who exhibit developmental language delays at an early age.

Convention Program Schedule 2009

Friday, April 17 (continued)

SCHOLAR TO SCHOLAR POSTER SESSIONS (continued)

Learner Outcomes:

- (1) Interpret and assess the pediatrician's level of knowledge in early intervention services through data of a thorough survey.
- (2) Interpret and discuss the referral process and/or protocols used in local NC pediatric offices.
- (3) Analyze, question, and evaluate the protocols used by pediatricians in their specific demographic area.
- (4) Recognize the role of SLPs play in bridging the gap between the two professions.

School-Based Speech-Language Pathologists' Knowledge and Perceptions of Traumatic Brain Injury

Kenyatta O. Rivers, Ph.D., University of Central Florida; Larry E. Schutz, Ph.D., University of Central Florida; Damany K. Phifer, B.A., University of Central Florida; Claudia Nunez, B.A., University of Central Florida

The knowledge and perceptions of school-based speech-language pathologists (SLPs) with regards to traumatic brain injury (TBI) in students was investigated. Sixty-seven practitioners working in a large urban school district were sent a questionnaire. Twenty-two (33%) of the surveys were completed and returned. The overwhelming majority of participants did not feel qualified to provide services to students with TBI, and they desired training in working with students who have experienced a TBI. Findings bear upon the establishment of education for practitioners to feel competent and to be able to provide appropriate services when working with the clinical population.

Learner Outcomes:

- (1) Recognize the prevalence of TBI in school-aged children.
- (2) Identify common language deficits of school-aged children with TBI.
- (3) Summarize school-based SLPs' knowledge and perceptions of providing intervention services to school-aged children with TBI.

Shaken Baby Syndrome and Intra-Ventricular Hemorrhaging: Implications for Speech and Language

A.B. Mayfield-Clarke, Ph.D., North Carolina Agricultural & Technical State University; Deanna Lacy McQuitty, Ph.D., North Carolina Agricultural & Technical State University; Gina Lynette Bethel, North Carolina Agricultural & Technical State University

This research utilized archival research to examine speech and language implications for infants diagnosed with Shaken Baby Syndrome. Research suggests that infants suffering from Shaken Baby Syndrome often experience Intra-Ventricular hemorrhaging (IVH). This research also examined the incidence and prevalence of IVH, cognition, gross and fine motor skill development of infants diagnosed with this syndrome. Future implications and best practices for the Speech-Language Pathologist will also be explored.

Learner Outcomes:

- (1) Equate the incidence and prevalence of Shaken Baby Syndrome and Intra-Ventricular Hemorrhaging in minority groups.
- (2) Distinguish between the characteristics of Shaken Baby Syndrome and Intra-Ventricular Hemorrhaging that impact speech and language development.

- (3) Classify the assessment techniques and treatment goals of communication disorders associated with Shaken Baby Syndrome and Intra-Ventricular Hemorrhaging.

Using Bibliotherapy with Hearing Impaired

Shatika Nicole Kelley, B.A., Longwood University; Michele L. Norman, Ph.D., Longwood University

Bibliotherapy is the use of carefully selected reading materials to assist in solving personal problems or for other therapeutic purposes. Bibliotherapy can help children gain a sense of self-awareness that can reduce anxiety, depression and isolation which many students with social problems face. (Cook, et al., 2006). It can also provide the opportunity to address many social and developmental skills. Children with hearing impairments have fewer interactions with normally hearing children (Anti & Kreimeyer, 1996). Bibliotherapy may provide an avenue for these children to improve interactive communication skills. This proposal will investigate the effect of the use of bibliotherapy on social interactional skills of children with hearing impairment.

Learner Outcomes:

- (1) List the uses of bibliotherapy.
- (2) Identify the advantages and disadvantages of bibliotherapy.
- (3) Identify the benefits of using bibliotherapy as a communicative intervention.

Saturday, April 18

SHORT COURSES

SC 8

TECHWOOD

8:00 a.m. -11:00 a.m.

NSIG-Sponsored Presentation: Managing Medically Complex Patients in Home Health

Michele L. Norman, Ph.D., Longwood University; Yolanda G. Fields, M.S., Longwood University; Linda Dean, RRT, Passy-Muir, Inc.

Level of Instruction: Intermediate

Case management in speech-language pathology can be challenging when working with medically complex patients in the home environment. This is especially true for patients with dysphagia, tracheostomy, and/or multiple diagnoses. Speech-language pathologists find challenges in transitioning patients from acute, sub-acute, and rehab settings to home care difficult, as well as training caregivers to maintain prescribed therapeutic interventions. This short course will provide practical tips for training caregivers of patients with tracheostomy, dysphagia and other medically complex conditions while providing practical intervention strategies and functional adaptations to promote patient compliance toward a more successful transition to the home

Learner Outcomes:

- (1) Identify caregiver educational strategies for patient care in the home.
- (2) Identify at least three intervention strategies for dysphagia in the home.
- (3) Identify at least three practical tips for maintaining a tracheostomy.

Convention Program Schedule 2009

Saturday, April 18 (continued)

SC 9

TECHWOOD

1:00 p.m. -3:00 p.m.

Narrative Production Among Children of the African Diaspora: Traditional and Alternate Analyses

Tempii Champion, Ph.D., Long Island University; Allyssa McCabe, Ph.D., University of Massachusetts

Level of Instruction: Intermediate

Children use narrative skills on a daily basis in the classroom and are judged on many levels of the narrative-structure, coherence and factual information. Some African-American children enter school with a rich cultural history of oral storytelling which is in conflict with school. Some well educated and well meaning teachers may not understand this history and penalize the child for using culturally appropriate narrative styles. Story grammar and highpoint analyses will be examined for culture fairness for children of African descent. In addition, we will present data on using an Africanist analysis developed by the authors.

Learner Outcomes:

- (1) Identify narrative structures using Highpoint analysis.
- (2) Identify narrative structures using story grammar analysis.
- (3) Identify narrative structures using an Africanist analysis.

MINI SEMINARS

MS 24

MANILA

8:00 a.m. -9:00 a.m.

Donn Bailey Lecture Series- Accepting and Passing the Torch: A Social Responsibility

Toya Wyatt, Ph.D.

Level of Instruction: Beginner

As we move out of a historic year for NBASLH with its 30th year anniversary in 2008 into a historic year for our country with the election of its first African-American president, it is good for each of us to reflect for ourselves on the ways that we can, as individuals, bring our own unique talents, gifts, and dreams into our current as well as future professional career. This lecture dedicated to the memory of Dr. Donn F. Bailey, will focus on the social responsibilities that we have across generations in accepting as well as passing on the torch that is given to us. It will also help participants identify for themselves where their talents lie and the unique contributions that they can make as students, faculty, clinicians, administrators, mentors, researchers, leaders and/or administrators of our professional organizations. A key part of this presentation will focus on new emerging areas of clinical practice, university teaching/learning, research and leadership where we can play a major role in improving the lives of those we serve, teach, mentor and lead both inside and outside of the African-American community will also be addressed. Some of the possible challenges and barriers that may stand in the way of enabling individuals to carry out their mission, dreams and purpose as well as strategies for working around those will be addressed. Active audience participation and input will be encouraged.

Learner Outcomes:

- (1) Identify some of the emerging areas of clinical practice, university teaching/learning, research and leadership where individuals can play a major role in improving the lives of those that they serve, teach, mentor, and lead, both within and outside of the African-American community.
- (2) Identify their own unique talents, gifts, academic/clinical/social

strengths that can help them identify the most important place and role for them within their profession of choice.

(3) State some of the challenges and barriers that sometimes stand in the way of enabling them to carry out their perceived role.

(4) State some of the strategies that they can use to work around these challenges and barriers.

MS 25

MANILA

9:15 a.m. -10:15 a.m.

I'm Too Busy and Other Reasons Not to Be a Volunteer Leader

Sue Hale, M.S.; Tommie Robinson

Level of Instruction: Beginner

In the current environment, professionals face challenges from employers to increase productivity. The result is that these individuals feel overwhelmed and overworked. Young professionals, who have many interests outside of work, sometimes use these job challenges to postpone or avoid volunteer and advocacy opportunities in professional organizations. This session will address ways in which professionals can engage in their state and national associations to feel more successful, more in control, and more satisfied with their career paths. Additionally, the opportunity to capitalize on experiences as a volunteer leader to develop transferable skills in the areas of leadership, time management, and conflict resolution will be highlighted.

Learner Outcomes:

- (1) Identify volunteer service opportunities in keeping with a personal value system.
- (2) Personalize volunteer activities to meet professional goals.
- (3) Develop skills by volunteering that are transferable to the job setting.
- (4) Use volunteer opportunities to gain a greater sense of control and satisfaction in the job setting.

MS 26

MANILA

10:30 a.m. -11:30 a.m.

Gain the Knowledge: The Doctor of Speech-Language Pathology (SLP.D.)

Mary Ann Lowe, SLP.D., CCC-SLP, Nova Southeastern University; Rachel Williams Ph.D., Nova Southeastern University

Level of Instruction: Introductory

The Doctor of Speech-Language Pathology (SLP.D.) is a post-master's degree program that was instituted in 1996 in response to the decline in speech-language pathology doctoral graduates nationally and the increasing interest in professional doctoral education as a way of expanding the knowledge base of working professionals. Nova Southeastern University is the first university in the country to offer the SLP.D. degree. This presentation will provide an overview of the Doctor of Speech-Language Pathology. It is a rigorous, innovative, practical program that is realistic in its approach to doctoral studies and seeks to improve quality service in the field of speech-language pathology.

Learner Outcomes:

- (1) Identify the way to explain the rationales for and results of this doctoral education alternative.
- (2) Identify the curricular components including the modes of instruction and requirements of the applied dissertation.
- (3) Recall information on graduation rate, professional outcomes of graduates, and student satisfaction for this type of doctoral degree.

Convention Program Schedule 2009

Saturday, April 18 (continued)

MS 27

TECHWOOD

11:15 a.m. -12:15 p.m.

Easing the Burden of Communication for African-American Children Receiving SLP Services

Anne Harper Charity Hudley, Ph.D., The College of William and Mary;
Christine Mallinson, Ph.D., University of Maryland, Baltimore County;
Mackenzie Fama, B.A., University of North Carolina at Chapel Hill

Level of Instruction: Introductory

Sociolinguistic research indicates that when exchanges occurs between people who speak different dialects, communication will be most successful when listeners take active roles in understanding each other, thus sharing the communicative burden (Lippi-Green, 1997). By using the framework of the communicative burden, we provide linguistic information about Standardized English, Southern English and African-American English and examine the role of SLPs in culturally sensitive assessment and treatment of children who speak these dialects. Modification of current practice depends on familiarity with Southern and African-American English and recognition by SLPs that they must share the burden of communication with their clients.

Learner Outcomes:

- (1) List common phonological and morphosyntactic features of Southern and African-American English that are at risk to be identified as errors on standardized assessments.
- (2) Identify the characteristics and merits of culturally- and linguistically-sensitive assessment procedures.
- (3) Identify issues concerned with the ignorance of the burden of communication in SLP practice.
- (4) Identify ways to help empower their clients through their knowledge of the burden of communication and specific features of Southern and African-American English.

MS 28

SPRING

1:00 p.m. -2:00 p.m.

What's a NAG?

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

Level of Instruction: Intermediate

For the survivors of neurogenic incidences deficits continue even though insurance has stopped paying for rehabilitative services. These survivors would often continue to benefit from group and/or individual therapy. NAG is the acronym for the Neurogenic/Aphasia Group program at North Carolina Central University. This program has addressed these needs and will be explored during this mini-seminar.

Learner Outcomes:

- (1) Discuss the purpose of a Neurogenic/Aphasia Group.
- (2) Give examples of persons who are appropriate for a NAG group.
- (3) Identify the benefits of a NAG group.

MS 29

SPRING

2:00 p.m. -3:00 p.m.

I Have A Male-To-Female Transgendered Client! What Now?

GaBriana King, B.S., University of North Carolina at Greensboro

Level of Instruction: Intermediate

With the population of male-to-female Transgendered (TG) individuals growing, Speech-Language Pathologists (SLPs) must become better educated on the needs of this group. The SLP also needs to have strong background knowledge regarding the TG

process. While voice is always a critical portion of therapy for male-to-female TG clients, nonverbal behaviors and spoken language characteristics also need to be incorporated into the training plan. This presentation will focus on the male-to female transgendered population and a) provide general information on the TG community and b) describe different training techniques for facilitating gender appropriate voice, nonverbal behaviors, and spoken language characteristics.

Learner Outcomes:

- (1) Define what transgender means.
- (2) Identify gender appropriate voice, spoken language characteristics and nonverbal behaviors for the male-to-female transgendered client.
- (3) Demonstrate techniques for eliciting voice, spoken language characteristics and nonverbal behaviors for the male-to-female transgendered client.

MS 30

MANILA

1:45 p.m. -2:45 p.m.

Clinician SOAP's: A Tool for Self Assessment in Clinical Practicum

Katrina Evette Miller, M.A., North Carolina Central University; Zaneta Roseboro Ponton, M.Ed., North Carolina Central University

Level of Instruction: Intermediate

Often student clinicians have difficulty with self analysis specifically as it relates to clinical education. This seminar will look at the role Clinician SOAP's play in assisting students in their clinical and professional growth and development. Student's utilized a "Self SOAP" to critique and analyze their performance following a client treatment session. The results will be discussed.

Learner Outcomes:

- (1) Explain the benefits of self assessments.
- (2) Identify the components of a Clinician SOAP assessment.
- (3) Evaluate the effectiveness of a Clinician "SOAP" assessment.
- (4) Compare/contrast clinician versus client SOAP notes.

MS 31

MANILA

2:45 p.m. -3:45 p.m.

Early Hearing Speech and Language Intervention

Sharon Jenkins, M.A., CCC-A, South Carolina State University; Regina Lemmon, Ph.D., CCC-SLP, South Carolina State University

Level of Instruction: Intermediate

The trend in Early Intervention services is to prepare a child to part take in activities that are the concern of the family. This may include learning specific skills related to that function as a opposed to generic developmental skills in deficit areas. Integrating services in a functional manner will impact a child's daily interaction with caregivers and siblings while contributing to the child's progress. Individual Family Service Plan (IFSP) goals should be geared toward functional usage and need in the natural environment. One of the most essential roles of service providers in early intervention is to work with and support the caregivers and family members to improve the child's daily life. This workshop will provide Speech, Language and Hearing Professionals with strategies and techniques to use with the Birth-to-Three population.

Learner Outcomes:

- (1) Describe the process of hearing and auditory development by listing three points describing auditory development.

Convention Program Schedule 2009

Saturday, April 18 (continued)

- (2) Describe three points describing importance audition to early intervention and acquisition of spoken language development.
- (3) Relate typical (normal) language and auditory development to the development of literacy skills in deaf and hard of hearing children exposed to early intervention by listing three pre-literacy/literacy skills.
- (4) Discuss language development to the use of signed, oral and total communication systems by listing four activities to enhance communication – expressive and receptive language development of deaf and hard of hearing children in the early intervention session.

MS 32

TECHWOOD

3:15 p.m. -4:15 p.m.

Proverb Recognition: Do You Know What They Mean?

Wilhelmina Yolanda Wright-Harp, Ph.D., Howard University - Department of Communication Sciences and Disorders;
Janet Brown, M.S., CCC-SLP, Howard University - Department of Communication Sciences and Disorders

Level of Instruction: Introductory

The purpose of this mini-seminar is to present results of a survey on proverbs drawn from African-American culture. Two racial ethnic groups (African-Americans and Caucasians) ranging in age from 18 to 78 years served as respondents. The results revealed a highly significant difference ($p < .000$) in the recognition of proverbs between the two groups with African-Americans (AAs) demonstrating a higher level of proverb recognition. A significant difference was also found based upon age between the younger (ages 19-33) and older (ages 56-78) respondents. The implications of this study for assessment of AAs and other cultural groups will be addressed.

Learner Outcomes:

- (1) Gain an understanding of the influence of culture on proverb recognition.
- (2) Describe factors that may influence proverb recognition such as cognitive style and age.
- (3) Describe strategies that can be used to improve the assessment of cognitive skills of African-Americans and individuals from other diverse populations.

MS 33

MANILA

4:00 p.m. -5:00 p.m.

Why Race-Ethnicity Really Matters in Adult Neurogenics?

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

Level of Instruction: Intermediate

Recent evidence suggests that race/ethnicity is a demographic variable critical to outcomes in neurological disorders. However, the reporting of the race/ethnicity of participants in studies of adult neurogenic communication disorders remains inconsistent even though inconsistent reporting of key demographic variables has the potential to confound the results or limit the generalization of the reported findings. Additionally, reporting race/ethnicity enhances the relevance of the findings and aids clinicians in the management of all populations regardless of race/ethnicity. The purpose of this presentation is to explore these issues and the consequences of limited reporting of race/ethnicity in studies of neurogenic communication disorders.

Learner Outcomes:

- (1) Discuss limited reporting of race/ethnicity in studies in the area of adult neurogenics.

- (2) Identify of the consequences of ignoring race/ethnicity in the outcomes of individuals with adult neurogenic disorders.
- (3) Discuss the potential relationship between race/ethnicity and the variability of outcomes in adult neurogenics.

TECHNICAL SESSIONS

TS 8

11:45 a.m. -12:15 p.m.

A Family Thing: Speech and Swallowing Issues In Multiple Sclerosis

T. Renée Watkins, M.S., Carolina Children's Therapy; Robert Mayo, Ph.D., University of North Carolina at Greensboro

TS 9

SPRING

11:45 a.m. -12:15 p.m.

Identifying Morphological Impairment in Young AAE Speakers: Phase 2

Frances Burns, Ph.D., University of Massachusetts-Amherst; Rachel Marks, B.S., Texas State University-San Marcos

Level of Instruction: Introductory

To determine in which linguistic environments copula/auxiliary/3rd /s/ were overtly produced by young African-American English speakers. Language samples from 78 African-American English speakers with typically-developing language (AAE-TDL), and AAE speakers with specific language impairment (AAE-SLI), ages 5:0 – 6:9 were contextually analyzed for copula/auxiliary/3rd /s/. The pre- part of speech for auxiliary/copula and verb type attached to 3rd /s/ appears to license their overt production. The rate of production and linguistic constraints that favor the retention or absence of copula/auxiliary/3rd /s/ 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/third person /s/.
- (2) Identify possible clinical markers for specific language impairment in African-American English speakers.
- (3) Identify how models of specific language impairment may account for morphological impairment in African-American English speakers.

TS 10

MANILA

1:00 p.m. -1:30 p.m.

A Cultural Linguistic Analysis of the Intelligibility of Spoken Gullah

Oluwatoyin Oladunni Mayaki, B.S., Howard University; Monique Cabellos, Howard University; Monica Dixon, B.A., Howard University; Ayodele Murphy-Higgs, B.A., Howard University

Level of Instruction: Intermediate

While most spoken dialects are mutually intelligible, certain features of the Gullah dialect render it unintelligible to many English speakers. The purpose of this research is to explore the features of the Gullah dialect that contribute to intelligibility. The International Speech Intelligibility Scale (ISIS) was developed to estimate the degree of native language influence on spoken English. For Gullah, the impact of lexicon and figurative language are needed in addition to the usual linguistic features. This research will discuss implications for clinicians in the assessment of Gullah speakers.

Convention Program Schedule 2009

Saturday, April 18 (continued)

Learner Outcomes:

- (1) Identify the factors that affect intelligibility for Gullah speakers.
- (2) Become familiar with the International Speech Intelligibility Scale as an assessment tool to estimate the degree of dialect influences on spoken language.
- (3) Become knowledgeable about the factors impacting the speech and language assessment of a bilingual/bi-dialectal features.

STUDENT FORUMS

SF 2

SPRING

8:00 a.m. -8:30 a.m.

Deconstructing African-American Childrens' Personal Narratives: A Literature Review

Tyra Jeneem Oliver, B.S., North Carolina Central University; Sandra Carr Jackson, Ph.D., North Carolina Central University

Level of Instruction: Introductory

Personal narratives capture the essence of who we are and are usually told to listeners who are not part of the event. Reference and evaluation are two primary functions of personal narratives (Labov, 1972). Reference discloses the facts in the purest form, whereas evaluation details the purpose of the event. Narrative skills are related to other academic skills and narrative tasks can be used to assess language content, form, and use. This study examines the personal narratives of African-American children and provides implications for school achievement and language and literacy intervention.

Learner Outcomes:

- (1) Identify the different features of the personal narratives of African-American children.
- (2) Identify structural patterns in the personal narrative of African-American children.
- (3) Describe how evaluative elements function for African-American children.

SF 3 *The SLP's Role in Early Intervention for Children With Meningitis, HAS BEEN CHANGED TO A POSTER SESSION ON SATURDAY FROM 8:30 A.M. TO 10:00 A.M.*

SF 4

SPRING

9:00 a.m. -9:30 a.m.

Pathways To The Profession: The Independent Study Experience

Jocylene K. Wantsala, B.A., University of North Carolina at Greensboro; Robert Mayo, Ph.D., University of North Carolina at Greensboro

Level of Instruction: Introductory

Students pursuing a career in communication sciences and disorders (CSD) have a variety of pathways they can travel that may lead them to the profession. Formalized faculty-student interactions have proven beneficial in enhancing college student persistence and academic success (Newton & Wells-Glover, 1999) and chances of gaining admission to graduate school. One form of interaction is the independent study---defined as an educational experience that can enhance a student's skills and knowledge in an area relevant to CSD. This presentation will (a) describe the major forms of independent study and (b) share suggestions for developing personalized independent study experiences.

Learner Outcomes:

- (1) Distinguish between the various forms of independent study.

- (2) List three potential independent study topics that they would like to pursue.

- (3) Create a proposal for a formal independent study that can be submitted to a potential faculty sponsor at their institution.

SF 5

SPRING

9:30 a.m. -10:00 a.m.

Pathways To The Profession: The Second Career Student Experience

Shandra R. Johnson, BSW, North Carolina A&T State University; Candace Mitchell, B.S., University of North Carolina at Greensboro; Ashley Jones, B.A., University of North Carolina at Greensboro; Jessica C. Brooks, B.A., University of North Carolina at Greensboro; Robert Mayo, Ph.D., University of North Carolina at Greensboro

Level of Instruction: Introductory

Students pursuing a career in communication sciences and disorders (CSD) have a variety of pathways they can travel that may lead them to the profession. A growing number of persons are changing career directions through earning a second undergraduate degree in CSD or completing pre-requisite courses before entering graduate school. This presentation, told from the perspective of four career-changers, will discuss (a) motivations for career change; (b) challenges and rewards of academic transition to CSD; (c) keys to managing workload, family, and stress; (d) how the unique perspectives of career-changers can enhance their chances for admission to graduate school.

Learner Outcomes:

- (1) Identify major motivations of persons who change careers to CSD.
- (2) Distinguish between second degree CSD program options and CSD pre-requisite programs.
- (3) Utilize prior academic and career experiences to enrich their classroom discussions and clinical activities.
- (4) Leverage these experiences to enhance their application portfolio and chances for acceptance into a graduate training program.

SF 6

10:00 a.m. -10:00 a.m.

Pathways To The Profession: The Clinical Internship Experience

Raven L. Thompson, Ph.D.; JaQuinn J. Bell, B.A.; Robert Mayo, Ph.D.

SF 7

SPRING

10:30 a.m. -11:00 a.m.

Occupational Impact of Voice Problems on School Administrators

Latricia Wilkerson, B.S., Jackson State University; Grace McPherson, M.S., Jackson State University

Level of Instruction: Introductory

The purpose of this study is to identify voice complaints that commonly occur in male and female school administrators and explore the impact of these symptoms on work-related activities. One hundred high-school principals and vice principals will complete a questionnaire. Factor-analysis and t-tests will be conducted to determine variables, identify the most prevalent symptoms and compare the two groups. Descriptive analysis will include calculating means and standard variations. Treatment-seeking patterns will also be discussed. Proposed findings are that female school administrators experience a higher incidence of voice complaints and are more likely to seek medical treatment for those complaints.

Convention Program Schedule 2009

Saturday, April 18 (continued)

Learner Outcomes:

- (1) Describe the most common voice-related complaints among male and female school administrators.
- (2) Explain the occupational impact voice complaints have on male and female school administrators.
- (3) Discuss the significance of vocal awareness workshops for male and female school administrators.

SF 8

SPRING

11:00 a.m. -11:30 a.m.

Traumatic Brain Injury Outcomes for Multicultural Populations

Tasha Prewitt, B.S., California State University, Fullerton

Level of Instruction: Introductory

This presentation is designed to provide participants with an understanding of why the traumatic brain injury outcomes of multicultural populations may differ from those of other populations. As part of this presentation, participants will be introduced to several outcome differences. Implications for treatment of multicultural individuals with TBI will be discussed.

Learner Outcomes:

- (1) Identify possible reasons for different TBI outcomes in multicultural populations.
- (2) List specific areas where outcome differences may be found.
- (3) Develop culturally sensitive approaches for working with families of individuals with TBI from diverse backgrounds.

SF 9

SPRING

3:30 p.m. -4:00 p.m.

Awareness of Aphasia in Children and Adults

Jeffrey Michael Cooper, B.S., Hampton University; William Anthony Mabrey, Hampton University

Level of Instruction: Introductory

The purpose of this presentation is to promote awareness of aphasia. We will examine the manifestation of the disorder in adults and children, as well as, the classifications of aphasia and the outcomes of the neurologically based language disorder. This presentation focuses on defining aphasia and examines two different service delivery groups' adults and children, affected by the disorder. The information presented is to educate individuals on the specifics of aphasia.

Learner Outcomes:

- (1) Identify aphasia variety.
- (2) Differentiate adults and children are there different types for a child compared to an adult.
- (3) Identify cause in children and adults.

SF 10

SPRING

4:00 p.m. -4:30 p.m.

Enhancing Communication Wellness In An African-American Community

Jasmine J. Stevens, University of North Carolina at Greensboro; Jhana L. Cooke, University of North Carolina at Greensboro; Jasmine E. Jones, North Carolina A&T State University; Jessica L. Jordan, University of North Carolina at Greensboro; Robert Mayo, Ph.D., University of North Carolina at Greensboro; Carolyn M. Mayo, Ph.D., North Carolina A&T State University

Level of Instruction: Intermediate

Communication disorders are prevalent in the African-American community. However, there appears to be an under appreciation for the impact of these conditions by that community. Through interdisciplinary collaboration (i.e., CSD, nursing, social work, exercise and sport science, public health), the presenters developed a communication wellness program targeting an African-American community in a large urban area and provided information on the disorders that affected that community disproportionately. Materials compiled and distributed via these efforts gave the community greater knowledge regarding communication challenges related to autism, stroke, and hearing impairment.

Learner Outcomes:

- (1) Discuss common communications disorders that impact the African-American community.
- (2) Describe how health disciplines can collaborate to promote communication wellness in the African-American community.
- (3) Develop communication wellness programs in their own communities.

SF 11

SPRING

4:30 p.m. -5:00 p.m.

Examining African-Americans' Knowledge Of Stroke/Aphasia: Precursors To Prevention

Ayshia Waddell, University of North Carolina at Greensboro; Robert Mayo, Ph.D., University of North Carolina at Greensboro

Level of Instruction: Intermediate

The prevalence of stroke in the African-American community continues to grow despite public health education efforts. We surveyed 200 members of an urban African-American community to determine their knowledge about stroke and aphasia and identify ways to increase that knowledge. Results revealed that in general, members of this population were unaware of the signs of stroke, preventive methods, or procedures to take if someone is having a stroke. Likewise, knowledge of aphasia was limited. Respondents provided the researchers with community-specific best-practice ideas for educating its members about stroke and aphasia. These educational precursors to prevention will be shared.

Learner Outcomes:

- (1) Describe the prevalence of stroke and aphasia among African-American adults.
- (2) Discuss the levels of awareness possessed by a sample of African-American adults about stroke and aphasia.
- (3) Create a community-specific stroke/aphasia education program based on input from the target community.

Convention Program Schedule 2009

Saturday, April 18 (continued)

SCHOLAR TO SCHOLAR POSTER SESSIONS Rosewell

8:30 a.m. - 10:00 a.m.

The Incidence and Prevalence of Communication Disorders Associated with Parkinson's Disease

A.B. Mayfield-Clarke, Ph.D., North Carolina A&T State University;
Zhykia Antoinette Johnson, North Carolina A&T State University

The purpose of this study is to examine the communication disorders associated with Parkinson Disease, by determining the incidence and prevalence. The method for this study was archival research. Parkinson disease is more prevalent in Caucasians than African-Americans and is more prevalent in men as opposed to women. The most common communication disorders associated with Parkinson Disease are dysarthric speech, spasmodic dysphonia and cluttering. Although this disease is degenerative in nature with proper treatment tools such as the Lee Silverman Voice Treatment audible improvement in speech is noted.

Learner Outcomes:

- (1) Detect the characteristics of Parkinson's Disease and its impact on speech and language.
- (2) Appraise the incidence and prevalence of communication disorders associated with Parkinson's disease.
- (3) Examine assessment and treatments for Parkinson's Disease.

Incidence and Prevalence of Dysfluencies in African-Americans with Epilepsy

A.B. Mayfield-Clarke, Ph.D., North Carolina A&T State University;
Melanie Kaye Moseley, North Carolina A&T State University

The purpose of this research is to examine the outcomes of Epilepsy and Dysfluencies across the African-American population and other ethnicities. The research focused on different groups: African-Americans (1.79%), American Indians (2.37%), Asian Pacific Islanders (1.29%), Latina/Hispanics (1.63%), and Caucasians (1.78%). According to ASHA, the percentage of African-Americans with fluency disorders was indeed high, but not as high as the American Indian population. However, African-Americans are more likely to be diagnosed with epilepsy, than other ethnicities. They also have more medical emergencies due to limited access to epilepsy specialists and antiepileptic drugs.

Learner Outcomes:

- (1) Distinguish the incidence and prevalence of Epileptic Dysfluencies in African-Americans and other minorities.
- (2) Detect the signs and symptoms of Epileptic Dysfluencies.
- (3) Categorize assessment and treatment for Epileptic Dysfluencies.

Incidence, Prevalence and Therapeutic Outcomes of Autism with Mental Retardation

A.B. Mayfield-Clarke, Ph.D., North Carolina A&T State University;
Melissa Marlene Ross, North Carolina A&T State University

Autism and mental retardation are able to coexist within each other and are said to be in 75-80% of cases. The purpose of this study is to identify individuals affected by these two coexisting disorders (autism and mental retardation) what therapeutic outcomes on speech and language will these individuals have. In this study, all

ages and races were studied and it was found that more males than females are prone to being autistic with a mental retardation component.

Learner Outcomes:

- (1) Identify the incidence and prevalence of Autism with Mental Retardation.
- (2) Recognize characteristics that exist in both Autism and Mental Retardation.
- (3) Interpret the impact of speech and language on Autism with Mental Retardation.

Dysphagia and the Effects of Speech/Language of Geriatric Patients

Candice Michelle Ward, North Carolina A&T State University; A.B. Mayfield-Clarke, Ph.D., North Carolina A&T State University

The purpose of the study is to present archival research regarding geriatric patients with Dysphagia and its affect on speech and language. The participants of the studies conducted were geriatric patients, age 65 and older who had Dysphagia. The results exhibited that Dysphagia does have an effect on speech and language. This is due to the flaccid muscles within the oral and laryngeal cavity that are not functioning properly. In conclusion, there is speech therapy that is completed by speech-language pathologists, such as Facial Muscle Exercise Program with Neuromuscular Electrical Stimulation for patients with Dysphagia.

Learner Outcomes:

- (1) Define Dysphagia and how it incorporates speech and language.
- (2) Recognize the function of the oral-motor musculature and how it affects speech and language.
- (3) Become familiar with the role of the speech-language pathologist in assessment and treatment of Dysphagia.

Health Care Communication Skills of African-American Adults

Danette Adekoya, Towson University; Eva Jackson Hester, Ph.D., Towson University

Good health care communication skills are important for attainment of health literacy and positive health outcomes. African-Americans (AA) reportedly demonstrate limited healthcare communication skills resulting in poor disease management. However, little is known regarding how these communication skills may differ across age, education and gender. The present study was a preliminary investigation of self-reported health care communication skills used by 30 AA adults representative of different age, gender and education levels. Results indicated depressed health care communication skills for all participants with mean ratings of 2.7/5.0 on a Likert-Scale, suggesting only occasional questioning and informing during provider-patient interactions.

Learner Outcomes:

- (1) Explain importance of health care communication skills in provider-patient interactions.
- (2) Identify problems noted with health care communication skills of AA adults.
- (3) Describe techniques for improving health care communication skills of AA adults with and without communication disorders.

Convention Program Schedule 2009

Saturday, April 18 (continued)

SCHOLAR TO SCHOLAR POSTER SESSIONS (continued)

Huntington's Chorea in African-American Males: Implications for Communication Disorders

Camaelia Ashley Fleming, North Carolina A&T State University; A.B. Mayfield-Clarke, Ph.D., North Carolina A&T State University

The purpose of this study is to provide speech and language clinical implications of patient's with Huntington's Chorea (HC) in African-American males. Huntington's Chorea an inherited neurological disorder that is characterized by involuntary movements, disturbances, progressive cognitive and functional decline. HC patients have deficits in following complex instructions errors and language structures. One phase of treatment patients with HC experience is treating the dementia aspect of this disease. Patients with HC have forgetfulness, slow thought processes and impaired ability to manipulate acquired knowledge. The results determined that clients with HC score lower on tasks than individuals without HC.

Learner Outcomes:

- (1) Recognize the signs and symptoms of Huntington's Chorea.
- (2) Explain the clinical implications of Huntington's Chorea in African-American males.
- (3) Discuss speech and language assessment and treatment options for individuals with Huntington's Chorea.

Vocal Hygiene Knowledge and Frequency of Voice Problems in Choir Members

Grace McPherson, M.S., Jackson State University; Kristy L. Johnson, B.S., Jackson State University; Samiyah L. Williams, B.S., Jackson State University

This study will provide information on the knowledge and practice of vocal hygiene and also frequency of voice symptoms in choir members. Two hundred questionnaires on vocal hygiene habits and symptoms of voice disorders were completed by choir members in Mississippi. Data analysis will include Chi-square tests of association along with other descriptive statistics, including computations of frequencies. Proposed findings are that this population will exhibit vocal behaviors commonly associated with voice disorders. Further, their knowledge of vocal hygiene will be limited.

Learner Outcomes:

- (1) Describe good vocal hygiene habits.
- (2) Identify vocal behaviors that may lead to voice disorders.
- (3) Discuss the occurrence of voice problems in choir members.

Communication Disorders of Sensorineural Hearing Loss in Ethnic Minorities

A.B. Mayfield-Clarke, Ph.D., North Carolina A&T State University; April Morris, North Carolina A&T State University

It is well recognized that sensorineural hearing loss accounts for 90% of all hearing loss, which is 7% of the total population. Of 90% of people with sensorineural hearing loss, a large percentage will have some form or show some symptoms of a communication disorder. Research suggest that ethnic minorities who have a sensorineural hearing loss will also have a communication disorder, due to the lack of resources available to help treat the

hearing loss. Of African-Americans 20 years old and up, 14.7% has diabetes, which adds to the number of ethnic minorities who have a sensorineural hearing loss.

Learner Outcomes:

- (1) Define sensorineural hearing loss and its correlation to communication disorders.
- (2) Recognize communication disorders that are associated with sensorineural hearing loss.
- (3) Distinguish different types of communication disorders associated with sensorineural hearing loss in ethnic minorities.

10:30 a.m. - 12:00 p.m.

Examining Natural Disasters and Their Impact on Communication Disorders

A.B. Mayfield-Clarke, Ph.D., Communication Disorders of Sensorineural Hearing Loss in Ethnic Minorities, NC A&T State University; Chelsye M Partridge, NC A&T State University

This study was conducted to investigate the impact that natural disasters have on communication disorders. Archival research was used. Findings suggest that natural disasters produce toxins in water leading to several health problems: Hepatitis A, B and C, Measles, Meningococcal disease, Mumps and Rubella. Communication Disorders that may manifest are Fluency Disorders, such as stuttering and selective mutism. Future research implications will also be discussed.

Learner Outcomes:

- (1) Identify the impact of natural disasters on communication disorders.
- (2) Recognize incidence and prevalence of Communication Disorders.
- (3) Recall treatment and assessment procedures for Communication Disorders.

MP3 Players and Hearing Loss: Implications of Speech and Language Development

Brandi Nichole Nunez, North Carolina Agricultural & Technical State University; A.B. Mayfield-Clarke, Ph.D., North Carolina Agricultural & Technical State University

The purpose of this study is to determine the relationship between the MP3 player, hearing loss, and its effects on speech and language. Research examined factors such as listening levels and duration among ethnic minorities. Research indicates that as a result of loud noise, voice disorders and vocal cord abuse may increase. Findings suggest that listening to MP3 players at loud volumes for extended periods of time cause noise-induced hearing losses, which may ultimately speech and language.

Learner Outcomes:

- (1) Distinguish between duration and volume of the MP3 player and its effect on the noise-induced hearing loss.
- (2) Explain the incidence and prevalence of noise-induced hearing loss in ethnic populations.

Saturday, April 18 (continued)

SCHOLAR TO SCHOLAR POSTER SESSIONS (continued)

(3) Recognize different patterns of behaviors associated with MP3 players and hearing loss.

Preliminary Validation of Healthcare Communication Profile With African-Americans

Eva Jackson Hester, Ph.D., Towson University; Dannete Adekoya, Towson University; Melissa McClain, Towson University; Keysha Gilliam, Towson University

African-Americans (AA) have been identified as having low health literacy and inadequate healthcare communication skills which may contribute to poor health outcomes. This study was a preliminary validation of the Health Care Communication Profile (HCCP) as a tool that can be used to profile health care communication patterns of AA adults. Results indicated good internal consistency (.85), split-half reliability (.84) and concurrent validity (.84) with this population. Suggestions are offered for exploring use of the HCCP with AA adults who have communication disorders.

Learner Outcomes:

- (1) List problems associated with inadequate health care communication skills of AA adults.
- (2) Identify aspects of the Healthcare Communication Profile (HCCP).
- (3) Determine the validity and reliability of the HCCP with AA adults.

Quality-of-Life Indicators in African-American Laryngeal Cancer Survivors

Grace McPherson, M.S., Jackson State University

The most common life saving operation is a total laryngectomy, which results in loss of voice and physical disfigurement. Yet, little is known about the resulting quality of life, including communication needs and experiences, of African-American laryngectomees. Thus, this study will identify indicators of quality-of-life in African-American laryngectomees. Seventy-five African-American laryngeal cancer survivors will complete a demographic data sheet and the Self-Evaluation of Communication Experiences after Laryngectomy. Regression analysis will examine the relationship between variables and descriptive analysis will identify main factors. Results will indicate which factors most impact African-American laryngeal cancer survivors' ability to return to a pre-morbid lifestyle.

Learner Outcomes:

- (1) Discuss the factors that are most important in determining quality of life in African-American laryngeal cancer survivors.
- (2) Differentiate between the factors important for quality of life in recent, less than five years, laryngeal cancer survivors and those that are important for long-term (greater than five years) laryngeal cancer survivors.
- (3) Differentiate among the areas that should be reviewed, including emotional, attitude, general when assessing quality of life in laryngeal cancer survivors.

The Obligatory Contour Principle in Categorical Speech Perception

Timothy Bryant, B.S., M.Ed., University of New Hampshire; Julie L Langevin, University of New Hampshire

A primary goal then in the study of Phonology, is to gain a better understanding of how we as English speakers determine the "right" and "wrong" sounds that we may or may not hear every day. Historically, studies of sound followed theories that were either "operational, rule based, or transformational: they take input and apply some procedure that changes it into an output." (McCarthy 1986). Indeed, the original history of the OCP, began with a failure of 'rules' to account for the same tones occurring in sequence in some African languages (Leben, 1973). One limitation of rules as an explanation of complex linguistic phenomena was that they would be too complex to account for all the possibilities in the output. Thus, the original intent of the OCP was to complicate the "representations" with an implicit understanding that the rules, which explained the phenomena, would soon follow. Recently, constraint based (e.g. Optimality theory (OT); Prince & Smolensky, 2004) theories have emerged and have redefined the OCP as a violable constraint. A simplified explanation of the theory is that the grammar is not the result of 'rules' and derivations, the source of which is still unclear, but are the result of ranking of 'viable' constraints, thought to be universal. Thus, the constraints are common to all humans, and different grammars (i.e. languages, dialects...) arise from what many call the mix, but is termed as 'rankings' in OT (Prince & Smolehnsky (1993) for a complete explanation).Crucially, two things are important for this line of research. First, as researchers turn to theories like OT, one primary question is, "what are the constraints?" and "How do they operate in the grammar?" The answers to both of these questions are beyond the scope of this research study. In this study, we intend to replicate the work done by Coetzee, 2001, by demonstrating that: (a) that there is a phonological grammar (i.e. phonotactics) and; (b) the OCP has 'psychological reality' (i.e. influences how words are pronounced and is thus an inherent part of a phonological grammar) for English speakers. If we are able to replicate the study and find similar findings, we may add to the body of knowledge about the exact role of the OCP.

Learner Outcomes:

- (1) Identify the role of constraints in language acquisition.
- (2) Identify the role of the Obligatory Contour Principle in speech perception.
- (3) Distinguish the difference between rule and constraint based theories of Phonology.

Treatment of Bilingual Aphasic: How Effective Are Existing Strategies

Tinita Ortega, B.A., Howard University; Catherine McCarthy, B.A., Howard University; Keisha Matthews, B.S., Howard University; Brittney Goodman, B.A., Howard University

The field of speech language pathology has well founded models of treatment of bilingual children who have language disorders. However with regard to bilingual adults, strategies are not as well defined. This study will examine intervention strategies for bilingual adults with aphasia. Following a thorough review of case

Convention Program Schedule 2009

Saturday, April 18 (continued)

SCHOLAR TO SCHOLAR POSTER SESSIONS (continued)

studies, we will classify the types of patterns of bilingual aphasia in terms of differential recovery in both languages. Further this study will determine the connections if any between bilingual adults who are re-learning language and treatment strategies for bilingual, language disordered children.

Learner Outcomes:

- (1) Classify bilingual adults with aphasia based on their ability to use both languages.
- (2) Discuss treatment options for bilingual adults with aphasia.
- (3) Identify and explain connections between intervention strategies for bilingual patients and treatment strategies for bilingual children.
- (4) Discuss areas for future research with regard to the treatment of bilingual adults with aphasia.

Phonological Processes in Spanish-Speaking Children

Miguelina Zapata, Howard University

The purpose of this poster is to describe phonological development of Spanish speaking children from Central American backgrounds living in the Washington, DC area. Another purpose is to determine if dialectal differences play an important role when diagnosing children from Spanish-speaking backgrounds. 27 participants mainly from El Salvador were selected to participate in the study. Children ranged from 3;0-5;11 years old. Participants were given the Martinez Articulation Test for Spanish Speakers (MATSS) to answer "What's that?/Que es eso?" question to label pictures to assess their articulation abilities in the initial, middle, and final position of words.

Learner Outcomes:

- (1) Identify potential biases that may impact the instruction or assessment of phonological processes in culturally and linguistically diverse populations.
- (2) Understand the importance of developing normative data for Spanish speaking children.
- (3) Understand Spanish-speaking children can be misdiagnosed as having an articulation disorder rather than an articulation difference by using inappropriate tools.
- (4) Understand the differences between English and Spanish phonological development.

The Comprehension of Idiomatic Expressions Across Cultures

Alayna E. Townsend, M.A., Howard University; Miguelina Zapata, M.S. CCC-SLP, Howard University; Abdul S. Mukati, M.A. CCC-SLP, Howard University

This poster session outlines a research proposal to investigate the comprehension of idioms across cultures in school-age children. There are few studies that examine the socio-cultural influences of idiom comprehension in culturally and linguistically diverse populations. Children from culturally and linguistically diverse populations may have difficulties interpreting idioms from a culture other than their own due to cultural-linguistic differences. The purpose of the proposed study is to examine differences in the familiarity and comprehension of idioms in school age children from Latino-American, African-American, Pakistani, and Caucasian American cultures.

Learner Outcomes:

- (1) Understand the socio-cultural influences of idiom comprehension in culturally and linguistically diverse populations.
- (2) Understand how idiom comprehension has the potential to be impacted by cultural and linguistic differences.
- (3) Understand the importance of developing research studies to examine idiomatic comprehension in individuals from various cultural and linguistic groups.
- (4) Identify potential biases that may impact the instruction or assessment of idiomatic expressions in culturally and linguistically diverse populations.



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2010 NBASLH Convention

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April 15-17, 2010

**Tampa Marriott Westshore
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Convention At-A-Glance

Thursday, April 16, 2009	INTERNATIONAL BALLROOM SOUTH	MANILA	TECHWOOD	SPRING
1:00 p.m.		MS 1 <i>Modeling Home Literacy Practices and SES: A DVD Service Delivery</i> 1:00 p.m. - 2:00 p.m. (Foreman)	MS 3 <i>Adapting Materials for Children With Autism Spectrum Disorders</i> 1:00 p.m. - 2:00 p.m. (Richmond, Hutton)	MS 4 <i>Treating Dementia Across Cultures</i> 1:30 p.m. - 2:30 p.m. (Norman)
2:00 p.m.		MS 6 <i>Principles of Supervision</i> 2:30 p.m. - 3:30 p.m. (Williams, Victor)	MS 5 <i>CREATT: Culturally Responsive Training in AAC</i> 2:15 p.m. - 3:15 p.m. (Gillespie, Bridges-Bond)	
3:00 p.m.				
4:00 p.m.		<i>Affiliate Meeting</i> 4:00 p.m. - 5:00 p.m.		MS 7 <i>Gauging Readability of Materials for Client Education</i> 3:30 p.m. - 4:30 p.m. (Martinez)
5:00 p.m.			TS 1 <i>College Students' Awareness of Communication Wellness and Healthy People 2010</i> 4:45 p.m. - 5:15 p.m. (Mayo, Mitchell, Johnson)	MS 8 <i>Reducing Barriers for Physically Disabled Communication Sciences and Disorders Students</i> 4:45 p.m. - 5:45 p.m. (Glover, King)
6:00 p.m.	Opening Session <i>In Search of the New America: A Citizen's Journey</i> 6:00 p.m. - 7:30 p.m. (Cleage)			
7:00 p.m.	Opening Reception and Book Signing/Promotion 7:30 p.m. - 9:30 p.m.			
9:30 p.m.				

The Intensive Review for the PRAXIS Examination will be taking place during the Convention in the Learning Center:

Thursday, April 16
8:00 a.m. - 5:30 p.m.

Friday, April 17
8:00 a.m. - 5:00 p.m.

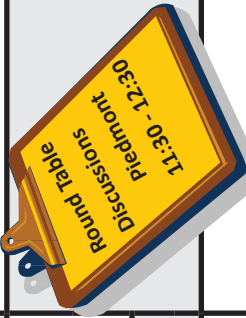

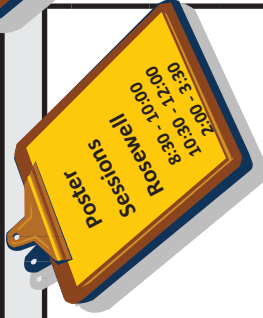

Saturday, April 18
8:00 a.m. - 3:15 p.m.

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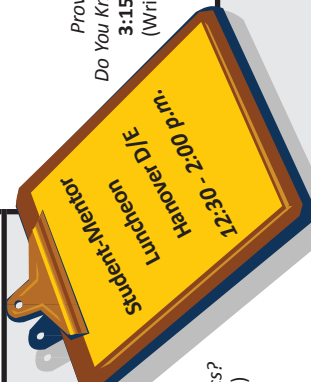
for
Next Year's
NBASLH
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Convention At-A-Glance

Friday, April 17, 2009	MANILA	PIEDMONT	TECHWOOD	SPRING	MARIETTA
8:00 a.m.	SC 4 <i>Impact of Dialect on Literacy and Reading</i> 8:00 a.m. - 11:00 a.m. (Dwight)	SC 3 <i>Bridging the Gap: Collaboration Between Multicultural and International Education</i> 8:00 a.m. - 10:00 a.m. (Battle)		TS 2 <i>Age-Related Deficits in Discourse Comprehension: The Role of Executive Function</i> 8:00 a.m. - 8:30 a.m. (Fleming)	MS 9 <i>African-American Ph.D.s in Communication Sciences and Disorders: The Process</i> 8:00 a.m. - 9:00 a.m. (Townsend, Johnson, Fisher, Hayes, Perryman)
9:00 a.m.				TS 3 <i>EMG Measures of Speech Motor Control in Adults and Children</i> 8:45 a.m. - 9:15 a.m. (Delamette)	
10:00 a.m.				SC 5 <i>Ethics 101: Ethical Practice Across the Professions</i> 9:30 a.m. - 11:30 a.m. (Davis-McFarland)	MS 10 <i>Increasing Personnel from Underrepresented Populations</i> 9:15 a.m. - 10:15 a.m. (Martino, Burns, Crawford)
11:00 a.m.		MS 12 <i>Audiologic/Aural Rehabilitation: Surviving an Identity Crisis</i> 10:15 a.m. - 11:15 a.m. (Montano)	MS 11 <i>Becoming an Ambassador for Student Support</i> 10:15 a.m. - 11:15 a.m. (Jones)		MS 13 <i>Takin' It To The Streets: Recruiting African-American Research Participants</i> 10:30 a.m. - 11:30 a.m. (Harris)
12:00 p.m.	MS 15 <i>Reading Comprehension: Connecting the Dots...Between SLPs and Classroom Teachers</i> 11:15 a.m. - 12:15 p.m. (Betha, et.al.)	 MS 18 <i>A 21st Century Private Practice in Speech-Language Pathology</i> 1:30 p.m. - 2:30 p.m. (Brady)	MS 14 <i>So ... You're in Graduate School!!!: The First Year Experience</i> 11:15 a.m. - 12:15 p.m. (Taliaferro, King, Jones, Mayo)		MS 16 <i>Student Mental Illness on Campus: What Every Educator Should Know</i> 11:30 a.m. - 12:30 p.m. (Raleigh)
1:00 p.m.	TS 4 <i>SLPs' Role in State Pediatric Foster Care and Adoptions</i> 1:30 p.m. - 2:00 p.m. (Johnson)				SF 1 <i>Cluttering: Characteristics, Intervention and Personal Experience</i> 1:00 p.m. - 1:30 p.m. (Casterlow)
2:00 p.m.	TS 5 <i>How to Administer, Score and Interpret the MAVA</i> 2:15 p.m. - 2:45 p.m. (Stuckey)		SC 7 <i>Feeding Disorders/ Mealtime Miseries: The Role of the SLP</i> 1:00 p.m. - 4:00 p.m. (Dobbs, Gregory)	SC 6 <i>Stuttering 101: Mastering the Basics of Childhood Stuttering Intervention</i> 1:00 p.m. - 4:00 p.m. (Johnson, Robinson, Jr.)	MS 17 <i>What I NEED to Know for Sure: Data Management, Scientific Integrity, Irresponsible Research Practices</i> 1:30 p.m. - 2:30 p.m. (Moss)
3:00 p.m.	TS 6 <i>Preliminary Investigation of African-American Mother-Child Interactions</i> 3:00 p.m. - 3:30 p.m. (Champion, de Villiers, Bruny, Morozova, Scibilia)				MS 19 <i>Life After the Ph.D.: Surviving and Thriving in Academia</i> 2:45 p.m. - 3:45 p.m. (Clark, Fleming, Mills)
4:00 p.m.					
5:00 p.m.	TS 7 <i>An Introduction to Craniofacial Anomalies and Cleft Lip and Palate and the Diverse Population</i> 4:45 p.m. - 5:15 p.m. (Gauvin)		MS 23 <i>Developing a Culture Sensitive Taxonomic Classification of Discourse in African-American English</i> 4:15 p.m. - 5:15 p.m. (Delamette)	MS 22 <i>Complex Syntax: A Neglected Area of Study</i> 4:15 p.m. - 5:15 p.m. (Schuele, Fisher)	MS 21 <i>Language Assessment and Disorder in Children With Sickle Cell Anemia</i> 4:00 p.m. - 5:00 p.m. (Wyatt)

Convention At-A-Glance

Saturday, April 18, 2009	MANILA	TECHWOOD	SPRING
8:00 a.m.	MS 24 Donn Bailey Lecture Series- Accepting and Passing the Torch: A Social Responsibility 8:00 a.m. - 9:00 a.m. (Wyatt)	SC 8 NSIG-Sponsored Presentation: Managing Medically Complex Patients in Home Health 8:00 a.m. - 11:00 a.m. (Norman, Fields, Dean)	SF 2 Deconstructing African-American Childrens' Personal Narratives: A Literature Review 8:00 a.m. - 8:30 a.m. (Oliver, Jackson)
9:00 a.m.	MS 25 I'm Too Busy and Other Reasons Not to Be a Volunteer Leader 9:15 a.m. - 10:15 a.m. (Hale, Robinson)		SF 4 Pathways to the Profession: The Independent Study Experience 9:00 a.m. - 9:30 a.m. (Wantsala, Mayo)
10:00 a.m.	MS 26 Gain the Knowledge: The Doctor of Speech-Language Pathology (SLPD.) 10:30 a.m. - 11:30 a.m. (Lowe, Williams)		SF 5 Pathways to the Profession: the Second Career Student Experience 9:30 a.m. - 10:00 a.m. (Johnson, Mitchell, Jones, Brooks, Mayo)
11:00 a.m.		MS 27 Easing the Burden of Communication for African-American Children Receiving SLP Services 11:15 a.m. - 12:15 p.m. (Charity Hudley, Mallinson, Fama)	SF 7 Occupational Impact of Voice Problems on School Administrators 10:30 a.m. - 11:00 a.m. (Wilkerson, McPherson)
12:00 p.m.			SF 8 Traumatic Brain Injury Outcomes for Multicultural Populations 11:00 a.m. - 11:30 a.m. (Prewitt)
1:00 p.m.	TS 10 A Cultural Linguistic Analysis of the Intelligibility of Spoken Gullah 1:00 p.m. - 1:30 p.m. (Mayaki, Cabellos, Dixon, Murphy-Higgs)	SC 9 Narrative Production Among Children of the African Diaspora: Traditional and Alternate Analyses 1:00 p.m. - 3:00 p.m. (Champion, McCabe)	MS 28 What's a NAG? 1:00 p.m. - 2:00 p.m. (Miller)
2:00 p.m.	MS 30 Clinician SOAP's: A Tool for Self Assessment in Clinical Practicum 1:45 p.m. - 2:45 p.m. (Miller, Ponton)		MS 29 I Have a Male-to-Female Transgendered Client! What Now? 2:00 p.m. - 3:00 p.m. (King)
3:00 p.m.	MS 31 Early Hearing Speech and Language Intervention 2:45 p.m. - 3:45 p.m. (Jenkins, Lemmon)	MS 32 Proverb Recognition: Do You Know What They Mean? 3:15 p.m. - 4:15 p.m. (Wright-Harp, Brown)	SF 9 Awareness of Aphasia in Children and Adults 3:30 p.m. - 4:00 p.m. (Cooper, Mabrey)
4:00 p.m.	MS 33 Why Race-Ethnicity Really Matters in Adult Neurogenetics? 4:00 p.m. - 5:00 p.m. (Ellis)		SF 10 Enhancing Communication Wellness in an African-American Community 4:00 p.m. - 4:30 p.m. (Stevens, Cooke, Jones, Jordan, Mayo, Mayo)
			SF 11 Examining African-Americans' Knowledge of Stroke/Aphasia: Precursors to Prevention 4:30 p.m. - 5:00 p.m. (Waddell, Mayo)



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