



NBASLH

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

**EMPOWERING YOU
THROUGH
ADVOCACY,
EDUCATION AND
MENTORING**

**April 15-18, 2010
Marriott Tampa Westshore**

NBASLH OFFICE

700 McKnight Park Drive, Suite 708, Pittsburgh, PA 15237
Phone: 412-366-1177 — Fax: 412-366-8804 — www.nbaslh.org
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September 1, 2009 - August 31, 2010

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Letter from the Chair



We have arrived in Tampa, Florida. We are at the 32nd Annual Convention of the National Black Association for Speech-Language and Hearing (NBASLH). We have come to learn. We have come to share. We have come to be regenerated and rejuvenated. We have come to be elevated “with the echo of understanding” and speaking for all to hear the value of **Advocacy, Education and Mentoring**.

We know that for some the task of ‘arriving here’ in Tampa was not an easy one, and we must applaud each other for overcoming. In these economically troubled times in America, many professional conventions have experienced decreased participation by their membership. Even some of our members have said that, “this will be the first Convention that they have missed since 2001,” because their personal travel budgets were “bummed” at this time. Others have said that their employers had downsized their departments and no travel expenditures were being allowed at this time. One member said her husband was unemployed and at this time they were barely able to pay for their basic financial needs with just her income. Then there were those that do not want to travel because of “terrorist threats.” The saddest of all are those that are too depressed to attend the Convention. They just do not feel like attending, because they cannot understand or feel the value of an NBASLH Convention at this time.

Those are just a few of the glitches in life that can interrupt your positive Convention intent, desires and plans. We all know how a glitch or trouble can ‘elbow’ its way into our life and upset our intentions, desires and plans. But, we must not let glitches have the ‘last say’ in our lives. We all have glitches or trouble in our lives, but that does not mean we have to live a “glitchy” life. Most glitches come when we can least afford them. Look at all the glitches that some people are tossing into President Obama’s intent, desires and plans to improve health care and public education in this country. But, my grandmother told me a long time ago that, “when the going gets tough the tough gets going,” and her words have taught me to not let glitches or trouble have the last say in my life.

In these days, in this country, in this social communication climate we truly need an NBASLH Convention and that is why we are here. Now do not get it twisted. Just because we made it here, that point of arriving is not where we rest or stop. We have made it past the glitches that others could not overcome, but there are still some glitches ahead. Remember that we have arrived in Tampa for a purpose. We are on a special mission. We must do at this time what others could not. Do not get it twisted and smirk in false pride because you are here. Now is the time to make a special effort to reach out and tell your story. Let’s not miss this opportunity to reflect the theme of our Convention in the bright sunshine of Tampa.

Now, let’s do what we do as oral language experts, because, that’s what we do and when we do it we do it so well.

Arnell Brady

Arnell Brady, M.A., CCC-SLP
NBASLH Chair

Welcome from the 2010 Convention Chair

Welcome to *The Sunshine State* of Florida for the 32nd Annual Convention of the National Black Association for Speech-Language and Hearing. The word **Tampa** means *sticks of fire* in the language of the Calusa, a Native American Tribe that once lived near the bay area. We are excited to present a convention that will hopefully spark a flame within you as we celebrate this year's theme **Empowering You Through Advocacy, Education and Mentoring**.



Let's begin our celebration of fun in the sun by announcing two, first-time events which include on Friday an exhibitor-sponsored and interactive course session on **What's New in ACC?** with Dr. Mary Ann Lowe and on Saturday our newly established day of courses for our health care and rehabilitation service providers with NSIG sponsored presentations and hot topic presentations from highlighted guest speakers Dr. Ianessa Humbert, David Hutchings and Mary Spremulli.



Next, we start the empowering process by heating things up at our opening session with Tampa Bay resident and motivational speaker Ms. Dawnyale Foster. Afterwards, we cool off a bit at our poolside opening reception **Party Under the Palms**. On Friday, we continue to keep the fire burning with our hot topic and highlighted presentation **Spanish-English Phonology: Research to Practice and Empowerment Through Knowledge** with featured speaker Dr. Alejandro Brice. As we gather on Friday evening, we will shine brightly at our Awards Ceremony by paying tribute to our award recipients and honoring our scholarship winners. Also, Dr. Tommie L. Robinson, Jr., ASHA President will provide inspirational words that are sure to create sparks. After the awards ceremony, we will keep things sizzling and get your body moving during our social gathering of **Dancing and Desserts**. On Saturday, the students will shine and show their brilliance with the Student Research Forums, Poster Sessions and at our annual ASHA-sponsored Student-Mentor Luncheon. Lastly, we bring the Convention to a close by providing you with a warm glow to take with you from our Sunday Serenade Farewell Brunch.

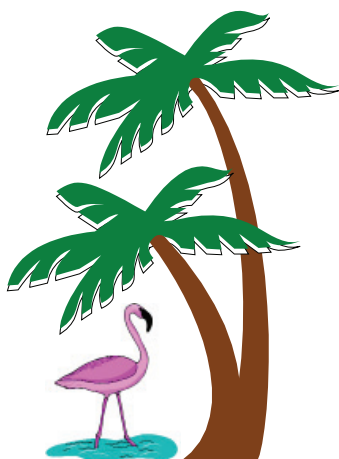
With that said, I would like to give a special thank you to the NBASLH Board, Diane Yenerall and Dr. Michelle Norman for your support and words of encouragement. I would also like to thank and commend all of our presenters, student volunteers, moderators and conventioners for choosing to attend and your participation at this Convention. Lastly, thank you to our sponsors ASHA, FLASHA, Progressus Therapy, Staffing Options and Solutions, and EBS Healthcare. Your support is graciously appreciated.

Once again, welcome you to Tampa. Be sure to take time to enjoy the sun with a glass of orange juice or if you prefer, relax under the shade of the palm trees with a slice of key lime pie.



Rachel Williams

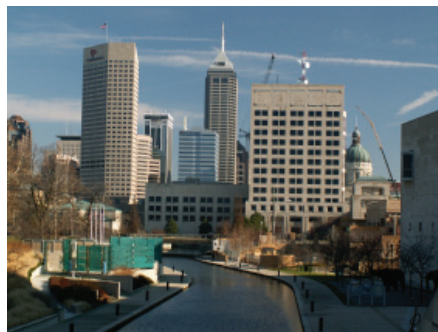
Rachel Williams, Ph.D., CCC-SLP
NBASLH Convention Chair



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NBASLH At Home In The World

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Special Events

THURSDAY, APRIL 15



Opening Session

Thursday, April 15, 2010 – 6:00 p.m. – 7:30 p.m.

Salon D/E

Featured Speaker – Ms. Dawnyale Foster, presenting *Fostering You: Creative Ways to Reinvent “You” as a Speech Pathologist/Audiologist*. Are you ready to reinvent yourself as a speech pathologist and/or audiologist? It's time to “Foster You” into a new frame of mind and

tailor your career as a speech pathologist/audiologist. What is your current mission, your purpose, and your specialty in our field? Let's focus on the “why” and not on the “what,” as it relates to our journey and love for speech pathology and audiology. Learn the importance of reevaluating your current motivation and enthusiasm for the services you provide. Let's get fired up about networking, mentoring and reinventing “you” in your life's journey.

Opening Reception - Party Under the Palms

Thursday, April 15, 2010 – 7:30 p.m. – 9:30 p.m.

Pool Deck

Relax with colleagues, old and new, while nibbling on light fare hors d'oeuvres.

FRIDAY, APRIL 16

Student Forum

Friday, April 16, 2010 – 4:30 p.m. – 5:30 p.m.

Salon C

Career Path Speech “Dating” (Find Your Perfect Match!)

Students will have the opportunity to speak with professionals in the field who work in settings, use techniques, or work with populations that are unique or “out of the box” in the field of Speech-Language Pathology and Audiology. The goal is that students will be introduced to the vast possibilities that exist in the field, using a fun, interactive, “speed dating” format.

Annual Membership Meeting

Friday, April 16, 2010 – 5:30 p.m. – 6:00 p.m.

Salon E

Join the NBASLH Executive Board for the Annual Meeting. This will be your opportunity to share in the success and accomplishments of NBASLH for the past year, and learn what is in store for NBASLH during year 2010.



NBASLH Annual Awards Dinner

Friday, April 16, 2010 – 7:30 p.m. – 9:30 p.m.

All Salons

Featured Speaker – Dr. Tommie Robinson

Join the NBASLH Executive Board for dinner, awards and a light-hearted presentation by ASHA President, Dr. Tommie Robinson on *Leadership: An Empowering Tool For Advocacy, Education and Mentoring*.

Dancing and Desserts – Sponsored by EBS HealthCare

Immediately following the Awards Dinner

All Salons

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

SATURDAY, APRIL 17

Student-Mentor Luncheon

Saturday, April 17, 2010 – 12:30 p.m. – 2:00 p.m.

Salon D/E

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

SUNDAY, APRIL 18

Sunday Serenade – Farewell Brunch

Sunday, April 18, 2010 – 8:30 a.m. – 10:00 a.m.

Salon E

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 15

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

6:00 p.m. - 7:30 p.m. Opening Session

7:30 p.m. - 9:30 p.m. Opening Reception

FRIDAY, APRIL 16

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. - 5:15 p.m. Concurrent Educational Sessions

4:30 p.m. - 5:30 p.m. Student Forum

5:30 p.m. - 6:00 p.m. NBASLH Annual Membership Meeting

7:30 p.m. - 9:30 p.m. NBASLH Annual Awards Dinner followed by Dancing and Desserts

SATURDAY, APRIL 17

7:30 a.m. - 4:00 p.m. Registration Open

8:00 a.m. - 5:15 p.m. Concurrent Educational Sessions

8:00 a.m. - 2:00 p.m. Exhibits/Vendors Open

1:00 p.m. - 2:00 p.m. NSIG Membership Meeting

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

12:30 p.m. - 2:00 p.m. Student-Mentor Luncheon (Co-Sponsored with ASHA)

SUNDAY, APRIL 18

8:30 a.m. - 10:00 a.m. Sunday Serenade – Farewell Brunch

Highlighted Presenters

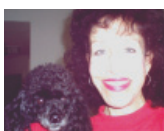


Tommie Robinson, Jr., Ph.D., is director of the Scottish Rite Center for Childhood Language Disorders in the Children's Hearing and Speech Center at Children's Hospital in Washington, D.C. and is an associate professor of pediatrics at The George Washington, University School

of Medicine and Health Sciences. He specializes in communication disorders in children, with a specific focus on children who stutter. Dr. Robinson's research and writings have focussed on normal fluency behaviors in children and adults as well as service delivery to children from culturally and linguistically diverse backgrounds. Dr. Robinson is the 2010 president of the American Speech-Language-Hearing Association (ASHA) and has served on various boards and committees: ASHA vice president for Quality of Service in Speech-Language-Pathology (2005-2007), the Board of Ethics, Council on Professional Standards, Council for Clinical Certification, Committee on Nominations and Elections, Honors Committee and Clinical Certification Board.



Alejandro Emris Brice, Ph.D., is an Associate Professor at the University of South Florida St. Petersburg. His research has focused on transference or interference between two languages in the areas of phonetics, phonology, semantics and pragmatics related to speech-language pathology. In particular, his expertise relates to the appropriate assessment and treatment of Spanish-English speaking students and clients.



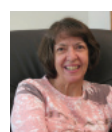
Mary Spremulli, M.A., has practiced as a medical speech-language pathologist for more than 25 years and maintains an active nursing license. She currently serves as Coordinator of Speech-Language Pathology at Charlotte Regional

Medical Center in Punta Gorda, FL, and conducts training and lectures related to the care of tracheostomy patients throughout the United States and Puerto Rico. Ms. Spremulli helped to develop collaborative standard of care for the trach patient that received Joint Commission recognition as a model for improving patient safety and outcomes. She has served on her hospital's Board of Ethics and developed and published a screening tool

for assessing decisional capacity in patients, including those with impaired communication. Ms. Spremulli is a Clinical Consultant for Passy-Muir Inc., and has trained with the Bayer Institute on Healthcare Communication to provide continuing education programs on patient-physician communication.



Dawnyale B. Foster, M.S., is the founder and owner of Fostering Communication, a communications consulting firm: providing diagnostic and speech-language treatment services to children and adults; preparing individuals for media interviews; and helping individuals achieve personal communication goals. In addition to managing her own company's goals, Ms. Foster provides independent contract speech therapy services for Easter Seals of Florida, Inc. and Lamperts Home Therapy, Inc. in the Tampa Bay area. She enjoys the added professional diversity of working as a party representative for Super Duper Publications, Inc. and serves on the Advisory Board for Speech Pathology.com.



Mary Ann Lowe, SLPD, is Program Professor in the Programs for Speech, Language, and Communication Disorders and Director of Academic and Faculty Support at Nova Southeastern University. She teaches courses in AAC and Language Disorders in Children. Dr. Lose has presented at state, national and international conferences on AAC topics.



Ianessa A. Humbert, Ph.D., is an Assistant Professor at Johns Hopkins University, School of Medicine, in the Department of Physical Medicine and Rehabilitation. She has conducted research on the effects of electrical stimulation on hyo-laryngeal movement in healthy and dysphagic adults and vocal fold movement in healthy adults. Dr. Humbert's current research activity focuses on understanding swallowing neurophysiology in healthy young and old adults and in Alzheimer's disease. She is also conducting studies that examine the effects of heightened sensory stimulation and cortical stimulation on swallowing.

Highlighted Sessions

NSIG Sponsored Sessions

NSIG is sponsoring the following sessions to be presented on Saturday, April 17, in Salon B.

- ***Swallowing Neurophysiology: Current Literature on Electrical Stimulation, Cortical Stimulation, Aging and Neurodegeneration***, presented by Ianessa Humbert, Ph.D. This session will be from 8:00 a.m. to 11:00 a.m.
- ***Hot Topic: NMES Instrumentation-Is it Safe?***, presented by York Wijting. This session will be from 11:00 a.m. to 1:00 p.m.
- ***Working with Trachs and Vents With Dysphagia Patients***, presented by Mary Spremulli, M.A. This session will be from 2:00 p.m. to 5:00 p.m.

Awards

2010 Scholar-Mentor Award



Iris Johnson, Arnold, 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. Iris Johnson-Aronld.

Dr. Iris Johnson-Arnold is an Associate Professor and the Coordinator of Graduate Studies in the Department of Speech Pathology at Tennessee State University (TSU). She received her Bachelor's and Master's degrees from South Carolina State University and a Ph.D., from the University of Memphis. Dr. Johnson-Arnold's areas of interest include multicultural issues affecting communication, child speech and language development/disorders, pedagogical practices and recruitment/retention issues. As a scholar, mentor, researcher and teacher Dr. Johnson-Arnold has several service-related accomplishments which make her uniquely suited to receive the distinguished NBASLH Scholar-Mentor Award.

If you ask Dr. Johnson-Arnold what her passion is, she will proudly say, “working with and mentoring students.” Dr. Johnson-Arnold teaches several undergraduate and graduate courses at TSU including, Seminars in Articulation and Language, Identification and Appraisals, and Special problems in Speech-Language Pathology. Through these courses Dr. Johnson-Arnold effectively prepares her students for future work in clinical practice and research. Dr. Johnson-Arnold is also on the TSU speech pathology department recruitment staff and is a clinical supervisor. She goes the extra mile to recruit students that will provide their skills, talent and diversity to the growing student body of the TSU speech pathology department. As a clinical supervisor, she prepares and facilitates student sin clinical settings.

Dr. Johnson-Arnold is the sponsor and advisor of the student professional organization: National Student Speech Language and Hearing Association (TSU Chapter). She is dedicated to service learning projects which fulfill the needs of the public and provide knowledge about communication sciences and disorders. Additionally, Dr. Johnson sets an example of leadership by participating on the National Black Association for Speech-Language and Hearing (NBASLH) Executive Board. In the past recent years, Dr. Johnson-Arnold has served as the NBASLH Convention Chair. As past convention chair, Dr. Johnson-Arnold worked tirelessly to ensure the NBASLH Convention was an educational and enjoyable experience for all who attended.

It cannot be denied that by Dr. Johnson-Arnold's professional efforts and mentor/mentee relationships with students, successful outcomes have followed. Many of her students that she has mentored have gone on to graduate programs, graduated with master's degrees in speech-language pathology, secured jobs and certificates of clinical competence in speech-language pathology, and pursued Ph.D.s in speech-language pathology. Dr. Johnson-Arnold is worthy of the NBASLH Scholar-Mentor Award and should be recognized for her contributions to our profession. She is a tremendous role-model and scholar who will continue to mentor excellent students in to our field.

2010 NBASLH Student Research Award



Tamika Reynold LeRay

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. Through the submission of this research paper, the recipient has demonstrated a commitment and an understanding of the award.

This year's recipient is Tamika Reynold LeRay. Ms LeRay is a graduate student at Emerson College. She will present her research African American English and Speech-Language Pathology at this year's Convention during the Student Mentor-Luncheon, Saturday, April 17.

Ms. LeRay's abstract from her submission reads as follows:

African American English is a dialect of the American English that differs from mainstream American English. African Americans are overrepresented on the caseloads of school-based speech-language pathologists; thus, clinicians must strive to provide culturally and linguistically sensitive assessments and interventions. The goal of this presentation is to synthesize and evaluate the research pertaining to African American English. The author will also offer novel ideas regarding the clinical implications and future directions of study in this area.

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

APHASIA

(uh-fay-zhu) 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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www.aphasia.org

Email: naa@aphasia.org

**350 Seventh Ave., Suite 902
New York, NY 10001**

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
Esquire Junior Ballroom
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

Baltimore City Schools

Reginald Howard
200 E. North Avenue
Room 110
Baltimore, MD 21208
443-642-6520
rhoward01@bcps.k12.md.us

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Los Angeles Unified School District

Denise Robert
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15th Floor
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denise.robert@lausd.net

Orange County Public Schools

Yolanda Butler
Special Education Coordinator
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Staffing Options & Solutions, Inc.

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Indianapolis, IN 46227
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Variations In Communication, LLC

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Dancing and Desserts

EBS HealthCare

PRAXIS Review Course

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Convention Attendee Bag

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Opening Reception

*Florida Association
of Speech-Language
Pathologists and Audiologists*

Convention Program Schedule 2010

Thursday, April 15

SHORT COURSES

SC1

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

Salon C

Keeping it Positive; The Key to Rewarding Therapy, Tisha G. Pierce, MCD, Arkansas State University; Merrill Catt, M.S., M.S.P., Arkansas State University

Level of Instruction: Introductory

The basic principles of reinforcement will be revisited along with the introduction of the theory of positive psychology. Attendees will be given creative ways to motivate and uplift their colleagues, students and clients by learning to implement consistent reinforcement and appropriate reinforcement scheduling while using the principles of positive psychology to facilitate targeted change and success. By integrating the principles of positive psychology into interpersonal relationships, professionals are better equipped to identify different personality types, learning styles and collaborate with other professionals. Combining the principles of reinforcement and positive psychology makes therapy a rewarding experience for all involved.

Learner Outcomes:

- (1) Identify three types of reinforcement scheduling.
- (2) Define positive psychology.
- (3) Identify two basic personality types.
- (4) Identify two strategies for immediate implementation into their therapy sessions.

SC2

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

Cotillion

The State of Pragmatic Language Research for Children of Color, Yvette D. Hyter, Ph.D., Western Michigan University; Kenyatta O. Rivers, Ph.D., University of Central Florida; Glenda DeJarnette, Ph.D., Southern Connecticut State University

Level of Instruction: Intermediate

Pragmatic language skills materialize within historical, social and cultural processes. Demographic shifts show that by 2042 the majority of children in U.S. schools will be children of color, many of whom will be speaking languages other than English. Pragmatic language research on this population significantly lags behind research on Euro-Americans. Speech-language pathologists need current information about pragmatic language of children of color, and scholars are obliged to fill knowledge gaps. Through this short course the authors will present current pragmatic research on children of color, identify research gaps, and establish research agendas inviting participants' contribution to this effort.

Learner Outcomes:

- (1) Explain the current state of knowledge in pragmatic language development focused on children from diverse cultural and linguistic backgrounds.
- (2) Identify the gaps in this knowledge.
- (3) Identify research questions and paradigms that will serve to fill gaps in our knowledge about the pragmatic language development of children of color.

SC 11

2:00 p.m. – 5:00 p.m.

Terrace

Tourette Syndrome: Tackling a Noisy Tic Disorder (With Just a Whisper About Medication),

Samuel Zinner, M.D., F.A.A.P, Seattle Children's Hospital

Level of Instruction: Intermediate

Tourette syndrome is a well-described but frequently misrepresented tic disorder that affects about 1% of all children. The disorder is associated with loss of inhibition of behaviors that include tics, but usually also include a range of other developmental and behavioral phenomena, including Attention Deficit Disorders, communication disorders, learning challenges, obsessive-compulsive features and others. Dr. Zinner is a Developmental & Behavioral Pediatrician who specializes in the identification, education and other management of children, youth and young adults with Tourette syndrome. This presentation will discuss brain-based mechanisms in Tourette syndrome, early identification, changing features as children mature, appropriate monitoring, accommodation and other management ideas. Emphasis will be placed on available resources and care coordination through case-based examples.

Learner Outcomes:

- (1) Cite criteria required to diagnose Tourette Syndrome.
- (2) Describe conditions co-morbid with Tourette Syndrome.
- (3) Describe the whole-child approach to caring for children with Tourette Syndrome and their families.

MINI-SEMINARS

MS2

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

Salon C

Starting From Scratch: Developing a Speech-Language Pathology Program for Zambia, Rebecca O. Weaver, Ph.D.

Level of Instruction: Intermediate

With a population of close to twelve million, forty-three percent who are under the age of fifteen, Zambia presents with approximately seven percent of the population classified as having a disability. There are no speech language pathology services currently being offered in the entire country. The Namwianga project in Zambia is focusing on both the delivery of services to the unserved area and training individuals who currently have a teaching credential the basics of the profession and the therapeutic process.

Learner Outcomes:

- (1) Identify the steps necessary to begin a program to train SLPs in a country that has no communication disorders professionals.
- (2) Form a plan of action for ways to provide outreach to countries that do not have the SLP resources we have in our own country/countries.
- (3) Engage in a discussion regarding the importance of cultural sensitivity while participating in an international practicum experience.

Convention Program Schedule 2010

Thursday, April 15 (continued)

TECHNICAL SESSIONS

TS6

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

Cotillion

African American Children's Use of Dialect in Relation to Literacy, Sandra C Jackson, Ph.D., North Carolina Central University; Walt Wolfram, Ph.D., North Carolina State University; Michael Terry, University of North Carolina at Chapel Hill; Jennifer Renn, M.A., University of North Carolina at Chapel Hill

Level of Instruction: Intermediate

This study examined the relationship between African American children's use of African American English (AAE) forms at 48 months and their language and literacy skills from 48 months to third grade. The use of dialect has been considered to have a potentially negative impact on African American children's reading achievement. Therefore, it is important to examine this relationship beginning in early childhood. Children who used fewer AAE forms tended to score higher on measures of overall expressive language and letter-word identification.

Learner Outcomes:

- (1) Give examples of morphosyntactic African American English (AAE) forms used by children at 48 months.
- (2) Describe analysis methods that may be used for examining the relationship between forms of AAE and language and literacy skills.
- (3) Explain the relationship between African American children's use of dialectal forms and their language and literacy skills.

Friday, April 16

SHORT COURSES

SC3

9:15 a.m. - 12:15 p.m.

Salon D

SLPs Teaming With Other Related Professionals in Education, Glenda DeJarnette, Ph.D., Southern Connecticut State University

Level of Instruction: Advanced

Best practice in education involves team collaboration. This mini seminar is designed to share a framework for developing team collaboration among speech-language pathologists, occupational therapists, and physical therapists in school settings. A healthy team attitude is everything to the team process and this seminar shares demonstrations of speech- language pathologists, occupational therapists and physical therapists developing working relationships to achieve openness and receptivity to each other; value and respect for each discipline's perspective; interdependence and acceptance of a common commitment to comprehensive intervention to meet the needs of the children served; and, willingness to share and take responsibility. Miniseminar participants will apply team building skills to digital presentations and demonstrate skills through practice exercises.

Learner Outcomes:

- (1) Identify healthy team processes.
- (2) Demonstrate role release skills in working with professionals from other fields.
- (3) Demonstrate role exchange skills in working with professionals from other fields.

SC4

2:15 p.m. - 5:15 p.m.

Salon E

Research Grant Writing: An Introduction, C. Melanie Schuele, Ph.D., Vanderbilt University Medical Center; Sharon Moss, Ph.D., FASHA, CRA, VHA Office of Research Oversight

Level of Instruction: Introductory

For many investigators, obtaining external research funds is essential for initiating and building a research career, for funding student research, and for mentoring students for academic/ research careers. This session will provide an introductory tutorial on grant writing skills. The target audience includes PhD students and junior faculty who are beginning their research careers. Topics include: sources of research grant funds, developing an idea worth funding, developing and preparing a research grant application, understanding the grant review process, getting the mentoring to get funded and learning to persist and resubmit.

Learner Outcomes:

- (1) Write an outline for a grant application.
- (2) Explain how the grant review process informs the writing of the grant application.
- (3) Identify areas of mentoring needed to prepare a successful grant application.
- (4) List characteristics of competitive grant applications.

SC5

2:15 p.m. - 5:15 p.m.

Salon D

What is New in AAC, Mary Ann Lowe, SLPD, Nova Southeastern University; Lisa Lawrence, M.S., FRS; Andrea Madeya, B.A., PRC; Rick Archer, DynaVox

Level of Instruction: Introductory

Augmentative and Alternative Communication (AAC) is an area of technology that is constantly changing. This hands-on session will present assessment decisions and explore hi-tech communication solutions for children and adults. Speech Generating Devices (SGD) and their access methods will be discussed and demonstrated throughout the presentation.

Learner Outcomes:

- (1) Participants will be able to discuss three Hi-Tech Speech Generative Devices (SGD).
- (2) Participants will be able to name 3 different software programs used on SGDs.
- (3) Participants will have the opportunity for hands-on trial and be able to discuss the benefits of at least 3 SGDs.

MINI SEMINARS

MS3

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

Salon D

Non-Mainstream Dialect and the Identification of Risk for Language Impairment, Janice E. Jackson, Ph.D., University of West Georgia; Barbara Zurer Pearson, Ph.D., University of Massachusetts Amherst

Level of Instruction: Introductory

Evidence is presented to show that morphosyntactic features contrastive between AAE and General American English (GAE) have little diagnostic value for AAE-speakers. An extensive dataset from 1258 children who took the Dialect Sensitive Language Test (DSLTL) (Seymour et al., 2000) was analyzed. Among AAE speakers,

Convention Program Schedule 2010

Friday, April 16 (continued)

dialect density was moderately associated with lower test scores, but reliance on contrastive features led to both over- and under-identification of risk for language impairment. Most high-dialect children were typically developing, and some low-dialect children were not. Moreover, accuracy of SLP designations of LI was lower among high-dialect speakers than low-dialect speakers.

Learner Outcomes:

- (1) Identify morphosyntactic features that confound identification of language impairment in AAE speaking children.
- (2) Identify non-contrastive morphosyntactic features appropriate for identification language impairment in child speakers of AAE and GAE.
- (3) List reasons for over- and under-identification of risk for disorder among AAE speaking children.

MS4

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

Salon E

Planning is Everything: Using Thematic Units, Merrill Catt, M.S.P., Arkansas State University; Tisha G. Pierce, M.C.D., Arkansas State University; Arianne F. Pait, M.S., Arkansas State University; Sherri Lovelace, Ph.D., Arkansas State University

Level of Instruction: Introductory

Planning effective activities serves as the basis for therapeutic interaction. Thoughtful, well planned therapy sessions provide a multitude of teachable moments that happen as children make connections between targeted skills and those closely related. By using thematic units, a clinician can manipulate variables in the therapy setting to promote learning within context, incidental learning and generalization. Learning words and concepts in a context gives a child an experience to which new knowledge can be anchored and then later retrieved. Planning and implementing thematic units is an excellent venue to promote a language rich environment with multiple opportunities to succeed.

Learner Outcomes:

- (1) Define a thematic unit.
- (2) List three elements of a language rich environment.
- (3) Define incidental learning.
- (4) Name two thematic units that could be implemented.

MS5

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

Cotillion

Prenatal Alcohol Exposure, Complex Trauma and Language Outcomes, Yvette D. Hyter, Ph.D., Western Michigan University

Level of Instruction: Introductory

Both prenatal exposure to alcohol and chronic maltreatment can be overwhelming separate impairments. When they occur together, results can be devastating. Little data exist explaining the combined effects of these traumatic events on language and social communication outcomes for school age children. This presentation will examine the effects of both prenatal alcohol exposure and complex trauma on receptive and expressive language skills, as well as social communication abilities compared to the effects of complex trauma alone. Children affected by both complex trauma and prenatal alcohol exposure were found to have more impaired skills. Specific implications for intervention will be addressed.

Learner Outcomes:

- (1) Explain the effects of prenatal alcohol exposure.
- (2) Explain the effects of complex trauma.

- (3) Explain the combined effects of prenatal alcohol exposure and complex trauma.

- (4) Identify specific assessment and intervention processes for school age children affected by these traumatic events

MS6

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

Cotillion

A Critical Approach for Communication Sciences and Disorders, Yvette D. Hyter, Ph.D., Western Michigan University

Level of Instruction: Intermediate

The consequences of globalization have unleashed unevenly distributed forces resulting in transformations in the U. S. including seismic demographic shifts, unequal access to health care, and a new version of illiteracy. Consequently, the field of communication sciences and disorders is challenged to be more socially relevant. The purpose of this presentation is to propose a critical approach to communication sciences and disorders examining the reciprocal relations between communication processes and historical, cultural, political, and economic structures, as well as providing examples of how this perspective can be used to shape research questions, course content, pedagogical methods, and clinical practice processes.

Learner Outcomes:

- (1) Define a critical approach to speech-language pathology and audiology.
- (2) Define the concepts that are consistent with a critical approach to communication sciences and disorders.
- (3) Develop research questions, course units, pedagogical or clinical methods based on this critical approach to communication sciences and disorders.

MS7

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

Salon E

Aphasia in America: The Impact of Residence, Race/Ethnicity, and Gender, Charles Ellis, Jr., Ph.D., Medical University of South Carolina; Clara Dismuke, Ph.D., Medical University of South Carolina

Level of Instruction: Intermediate

Recent reports suggest that 21-38% of individuals who experience an acute stroke will be left with aphasia. However, even though residence (US regions), race/ethnicity, and gender are factors critical to the likelihood of experiencing a stroke and general stroke-related outcomes, it is unclear if these same variables are important to the study of aphasia. Consequently, studies are needed to examine the influence of residence, race/ethnicity, and gender on the prevalence of aphasia. The purpose of this presentation is to use national and state level data to examine the influence of residence, race/ethnicity, and gender on the prevalence of aphasia.

Learner Outcomes:

- (1) Participants will be able to identify and discuss factors associated with the regional distribution of aphasia in the US.
- (2) Participants will be able to discuss the contribution of race/ethnicity and gender on the likelihood of experiencing aphasia in the US.
- (3) Participants will be able to discuss the potential relationship between race/ethnicity and gender on aphasia related outcomes.

Convention Program Schedule 2010

Friday, April 16 (continued)

MS8

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

Regency

Telepractice As A Service Delivery Model?, Thomasyn H. Smith, Ed.D., Jefferson County AL Board of Education; Lawrence F. Molt, Ph.D., Auburn University

Level of Instruction: Intermediate

Technology has become so sophisticated in the last few years. The capabilities and uses of technology are endless. One such area of technology that has gained a lot of interest has been in telepractice. Many school systems and companies are using telepractice as a service delivery model in various ways. It has been used to reach rural and remote areas that have lacked consistent services of a speech-language pathologist and/or audiologist. Telepractice has also been used as a service delivery model to reach consumers who are unable to come into a clinic or facility for services. There have been numerous issues regarding the efficacy of the use of telepractice as well as issues with the service providers' licensure from state to state. This session will examine telepractice as a viable service delivery model for practicing speech-language pathologists and audiologists.

Learner Outcomes:

- (1) Describe various definitions of telepractice.
- (2) Recognize rules and regulations for licensure regarding telepractice in various states as well as ASHA's position statement on telepractice.
- (3) Discover ways to integrate telepractice into their therapy.
- (4) Identify various Voice over Internet Protocol service providers for access to telepractice as a service delivery model.

MS9

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

Terrace

Spanish-English Phonology: Research to Practice and Empowerment Through Knowledge, Alejandro Emris Brice, Ph.D., University of South Florida St. Petersburg

Level of Instruction: Intermediate

It is estimated that by the year 2050 approximately 50% of the U.S. school population will be Latino, African American or Asian. Additionally, statistics indicate that 22% of the U.S. population under five years of age is Latino. Limited information exists for Spanish-English articulation and phonology development in young bilingual children living in the United States. Hence, there is a need to describe the phonological skills of Spanish-English speaking children. The purpose of this presentation is to provide current research with regards to appropriate assessment and intervention with regards to Spanish-English articulation and phonological development.

Learner Outcomes:

- (1) Participants will be able to demonstrate knowledge of typical Spanish and English articulation and phonological differences.
- (2) Participants will be able to demonstrate knowledge of atypical Spanish and English articulation and phonological differences.
- (3) Participants will be able to demonstrate knowledge of Spanish and English articulation and phonological assessment strategies.
- (4) Participants will be able to demonstrate knowledge of Spanish and English articulation and phonological therapeutic strategies.

MS10

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

Salon E

Autism 101: Behavior Management, Alayna Evon Townsend, M.A., Howard University; Kellie Hunter, M.A., Helping Hands Center for Special Needs

Level of Instruction: Introductory

Speech language pathologists are on the front lines of servicing children with autism spectrum disorders (ASD). Children with ASDs have exceptionality that may present with unique and challenging behaviors. The speech-language pathologist faces the challenge of providing speech and language services in addition to managing behaviors. This presentation will provide speech-language pathologists with information about the fundamentals of applied behavior analysis and offer practical behavior management strategies for children with ASDs and other developmental disabilities.

Learner Outcomes:

- (1) The learner will be able to identify potential causes of challenging behavior in children with autism.
- (2) The learner will be able to identify common intervention strategies that can be used in the behavior management of this population.
- (3) The learner will be able to list and explain the fundamental principles of applied behavior analysis.

MS11

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

Cotillion

Prelinguistic Vocalizations: Anatomical Implications for Interaction, Assessment and Treatment, Tisha G. Pierce, M.C.D., Arkansas State University; Merrill Catt, M.S.P., Arkansas State University; Arianne F. Pait, M.S., Arkansas State University

Level of Instruction: Introductory

Infant vocalizations will be discussed with regard to proposed systems of categorizing the vocalizations and how those early vocalizations are shaped into meaningful speech. Stages and corresponding age expectations will be visited. The vocalizations of infants are often shoehorned into the adult phonetic system. Although having similar properties, infant vocalizations are not failed attempts at adult targets. They are anatomically reflexive and exploratory in nature. Specific prelinguistic precursors are essential to positive interaction. Recognizing an infant's readiness to interact is essential in establishing early relationships. Strategies for dealing with infants that have aversions to interaction will be addressed.

Learner Outcomes:

- (1) List three stages of vocal development.
- (2) Identify the structures in the oral cavity.
- (3) Identify the signals or readiness to interact.
- (4) Identify three ways to recognize a stressed infant.

MS12

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

Regency

Creating a Successful Distance Education Program: Effectively Using Technology, Tina Thompson Smith, Ph.D., Tennessee State University; Tyese Roller Hunter, M.S., Tennessee State University; Harold Richard Mitchell, Ph.D., Tennessee State University

Level of Instruction: Intermediate

The Department of Speech Pathology and Audiology at Tennessee State University offers a distance education master's program for persons who otherwise would be prevented from continuing their

Convention Program Schedule 2010

Friday, April 16 (continued)

education due to barriers such as time, location, and transportation. Developing a successful distance education program, however, has had its challenges. The purpose of this presentation is to discuss strategies for solving problems commonly associated with distance education programming. Specifically, this presentation will address ways to improve student support, tips for enhancing student learning, the pros and cons of implementing different types of technologies, and ways to provide clinical experiences for distance students.

Learner Outcomes:

- (1) Discuss ways to overcome obstacles to faculty participation in distance education and to improve student support.
- (2) List strategies that can be used to enhance student learning online.
- (3) Identify the pros and cons of using different types of technologies to enhance learning.
- (4) Discuss the pros and cons of implementing a clinical program for distance education students in speech-language pathology.

MS13

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

Salon E

Autism & AAC: Tips for Facilitating Language Development, Kellie E. Hunter, M.A., Helping Hands Center for Special Needs; Alayna E. Townsend, M.A., Howard University/District of Columbia Public Schools
Level of Instruction: Introductory

There is an overwhelming amount of evidence supporting the use of AAC for children with developmental disabilities. The foundation for spontaneous and novel generative language is utilizing the principles of natural language development. From manual static communication boards to high tech speech generating devices, a child with ASD can learn pragmatics, semantics, morphology, as well as sentence structure. The job of the speech-language pathologist is to play to the strong visual processing skills of this population addressing their critical communication needs. This presentation will provide an overview of AAC methods and their benefits, as well as give functional methods of implementation.

Learner Outcomes:

- (1) The participant will be able to apply the principles of natural language development to AAC.
- (2) The participant will be able to identify appropriate "core"/first words to put on an AAC device or board.
- (3) The participant will be able to list three benefits of using AAC.

MS14

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

Salon E

A New Decade with New Directions: Healthy People 2020, Carolyn Marie Mayo, Ph.D., North Carolina Agricultural and Technical State University; Robert Mayo, Ph.D., University of North Carolina at Greensboro

Level of Instruction: Intermediate

In 2010, the USDHHS will launch Healthy People 2020. This document represents the fourth decade of publicizing nation-wide health promotion objectives so that 'all people live long, healthy lives. The primary goals of HP 2020 is to eliminate preventable disease, disability, injury, and premature death; achieve health equity, eliminate disparities, and improve the health of all groups; create social and physical environments that promote good health for all; promote healthy development and healthy behaviors across every stage of life. Implications for the NBASLH members developing

healthy lifestyle practices, and training future professionals about communication wellness' will be discussed.

Learner Outcomes:

- (1) List specific goals and objectives from HP 2020 which are relevant to the profession of speech-language pathology and audiology.
- (2) Develop or customize a 'communication wellness' training module based on a sample teaching/training module developed by the presenters such that the module can be used to train students and the general public.
- (3) Discuss the importance of developing personal healthy lifestyles as professionals who are highly dependent on the health and well being of numerous bodily systems associated with maintaining effective communication skills.

MS15

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

Regency

Neurological Rehabilitation: Assessment, Treatment, and Management of Language-Based Disorders, Davetrina Seles Gadson, M.S.

Level of Instruction: Intermediate

As a speech-language pathologist (SLP) you have to be knowledgeable about the neurological components involved in speech and language production. The lack of blood or oxygen supply to the brain, will allow many patients to experience expressive and receptive language deficits. Disorders most commonly associated with brain tissue damage are Cerebrovascular Attacks (CVA) and Traumatic Brain Injury (TBI). The trademark of our profession is the rehabilitation of these disorders. This session will address current assessment practices, give treatment ideas to facilitate language skills, and use management strategies to increase carryover in the home environment.

Learner Outcomes:

- (1) Assess patient's language skills which represent their present level of communication.
- (2) Give strategies to patients, which target their identified deficits and improve functional communication.
- (3) Integrate learned strategies into activities of daily living.

MS16 – DONN F. BAILEY LECTURE

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

Salon D

Response to Intervention (RTI), Universal Design (UDL) and AAC - Theory to Practice, Sheila Jonnese Bridges-Bond, Ph.D., North Carolina Central University; Robin Cox Gillespie, Ph.D., North Carolina Central University; Shameka Nicole Johnson, M.Ed., Washington Nursing Facility

Level of Instruction: Intermediate

Response to Intervention (RTI) and Universal Design for Learning (UDL) promote inclusion for students at risk with exceptionalities, learning differences, and those evidencing disorders. While AAC and other forms of assistive technology have proven critical to supporting the learning and communication needs of students from diverse cultural and linguistic backgrounds, they are often overlooked as a viable resource. Children at risk and those with diagnosed disabilities require a method of intervention to better access the curriculum and to prevent lag and/or delays that place them further behind their peers. This session will address RTI, UDL and AAC from theory to practice.

Convention Program Schedule 2010

Friday, April 16 (continued)

Learner Outcomes:

- (1) Identify the theory and application of UDL, RTI, and AAC.
- (2) Establish mutually beneficial partnerships between educators, administrators and speech-language pathologists.
- (3) Implement strategies to support diverse learners with significant communication needs.

MS18

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

Regency

Establishing Clinician Rapport, Davetrina Seles Gadson, M.S.

Level of Instruction: Introductory

Establishing a relationship with the patient is an important task when providing skilled speech and language therapy. Our colleagues could debate that this interaction with the patient weighs the scale of progress versus no progress. A speech-language pathologist (SLP) must assess their personal skills and its contributing role in their ability to establish clinician rapport. A SLP must utilize their interpersonal skills, in order to establish effective diverse relationships with patients/clients. To maintain this technique a speech language pathologist must grade their personal skills and determine the value they hold in the therapeutic process.

Learner Outcomes:

- (1) Assess your interpersonal skills the pivotal role they play in your career.
- (2) Convert personal skills to professional skills to enhance career development.
- (3) Use the evaluation process to apply learned behaviors which help establish clinician rapport.

MS19

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

Cotillion

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.

MS20

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

Regency

Introductory to Craniofacial, Cleft Palate and VPD, Treatment

and the Patients That SLPs Serve, Nancy Marie Gauvin, M.S., Nova Southeastern University

Level of Instruction: Introductory

This presentation will be an introductory review of the basic anatomy of the oral cavity and the etiologies for cleft lip, cleft palate, and craniofacial anomalies as well as discuss various causes of velopharyngeal port dysfunction (VPD). Etiology of cleft lip and palate and craniofacial anomalies. Diagnose and treat patients with those suffering from the effects of craniofacial anomalies/cleft lip and palate and 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 the case presentation will demonstrate the fabrication of a palatal lift, designed by a pediatric dentist for a patient who no longer was a candidate for surgical intervention.

Learner Outcomes:

- (1) To know the etiology of cleft lip and palates.
- (2) To understand what velopharyngeal port dysfunction is.
- (3) Address how to treat patients that suffer from craniofacial anomalies, cleft lip and palate.
- (4) Understand several therapy strategies that can be utilized for this population of patients.

MS21

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

Cotillion

Cultivating Clinicians: Combining Academic Coursework with Clinical

Application, Tisha G. Pierce, M.C.D, Arkansas State University; Merrill Catt, M.S.P., Arkansas State University; Arianne Pait, M.S., Arkansas State University; Sherri Lovelace, Ph.D., Arkansas State University

Level of Instruction: Intermediate

An important indicator of good clinical skills is the readiness to take risks, particularly the risk of departing from the previously written "script" to build on those "teachable" moments of energy and drama that arise unexpectedly in therapy. We have developed a "team approach" in which student clinicians, faculty and supervisors work together to understand, plan, observe, analyze, and integrate 'class and clinic' in the interest of optimal service delivery to clients. This presentation will discuss the teaming approach, the complexities of the process, and the manner in which students are responsible for translating academic knowledge into clinical skill.

Learner Outcomes:

- (1) Participants will be able to describe the clinical teaming approach.
- (2) Participants will be able to identify methods of integrating course and clinical work.
- (3) Participants will be able to implement strategies to facilitate collaboration between students and clinical supervisors.

Convention Program Schedule 2010

Friday, April 16 (continued)

TECHNICAL SESSIONS

TS1

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

Regency

Preterite 'Had' Development in Young African American English Language Learners, Frances A. Burns, Ph.D., University of Massachusetts Amherst; Hadiya Coppedge, B.A., University of Massachusetts Amherst; LaVonette Luciano-Burnett, M.A., University of Massachusetts Amherst; Peter A. de Villiers, Ph.D., Smith College; Jill G. de Villiers, Ph.D., Smith College

Level of Instruction: Introductory

Purpose, to examine the relationship between depth of AAE and preterite had use in young African American children. Methods: Participants were 100 African American preschoolers from low-income communities. Participants were assessed using a battery of academically-related tasks, including a measure of narrative skills. The battery was administered early in the school year (wave 1) and again 7-8 months later (wave 3). Narratives transcripts were analyzed for preterite had constructions. The relationship between depth of AAE and preterite had use at waves 1 and 3 will be examined. Discussion: Development of preterite had among young AAE speakers will be discussed.

Learner Outcomes:

- (1) List the functions of had +Ved in young African American English speakers.
- (2) Describe the relationship between preterite had use and narrative development in young African American English speakers.
- (3) Identify the rate of had +Ved use relative to the production of other past tense contexts use among young African American English speakers.

TS2

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

Terrace

Inspiring and Motivating Student Success in CSD Program, Tracey Booth Snipes, Ph.D., North Carolina Agricultural and Technical State University

Level of Instruction: Intermediate

This interactive presentation will examine the rewards, challenges and personal accounts of educators and students involved in pre-professional training of undergraduates from culturally diverse populations in the field of communication and disorders. The focus of the presentation is on the role of the faculty in enhancing undergraduate success. We will discuss more inspiring and motivating for students and matriculation of students through their success towards graduate school and professional success. This session will address modern challenges of student and faculty attitudes, expectations and concerns for preparations of future Speech-Language Pathologist and Audiologist.

Learner Outcomes:

- (1) The participant will be able to identify benefits and challenges of working with undergraduate students in CSD programs from diverse populations in modern culture.
- (2) Participants will be able to list specific resources for enhancing CSD programs for successful retention and matriculation of students from diverse populations.
- (3) The participant will be able to develop a preliminary action plan to enhance the successful matriculation of undergraduates students.

TS3

8:30 a.m. - 9:00 a.m.

Regency

What is the Relationship Between AAE Use and Vocabulary Development?, Frances A. Burns, Ph.D., University of Massachusetts Amherst; Hadiya Coppedge, B.A., University of Massachusetts Amherst; LaVonette Luciano-Burnett, M.A., University of Massachusetts Amherst; Peter A. de Villiers, Ph.D., Smith College; Jill G. de Villiers, Ph.D., Smith College

Level of Instruction: Introductory

Purpose, to examine the longitudinal relationship between depth of AAE, vocabulary development and risk for language-impairment. Method: Participants were 305 African-American and 162 European-American preschoolers matched in age and SES. Participants were assessed using a battery of academically-related tasks, including measures of vocabulary skills. The battery was administered early in the school year (wave 1) and again 7-8 months later (wave 3). Relationships between variables and predictors of vocabulary development at Wave 3 were examined. Results: AAE use and low risk for language-impairment combined are predictors of higher vocabulary skills. Discussion: Vocabulary development among AAE speakers will be discussed.

Learner Outcomes:

- (1) List the predictors of vocabulary development for young African American English speakers.
- (2) Identify the risk factors for poor vocabulary development in young African American English speakers.
- (3) Identify academic skills that relate to vocabulary development in young African American English speakers.

TS4

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

Regency

Multicultural Bioethics: Implications for Health Care Advocacy, Kay Payne, Ph.D., Howard University

Level of Instruction: Intermediate

Health disparities are well documented for multicultural populations. These differences affect life expectancy, as well as quality of life. Disparities are typically attributed to heredity, diet, lack of access to care, and other practices. This presentation will examine the contribution of religious beliefs to health disparities for African Americans, which are manifested in risk behaviors, failure to follow through on medications and orders, lack of participation in research, less acceptance of prosthetics and missed appointments. Through their sustained and trusted communicative contact, multicultural speech-language pathologists can be critical advocates for improving the health care status of their multicultural clients.

Learner Outcomes:

- (1) Recognize traditional religious beliefs that impact the health status of African Americans.
- (2) Identify ways to become health advocates for clients.
- (3) Identify approaches to incorporate health improvement behaviors in clients.

Convention Program Schedule 2010

Friday, April 16 (continued)

TS5

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

Terrace

Relationship of Cognitive Style to Metalinguistic Awareness:

Ramifications for Reading, Richard Kalunga, Ph.D., University of the District of Columbia; Kay Payne, Ph.D., Howard University

Level of Instruction: Introductory

Understanding why some readers experience reading difficulties requires examination of the capacities, abilities, knowledge, and experiences that the reader brings to the act of reading, including cognitive style. Although studies have shown a relationship between cognitive style and broad measures of reading, its effect on metalinguistic awareness remains unclear. This study investigated the relationship between analytic-wholistic cognitive style and metalinguistic awareness. Results show that analytic students systematically perform better than wholistic students on metalinguistic awareness. The findings shed light on the genesis of reading problems in a segment of the population and have implication regarding the minority-majority reading achievement gap.

Learner Outcomes:

- (1) Describe how cognitive style may affect phonological awareness and other metalinguistic awareness skills.
- (2) Describe the relationship between cognitive style and culture.
- (3) Describe the speech-language pathologist's role in early reading intervention.

TS7

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

Cotillion

Effect of Short-Term Auditory Training in Noise, Jessica Renee Sullivan, M.S., The University of Texas at Dallas; Linda M. Thibodeau, M.S., The University of Texas at Dallas

Level of Instruction: Intermediate

The purpose of this study is to assess how short-term training (7 hours) in interrupted and continuous noise can benefit speech recognition for children with hearing impairment. The experimental groups participated in computer-based auditory training that adapted based on performance in either interrupted or continuous noise. All participants were administered the HINT in interrupted and continuous noise: pre-training and post-training. All children in the interrupted noise group demonstrated improvements pre-post training on the HINT in interrupted and continuous noise. These data demonstrate auditory training in interrupted noise can lead to improvements in speech recognition in noise.

Learner Outcomes:

- (1) Identify three factors that contribute to the development of auditory training.
- (2) Discuss the process of glimpsing and how it relates to interrupted noise.
- (3) Explain how top-down and bottom up processing relate to perceptual training.
- (4) Discuss benefits of auditory training in noise

STUDENT RESEARCH FORUMS

SF1

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

Terrace

Marking Options for Auxiliaries in AAE-Speaking Three-Year-Olds

Brandi L. Newkirk, M.A., Louisiana State University; Janna B. Oetting, Ph.D., Louisiana State University; Ida J. Stockman, Ph.D., Michigan State University

Level of Instruction: Introductory

This presentation takes a systemic approach to the study of typically-developing AAE-speaking children's auxiliary productions. Specifically, we examined the marking options for three-year-old AAE-speaking children produced in spontaneous language samples from 48 children. We found that all three types of auxiliaries were produced by children, marking options were more variable for BE and DO as compared to modals, and marking options were influenced by the sentential elements and the syntactic structure of the utterances. Clinical and research implications of these findings will be discussed.

Learner Outcomes:

- (1) Discuss properties of the auxiliary system in AAE.
- (2) List and give examples of the different marking options that AAE-speaking children produce for BE, DO, and modal auxiliaries.
- (3) Describe the ways in which AAE-speaking children vary their productions of these marking options as a function of the sentential elements and syntactic constructions of their utterances.

SF2

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

Terrace

Prospective Teachers' Attitudes Towards Differing Dialects

Jessica Richardson, B.S., South Carolina State University; Nyota Saunders, South Carolina State University; Regina Lemmon, Ph.D., South Carolina State University; Shannon Mack, South Carolina State University

Level of Instruction: Intermediate

This study sought to determine junior and senior prospective teachers' perceptions of various dialects. Various dialects received unfavorable reactions in situations ranging from the classroom to employment (Garritty and Oetting, 2005). However, there is no literature citing the perceptions of Gullah dialect, which is indigenous to slaves that originated from Sierra Leone, Africa. Forty-six African American and Caucasian-American teacher education majors listened to three recordings of individuals speaking Gullah, Southern English and Standard English. The listeners judged the speakers intelligence, friendliness, consideration, education, trustworthiness, ambition, honest and social status.

Learner Outcomes:

- (1) The learner will be able to list three characteristics of Gullah dialect.
- (2) The learner will be able to name the origin of Gullah dialect.
- (3) The learner will be able to state three of the perceptions that prospective teachers have about different dialects.

Convention Program Schedule 2010

Friday, April 16 (continued)

SF7

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

Terrace

Bilingual Intervention: Is Assessment in the Dominant Language Most Effective in Determining Language Disorders in Bilingual Children?, Lauren Alyse Bryant, B.S., Howard University; Tinita Ortega, B.S., Howard University; Brittney D Goodman, B.A., Howard University; Valencia C. Perry, B.S., Howard University; Keisha L. Matthews, B.S., Howard University

Level of Instruction: Intermediate

Research on assessment for determining language dominance in bilingual children shows inconclusive results regarding which method is most effective. Presently, there is no general protocol that is accepted as a standard method for this process. It is important to determine which form of assessment is most valid in determining language disorders in order to avoid misdiagnosis. This study will observe various assessment strategies for bilingual children with language disorders. Using a single-subject design, this study will examine the effectiveness of a proposed method for determining language dominance in two bilingual (English/Spanish) children with language disorders. Further, this study will help determine whether assessment in Spanish is more effective in determining a true language disorder than assessment in English.

Learner Outcomes:

- (1) Identify existing assessment options for bilingual children with language disorders.
- (2) Discuss methods of determining language dominance.
- (3) Identify and explain connections between assessment and their respective impact on test results and discuss the impact of the misdiagnosis of bilingual children.
- (4) Discuss areas for future research with regard to the assessment of bilingual children with language disorders.

SF4

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

Terrace

The Relationship Between Recognition and Comprehension of Idioms in Urban 5th Graders, Jennifer Samue, State University of New York College at Buffalo; Constance Dean Qualls, Ph.D., State University of New York College at Buffalo

Level of Instruction: Intermediate

The purpose of this study is to analyze the relationship between recognition and comprehension in urban fifth graders. This study is an extension of prior studies looking at comprehension and recognition of idioms, but in isolation. The main goals of this study are: to determine accuracy of recognition of idioms from non-idioms relative to idiom familiarity, to determine the accuracy of comprehension of idioms for fifth graders, and to determine the nature of the relationship between recognition and comprehension of idioms.

Learner Outcomes:

- (1) Identify and understand the theories of idiom development in school-aged children.
- (2) Identify the relationship between recognition and comprehension in idiom development.
- (3) Comprehend the importance of teaching and testing idiom comprehension in school-aged children.

SF5

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

Terrace

Speech and Language Development of African American Children Representing Low Socioeconomic Strata, Deana Lacy McQuitty, Ph.D., Clinical Director/Instructor & Research Advisor; Candice M. Ward

Level of Instruction: Introductory

The purpose of this research study was to examine archival research the relationship between African American children representing low socioeconomic status and the speech and language acquisition process for the birth-three population. Socioeconomic, as defined by the Oxford English Dictionary (1989) derives from both social and economic factors: that combine both factors to provide an indication of a person's or a group's effective social situation. Indicators of low socioeconomic status include family income, parental education, marital status and occupational status. Best practices as well as future research implications will be discussed.

Learner Outcomes:

- (1) Define and describe speech and language characteristics of children from low socioeconomic strata.
- (2) Identify the role of the early intervention team for providing services to African American children representing low socioeconomic status.
- (3) Identify speech and language assessment and treatment strategies and best practices for children representing low socioeconomic strata.

SF6

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

Terrace

Drawing's Effect on Spoken Language for People With Aphasia, Nicollette Tierra Brown, Buffalo State College; Deborah Insalaco, Ph.D., Buffalo State College

Level of Instruction: Intermediate

The purpose is to provide further support for the relationship of drawing to speech production in individuals with aphasia and is based on Farias et al.'s 2005 work. Methods: This will be a single subject, multiple baseline design completed in four phases, pre-testing, baseline collection, ten treatment sessions, and post-testing with two to four participants with severe aphasia. Participants will be administered language measures, drawing, naming, written naming and copying assessments. Treatment will consist of copying and drawing. Word copying and tracing will serve as a control task. Post-testing will then be performed.

Learner Outcomes:

- (1) Describe the relationship between semantics and drawing.
- (2) Identify candidates for drawing treatment.
- (3) Assess the benefit of drawing treatment for persons with severe aphasia

SF8

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

Terrace

Bilingual Intervention: Is Treatment in the Dominant Language Most Effective?, Valencia C. Perry, B.S., Howard University; Tinita Ortega, B.S., Howard University; Lauren Bryant, B.A., Howard University; Keisha L. Matthews, B.S., Howard University; Brittney D. Goodman, B.A., Howard University

Level of Instruction: Intermediate

Several well-substantiated models regarding the treatment of bilingual children with language disorders exist in the field of speech-language pathology. Yet, existing research is inconclusive

Convention Program Schedule 2010

Friday, April 16 (continued)

in regard to whether treatment is most effective in the dominant, or non-dominant language. This study will examine intervention strategies for bilingual children with language disorders. Using a single subject design, the study will determine if a true dominant language is evidenced in the two Spanish-speaking school-age participants. Further, this study will examine whether treatment in Spanish has a greater impact than treatment in English.

Learner Outcomes:

- (1) Identify existing intervention strategies for bilingual children with language disorders.
- (2) Discuss methods of determining true language dominance.
- (3) Identify and explain connections between intervention strategies and their respective impact on treatment goals.
- (4) Discuss areas for future research with regard to the treatment of bilingual children with language disorders.

SCHOLAR TO SCHOLAR POSTER SESSIONS Esquire Junior Ballroom

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

Assessment of Cross Cultural Adaptability of Graduate Students in CDS, Alec R. Perry, Southern Illinois University Carbondale; Shawna Pope M.S., Southern Illinois University Carbondale; Kathryn Martin, M.S., Southern Illinois University Carbondale; Linda McCabe-Smith, Ph.D., Southern Illinois University Carbondale

Level of Instruction: Introductory

This study utilized the Cross- Cultural Adaptability Inventory (CCAI) to examine the cultural adaptability of continuing graduate students enrolled in the communication disorders program at a Midwestern University. The data was collected and generated information on cultural adaptability related to participants' age, ethnicity, education, and participation in a teacher education program. The results suggest that they are able to adapt to culture better than their own. Failure to incorporate cultural considerations into speech therapy may lead to poor client outcomes.

Learner Outcomes:

- (1) Identify four essential aspects of cultural adaptability.
- (2) Discuss the importance of adjusting service delivery to meet the need of clients as it relates to poor client outcome.
- (3) Recall the increasing rate cultural diversity in the United States of America.

A Parent's/Caregiver's Perspective for Creating and Utilizing Adapted Books, Martina Garcella Isaac, B.S., University of Northern Iowa; Kawyanda Twynette Prather, B.S., University of Northern Iowa; Evette Susanne Edmister, Ph.D., University of Northern Iowa

Level of Instruction: Intermediate

The primary purpose of this research project is to determine what information and tools families and caregivers need in order to create and utilize adapted books with a family member who has a significant communication difficulty. Parents/caregivers were interviewed. During the interview, the participants were asked to answer questions about the needs of their family member in regards to communication and literacy. The results of the interview were used to inform professionals of the needs of the parent/caregiver, and to gather information that would assist later development of materials for families.

Learner Outcomes:

- (1) Identify the tools family members and caregivers report they currently utilize.
- (2) List the resources parents/ caregivers report most helpful.
- (3) List some activities that the parent/caregivers would want their family member to be able to do related to literacy and communication.

Dialectal Differences in Spanish-Speaking Children, Miguelina Zapata, M.S., Howard University; Silvia Martinez, Ed.D., Howard University

Level of Instruction: Introductory

The purpose of this study is to describe the dialectal differences of Spanish-speaking children. Another purpose is to determine if dialectal differences play an important role when diagnosing children from Spanish-speaking backgrounds. Participants mainly from El Salvador were selected to participate in the study. Children ranged from 3; 0-5; 11 years old. Two percentages of phonological processes were computed to determine how these dialectal differences affect the assessment of these processes. Findings of this study suggest that children from the Salvadorian background have dialectal differences that account for misdiagnosing this population.

Learner Outcomes:

- (1) Identify the dialectal differences in Spanish-speaking children.
- (2) Compare phonological processes when taking and not taking dialectal differences into account.
- (3) Determine if dialectal differences influence the diagnosis of phonological processes in Spanish-speaking children.

Elicited Infinitival Complement Production by Preschool Children, Jamie D. Fisher M.A., Vanderbilt University; C. Melanie Schuele, Ph.D., Vanderbilt University

Level of Instruction: Intermediate

This study examined the production of infinitival complements by preschool children, ages 3 through 5, from families of varying socioeconomic background. Children were engaged in story completion tasks, adapted from Eisenberg (2003), designed to make likely the production of an infinitival complement. We will describe the patterns of performance across groups of children defined by age and family socioeconomic background. Implications for clinical practice will be discussed.

Learner Outcomes:

- (1) Learner will be able to identify infinitival complements productions by preschool children.
- (2) Learner will be able to identify complement-taking-verbs used in infinitival complements by preschool children.
- (3) Learner will be able to recall frequency, productivity and proficiency of infinitival complements.

LLEAD: Language and Literacy Enrichment and Development Through Community Service, Kelli RYanne York, B.A., North Carolina Central University; Rachel Jazmine Dent, B.A., North Carolina Central University; Sandra C. Jackson, Ph.D., North Carolina Central University

Level of Instruction: Introductory

This presentation describes the LLEAD Project (Language and Literacy Enrichment and Development), a community service project that supports underserved children from culturally and linguistically diverse backgrounds through small group book reading and parent support activities. The project helps children to develop

Convention Program Schedule 2010

Friday, April 16 (continued)

the language and literacy skills they will need to succeed in school and it encourages them to enjoy learning. The overall style of book reading and strategies and activities that are used to support language and literacy before, during and after reading each book will be described. The LLEAD Project is supported by the Albert Schweitzer Fellowship.

Learner Outcomes:

- (1) Identify essential aspects of early literacy intervention programs.
- (2) Demonstrate knowledge of strategies for supporting literacy development during small group book-reading activities with preschool children.
- (3) Give examples of book-reading strategies for preschool children that may be used before, during and after book reading.
- (4) Explain the relationship between early language and literacy skills and later literacy achievement.

Technology Enhancements for Clinical Education, Akilah Rashida Heggs, M.A., University of West Georgia

Level of Instruction: Introductory

Technology has become an essential component in assessment and treatment techniques for individuals with communication disorders. It can also be incorporated into clinical education in supervision of students in speech-language pathology programs. This presentation will explore various technology enhancements that have been infused into the clinical program at the University of West Georgia. It will emphasize the importance of providing students with increased access to innovative technology and equipment and identify potential resources for funding.

Learner Outcomes:

- (1) Identify a variety of technology enhancements to improve clinical education programs.
- (2) Develop rationale for use of specific equipment within the clinical setting.
- (3) Explore internal and external funding opportunities and resources to support technology enhancements in clinical programs.

The Correlation of the "Three P's" - Parenthood, Professionalism, Productivity, Gwendolyn Marie Palmer, B.S., North Carolina Central University

Level of Instruction: Introductory

This presentation will celebrate the rewards and challenges of individuals who actively engage in the fine act of balancing parenthood, professionalism, and productivity. Each realm serves as a revolving principal priority. Parenthood often becomes the main priority as many graduate students pursuing a Masters degree in Speech-language Pathology or a related field have dependent children. However, these individuals must equally allocate their concentration among attaining professional standards, i.e., academic coursework and clinical practices. This presentation will report the attitudes and opinions regarding parenthood and graduate studies of first and second year graduate students pursuing a Masters degree in Communication Disorders. Through this presentation individuals pursuing a Masters degree in Speech-language Pathology or a related field will be aware of the challenges of balancing the three P's: parenthood, professionalism, and productivity.

Learner Outcomes:

- (1) Participants will learn which of the demands of the program for students pursuing a Master degree in Speech-Language Pathology.
- (2) Participants will learn that each of the three P's are equally important to the working professional.
- (3) Participants will learn tips on how to balance parenthood, professionalism, and productivity.

SCHOLAR TO SCHOLAR POSTER SESSIONS Esquire Junior Ballroom

1:30 p.m. - 3:00 p.m.

ASHA's Minority Student Leadership Program: Fostering Diversity and Leadership Skills, Jamie D. Fisher, M.A., Vanderbilt University; Jessica Sullivan, M.S., University of Texas-Dallas; Vicki Deal-Williams, M.A., American Speech-Language-Hearing Association; Melanie Johnson, American Speech-Language-Hearing Association

Level of Instruction: Introductory

The Minority Student Leadership Program (MSLP) established by the American Speech-Language-Hearing Association (ASHA) is a leadership development program for racial/ethnic undergraduate senior and graduate students enrolled in communication sciences and disorders programs. This poster aims to report and capture the MSLP program statistics, as well as exhibit the leadership and accomplishments of former participants.

Learner Outcomes:

- (1) Learner will be able to identify how the MSLP fosters leadership skills.
- (2) Learner will be able to identify how the MSLP builds and enhances minority student's leadership skills.
- (3) Learner will be able to identify how the MSLP provides an opportunity for minority students to interact with leaders in the professions of audiology, speech-language pathology and speech, language and hearing science.

Cerebral Palsy and Associated Effects on Speech, Language and Hearing, Deborah Almaroof, B.A., North Carolina Agricultural and Technical State University; Deanna Lacy McQuitty, Ph.D., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

The current study examined Cerebral Palsy and the effects of this disorder on the speech, language and hearing development of children, birth to three years of age. Currently about 8,000 babies and infants are diagnosed with cerebral palsy each year. In addition, some 1,200-1,500 preschool age children are recognized each year to have cerebral palsy. Cerebral Palsy is a common disorder, occurring in about 2 to 2.5 per 1,000 live births; with a 1.3:1 ratio of boys to girls. The impact of Cerebral Palsy on speech and language development is particularly evident in expressive language abilities. Depending on which areas of the brain have been damaged, one or more of the following may occur: muscle tightness or spasticity, involuntary movement, disturbance in gait or mobility, difficulty in swallowing, problems with speech and pragmatic deficits. Speech Language Pathologists and Audiologists are an integral part of the early intervention team, providing the most efficacious assessment and treatment strategies. This current research will explore best practices and future research implications.

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Learner Outcomes:

- (1) Identify the common characteristics of speech and language development associated with Cerebral Palsy.
- (2) Describe the incidence and prevalence of cerebral palsy.
- (3) Identify speech and language assessment and treatment strategies for children diagnosed with cerebral palsy.

Comparing Discourse Among Healthy, Older African Americans and Caucasians, Michele L. Norman, Ph.D., Longwood University; Nicole E. Eide, MS.Ed., Longwood University

Level of Instruction: Intermediate

Oral narratives are used in clinical evaluations for measuring discourse and organizational skills within a broad unrestrained context. There is a lack of research providing normative data on the communication styles and discourse differences between culturally and linguistically diverse populations (Payne-Johnson, 1992). This study will determine if there are differences in the content of language used by healthy, older African Americans and Caucasians during a picture description task. It is expected that there will be a difference in performance because the narratives of many African Americans are influenced by their use of vernacular (Craig & Washington, 2004; Smitherman, 2000).

Learner Outcomes:

- (1) List three factors to consider when evaluating language across culturally and linguistically diverse populations.
- (2) List three conclusions about the discourse of healthy older adults.
- (3) Identify interpretive content units within language samples during an analysis.

Confidence, Clinical Knowledge, Preparedness, and Future Education Implications of Speech-Language Pathologist Evaluating, Managing and Treating Patients With Tracheostomy in North Carolina, Frederick L. Turner, North Carolina Central University

Level of Instruction: Introductory

This study will assess the confidence, clinical knowledge and preparedness of speech-language pathologist working with tracheostomy patients in North Carolina. This will reinforce the importance of proper training of individuals who wish to specialize in this area. It is incumbent upon speech language pathologist to have a solid command of the knowledge about tracheostomy care to make rational decisions. In addition, the training of those individuals who consider themselves to be specialist in this area will be evaluated. This study also serves as a standard for how academic programs should train students who wish to specialize in this area.

Learner Outcomes:

- (1) To what degree do the confidence levels and clinical knowledge skills vary among speech-language pathologists.
- (2) What are the speech-language pathologist recommendations for educational training for students aspiring to be speech-language pathologists who wish to specialize in this population.
- (3) How serious do speech-language pathologists feel their skills are valued in the interdisciplinary team for tracheostomy management.

Cri du Chat: A Language, Play and Speech Case Study, Billye Jo Reid, M.A., North Carolina Central University; Emily Joy Vonderhaar, B.A., North Carolina Central University; Thomas Layton, Ph.D., North Carolina Central University

Level of Instruction: Introductory

This study was conducted to obtain data on the play, language and speech of a child with Cri du Chat through the administration of a battery of formal and informal assessments. The child's results were then compared with normative data. Therefore, information regarding the manner in which our subject's level of performance compares with children her age who do not present the disorder would also be yielded from this study.

Learner Outcomes:

- (1) At the culmination of this poster session, participants will be able to explain the organic basis of Cri du chat.
- (2) At the culmination of this poster presentation, participants will be able to describe language delays associated with Cri du chat.
- (3) At the culmination of this poster presentation, participants will be able to describe speech characteristics associated with Cri du chat.

Fragile X Syndrome, Tierrah Monet Jackson, North Carolina Agricultural and Technical State University; Deana L McQuitty, Ph.D., North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

This current research study examined is about communication behaviors in children with fragile x syndrome. Fragile X syndrome is an X linked genetic condition, which is the most common inherited cause of mental retardation affecting 1 in every 4,000 individuals (Crawford, Acura and Sherman, 2001, Turner, Webb & Robinson 1996.) Fragile X syndrome results in significant impairments in development and adaptive function. This research also examined the distinct characteristics that Fragile X infants may possess in the Birth to Three populations. A parent resource, The National Fragile X foundation (NFXF) has been helping individuals with Fragile X, their families, and the professionals who work with them since 1984. Best practices for speech-language pathologists as well as future research implications will be discussed.

Learner Outcomes:

- (1) The participant will understand the importance of early intervention in the birth to three populations.
- (2) The participant will be able to identify early signs and symptoms of fragile x syndrome.
- (3) The participant will be able to identify oral musculature features that distinguish fragile -x syndrome.

Relations Between Maternal Education and Children's Production of Sentence Structure, Natara Andrews, M.S., University of Arkansas at Little Rock & University of Central Arkansas; Donna Kelly, Ph.D., University of Arkansas at Little Rock; Lorraine McKelvey, Ph.D., University of Arkansas at Little Rock

Level of Instruction: Intermediate

Explores relations between three levels of maternal education, three types of sentence structures (i.e. declaratives, questions, & imperatives), and three types of play tasks. Ninety 36-month-old children interacted with their mothers during semi-structured play; dyadic language productions by the mothers and children will be analyzed for sentence structure types across the play tasks. The

Convention Program Schedule 2010

Friday, April 16 (continued)

children reside in low-income households as defined by the Early Head Start guidelines; half of the children were African American and half were European American. Findings will add to research, concerning relations between SES factors and grammatical development, recently published by Vasilyeva et al. (2008).

Learner Outcomes:

- (1) Identify proportions of sentence structure types (i.e., declarative, questions, imperatives) used by low-SES mothers and their children during three play tasks.
- (2) Identify and describe the relations between play tasks and type of sentence structure used by mothers and their children.
- (3) Identify relations between maternal education level and the proportion of sentence structure types produced by the mothers.
- (4) Identify relations between the proportion of sentence types produced by the mothers and selected indices of grammatical development exhibited by the children.

Saturday, April 17

SHORT COURSES

SC10

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

Salon B

Swallowing Neurophysiology: Current Literature on Electrical Stimulation, Cortical Stimulation, Aging and Neurodegeneration,

Ianessa Humert, Ph.D., John Hopkins University

Level of Instruction: Intermediate

Normal swallowing is essential to healthy living. Swallowing involves coordination of numerous sensory-motor events that are precisely coordinated to prevent airway invasion. Dysphagia can be a devastating outcome of neurological disease or damage, often resulting in dehydration, malnutrition, aspiration pneumonia, and death. Electrical stimulation is being used to remediate swallowing impairment by Speech-Language Pathologists, with continued controversy surrounding its application in the scientific literature. Also, neurostimulation and neural-imaging techniques are broadening our understanding of swallowing neurophysiology. Dr. Humbert will present her findings on electrical stimulation, brain imaging and stimulation during swallowing along with other current and related scientific findings on these topics.

Learner Outcomes:

- (1) Describe the effects of surface electrical stimulation on various muscles groups relevant for swallowing.
- (2) Differentiate between intramuscular and surface electrical stimulation and the relevance of their use for swallowing.
- (3) Identify the types of patients who might best benefit from electrical stimulation for dysphagia.
- (4) Describe the basic functional neurophysiology for swallowing.

SC6

9:00 a.m. - 12:00 p.m.

Salon A

Filling Your Academic-Research Career Shopping Bag,

Monique T. Mills, Ph.D., Wasiman Center, University of Wisconsin-Madison; Sharon E. Moss, Ph.D., VHA Office of Research Oversight; Nicole Patton Terry, Ph.D., Georgia State University; Julie A. Washington, Ph.D., University of Wisconsin-Madison

Level of Instruction: Intermediate

The purpose of this short course is to provide individuals with some of the major tools needed to develop and maintain productive research careers. Participants will be taken on a virtual "shopping trip" that highlights a myriad of items that need to be included in "academic-research career shopping bags." The "shopping trip" will include visits to two malls--- the "core competency" stores and the "professional development" stores. Time will be allowed at the end of the shopping trip to discuss the purchases made.

Learner Outcomes:

- (1) Identify factors that contribute to a productive academic-research career.
- (2) Identify skills that are necessary for optimum performance as a researcher.
- (3) Describe tools and techniques that facilitate conducting and disseminating research within a responsible, ethical framework.
- (4) List variables key to promotion and tenure.

SC8

2:00 p.m. - 5:00 p.m.

Salon C

Childhood SLI in the Context of English Dialect Variation,

Janna B. Oetting, Ph.D., Louisiana State University

Level of Instruction: Intermediate

Using data from our lab, I will present findings from studies that focus on the clinical markers of children with specific language impairment (SLI) within the context of three dialects of English (General American English, African American English, and Southern White English). The data for these studies include grammar measures taken from language samples, experimental probes such as non-word repetition, and standardized language tests. With these data, I will show that children with and without SLI, regardless of their English dialect, can be distinguished from each other using empirically-derived combinations of these measures.

Learner Outcomes:

- (1) Describe some of the across-dialect grammar weaknesses of children with SLI.
- (2) Describe some of the across-dialect vocabulary weaknesses of children with SLI.
- (3) Describe some of the across-dialect language processing weaknesses of children with SLI.
- (4) Describe the rationale, method and benefit of using empirically-derived combinations of measures to assess children in communities where multiple dialects of English are spoken.

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Saturday, April 17 (continued)

SC9

2:00 p.m. - 5:00 p.m.

Salon B

Working With Trachs and Vents With Dysphagia Patients, Mary Spremulli, M.A., Private Practice

Level of Instruction: Intermediate

A tracheostomy has significant impact on physiologic functions, including speech and swallowing. Artificial airways are associated with higher rate of infections and longer hospital stays. Early referral to speech pathology and placement of the Passy-Muir Speaking and Swallowing Valve has been shown to improve patient safety and outcomes, reduce length of stay and improve quality of life for patients.

Learner Outcomes:

- (1) Identify problems associated with and altered upper airway which may reduce patient safety and medical outcomes.
- (2) List the benefits of early intervention from speech pathology, including assessment and use of the Passy-Muir Valve.
- (3) Formulate treatment plans for patients on and off the ventilator, which include use of the PMV for restoration of speech and swallowing, and de-cannulation.

MINI SEMINARS

MS22

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

Salon C

Screening Thematic Discourse Markers as Evidence of Cognitive-Communicative Integrity, Joyce L. Harris, Ph.D., University of Texas at Austin

Level of Instruction: Intermediate

Altered cognitive-communicative function is a marker for a latent or emerging neurological condition that warrants medical diagnosis and treatment. Early detection may lessen complications of diseases and disorders. Secondary prevention provides the impetus for the Communication Wellness Check-up®, a screening assessment of speech, language, and cognitive abilities. This normative research study tested the cognitive-communicative performance of African American adults (N=40) on an experimental discourse production task that was analyzed for thematic content. Results were compared with performances of other clinical and nonclinical groups to extend external validity to African American adults.

Learner Outcomes:

- (1) Describe aspects of primary, secondary and tertiary prevention.
- (2) Describe cognitive-communicative alterations for which the Communication Wellness instrument is designed.
- (3) Describe the rationale for extending external validity of the Communication Wellness instrument to African American adults.

MS24

11:00 a.m. - 1:00 p.m.

Salon B

Hot Topic: NMES Instrumentation-Is It Safe?, York Wijting, PT, DPT

Level of Instruction: Intermediate

The use of NMES was introduced to dysphagia professionals in 2003. The widespread adoption of this modality in the past few years has been driven by good outcomes and a steadily increasing body of evidence to support its use. Frequent questions still arise about the best way to use NMES in this population and about the safety of using powered electrical muscle stimulators in the region

of the anterior neck. In this presentation we will discuss the reasons behind the safety concerns and we will review the equipment that is currently cleared by the FDA to treat dysphagia with NMES. An overview of recent research data will be presented.

Learner Outcomes

- (1) List the theoretical concerns to the use of NMES in the anterior neck region.
- (2) Describe the technical modifications required by the FDA for safe use of NMES in the anterior neck region.
- (3) Describe the NMES devices that are currently FDA cleared for the treatment of dysphagia.
- (4) Summarize the main findings of published research in the use of NMES in the treatment of dysphagia.

MS1

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

Salon A

FAQs About Getting a Ph.D. in Communication Sciences and Disorders,

Alayna Evon Townsend, B.S., Howard University; Danielle J. Hayes, B.S., University of Cincinnati; Jamie D. Fisher, B.S., Vanderbilt University; Miguelina Zapata, Howard University

Level of Instruction: Intermediate

There is a critical shortage of African Americans choosing to pursue Ph.D.s in Communication Sciences and Disorders (CSD). As the student, clinical and research populations become increasingly diverse, there is a growing need for African Americans and other minorities in academia to meet the needs of these populations. This mini-seminar is tailored to those who are considering the Ph.D. track and designed to generate discussion about the Ph.D. process. The purpose of this mini seminar is to answer frequently asked questions about research doctoral programs, and to provide an overview of the Ph.D. process from a diverse perspective.

Learner Outcomes:

- (1) The learner will be able to answer frequently asked questions about the Ph.D. process and research doctoral programs.
- (2) The learner will be able to identify potential supports and resources to aid them in entering a Ph.D. program, throughout matriculation, and beyond.
- (3) The learner will be able to design a plan of entry into a Ph.D. program that suits their needs.
- (4) The participants will be able to describe the necessary steps to pursuing a Ph.D. in Communication Sciences and Disorders.

TECHNICAL SESSIONS

TS8

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

Salon A

Managing Dysphagia: A Case Study, Davetrina Seles Gadson, M.S., Maryland General Hospital

Level of Instruction: Intermediate

One of our roles as a speech-language pathologist (SLP) is to assess swallowing and identify swallowing disorders. To complete this task effectively we must recognize oropharyngeal structures and label abnormalities that may present. During the evaluation process SLP's may be confronted with the need for additional testing post the initial bedside swallow evaluation. In these moments an SLP may obtain a Modified Barium Swallow Study (MBSS) or a Fiberoptic Endoscopic Evaluation of Swallowing (FEES), which can also

Convention Program Schedule 2010

Saturday, April 17 (continued)

diagnosis aspiration, without the use of x-rays. After completing a MBSS the SLP must analyze the results and prescribe a therapy treatment plan to remediate the disorder. It is imperative for speech-language pathologist to review, identify, and discuss issues related to dysphagia in order to remain competent in our growing field.

Learner Outcomes:

- (1) Review patient history and determine key abnormalities that may negatively impact swallowing, during the bedside swallow evaluation.
- (2) Identify oropharyngeal anatomical structures involved in a Modified Barium Swallow swallowing during the bedside swallow evaluation.
- (3) Discuss MBSS results and recommend a treatment plan that addresses the disorder.

STUDENT FORUMS

SF10

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

Salon C

Caregiver Training: A Glimpse into the African American Community,

Lekeitha R. Morris, M.S., Louisiana State University; Janna B. Oetting, Ph.D., Louisiana State University

Level of Instruction: Introductory

The purpose of the study was to learn more about the language-literacy behaviors of African American (AA) caregivers from low- and middle-income backgrounds as they participated in a three-day caregiver training program that focused on reading. The results indicated that both low- and middle-income AA caregivers increased their use of language-literacy behaviors during the training, but there were differences in the amount of training required between the two groups in order to utilize the targeted behaviors. The findings will provide practitioners information needed to better design caregiver training programs for diverse groups of AA caregivers.

Learner Outcomes:

- (1) The participant will be able to describe a caregiver training program that was theoretically and empirically derived from the literature.
- (2) The participant will be able to identify four behaviors that AA caregivers utilized more frequently after a three-day training program.
- (3) The participant will be able to identify differences between the low- and middle-income caregivers' use of language-literacy behaviors with their children.

SF9

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

Salon C

Classifying Communication in Children with Cerebral Palsy,

Kara Francesca Taylor, University of Central Arkansas; Mary Jo Cooley Hidecker, Ph.D., University of Central Arkansas; Morgan Lea Poole, University of Central Arkansas; Nigel Paneth, Ph.D., Michigan State University; Peter Rosenbaum, Ph.D., McMaster University; Ray Kent, Ph.D., University of Wisconsin-Madison

Level of Instruction: Introductory

This study described communication modes, functional mobility, handling objects, cerebral palsy (CP) types, and co-morbidities as stratified by the newly-developed Communication Function Classification System (CFCFS). A convenience sample of 72 children was analyzed by CFCFS level, communication modes, GMFCS, MACS, cerebral palsy types, and co-morbidities.

Learner Outcomes:

- (1) Classify the communication of children by CFCFS level.
- (2) Discuss the WHO ICF model and how it applies to the communication of children with cerebral palsy.
- (3) Discuss the possible clinical and research applications of the CFCFS.

SCHOLAR TO SCHOLAR POSTER SESSIONS

Esquire Junior Ballroom

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

Fetal Alcohol Syndrome: Implications of Speech and Language on Development, Ashley D. Blodgett, North Carolina Agricultural and Technical State University; Deana L McQuitty, North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

This current research examined archival research addressing speech and language development for the birth-three population for children diagnosed with Fetal Alcohol Syndrome. This study identified assessment, intervention, parental involvement and efficacy issues as well as incidence and prevalence of Fetal Alcohol Syndrome in the United States and how FAS impacts the child once school-aged. The findings suggest that receptive and expressive language are impacted by prenatal alcohol abuse including reading comprehension, syntactic structure and semantic development. Best practices for speech-language pathology services as well as future research implications will be discussed.

Learner Outcomes:

- (1) Define and describe the characteristics of Fetal Alcohol Syndrome.
- (2) Identify speech and language characteristics of children with Fetal Alcohol Syndrome.
- (3) Identify trends regarding incidence and prevalence among children identified with Fetal Alcohol Syndrome.

Language Development of Infants Exposed to Lead: A Literature Review,

Deanna Lacy McQuitty, Ph.D., North Carolina Agricultural and Technical State University; Zhykia Antoinette Johnson, North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

The purpose of this research was to examine the effects of postnatal exposure to lead and mercury poisoning and its relationship with the development of speech and language among the Birth to Three population. Archival research was utilized to examine the incidence and prevalence in the United States. This research study identified assessment and intervention procedures that should be utilized by the speech language pathologist in collaboration with the early intervention team. Best practices will be discussed as well as future research implications.

Learner Outcomes:

- (1) The participant will be able to identify the incidence prevalence of lead and poisoning in the birth to three population.
- (2) The participant will be able to identify speech and language assessment and intervention strategies.
- (3) The participants will be able to describe the effects of postnatal exposure to lead and mercury and speech and language outcomes.

Convention Program Schedule 2010

Saturday, April 17 (continued)

Seizure Disorders in Birth- 3 Population: Impact on Speech-Language, Melissa Marlene Ross, North Carolina A&T State University; Deana Lacy McQuitty, Ph.D., North Carolina A&T State University

Level of Instruction: Introductory

This current research examined the impact of seizure disorders among the early intervention population and the speech and language acquisition process. Research findings revealed speech and language deficits by exhibited children diagnosed with seizure disorders include delays in prelinguistic communication as well as later developing language skills which include phonological awareness deficits, morphology, semantic and pragmatic deficits. The role of the speech-language pathologist during the early intervention process is critical to addressing such communication deficits. This research will discuss best practices, assessment and treatment strategies as well as discuss future research implications.

Learner Outcomes:

- (1) Identify best practices regarding speech and language assessment and treatment strategies for children diagnosed with Seizure Disorders.
- (2) Describe the speech and language characteristics of children diagnosed with Seizure Disorders.
- (3) Identify the incidence and prevalence of Seizure Disorders among the Birth to three population.

Sensory Integration, Ayesha Victoria White, B.A., North Carolina Central University

Level of Instruction: Introductory

Sensory Processing Disorder is an immature development of the nervous system that affects the ability to understand the environment. Sensory integration involves the ability to organize, integrate, and use information from the body and the environment. Symptoms of sensory processing disorder can affect speech and language. In order for speech and language skills to develop, the sensory and motor portions of the brain must have efficient neural connections with the speech-language areas of the brain. A poster presentation demonstrating the awareness of sensory integration therapy is important for speech-language pathologists to decide usefulness as part of speech and language therapy.

Learner Outcomes:

- (1) The participants will be able to explain sensory integration.
- (2) The participants will be able to Develop therapy sessions that utilize and support sensory integration techniques.
- (3) The participants will be able to determine clients that will benefit from sensory integration.
- (4) The participants will be able to explain sensory integration coping strategies to others as needed.

The Efficacy of Treatment of Pediatric Feeding and Swallowing Disorders, A.B. Mayfield-Clarke Ph.D., North Carolina Agricultural and Technical State University; Tyisha Orlena Chapman, North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

Feeding and swallowing disorders are prevalent in the pediatric population, 25-45% of normally developing children and 80% of children with disabilities present with feeding and swallowing difficulties each year. In addition to feeding and swallowing, these children also present with a number of various concomitant disorders. The purpose of this study is to review and define the causes of pediatric feeding and swallowing disorders as well as

discuss the efficacy of assessment and treatment of feeding and swallowing issues in this population.

Learner Outcomes:

- (1) The participant will be able to identify the causes and types of feeding and swallowing disorders in the pediatric population.
- (2) The participant will be able to identify the incidence and prevalence of pediatric feeding and swallowing disorders.
- (3) The participant will identify various assessment and treatment techniques for this population.

2:30 p.m. - 4:00 p.m.

African Americans With Diabetes: Preventing Disorders Using Talking Fotonovelas, Silvia Martinez, Ed.D, Howard University; Elizabeth Bertera, Ph.D., Howard University

Level of Instruction: Introductory

Diabetes continues to be prevalent among African Americans, putting them at risk for communication problems. Hearing loss may stem from abnormal levels of keratin protein, deterioration of the epithelial tissue in the ear, and neuropathy. Cardiovascular diseases caused by hypertension may eventually lead to strokes, the leading cause of death in this population. Finally, cognitive deficits such as processing speed, receptive vocabulary retrieval, and auditory comprehension of sentences may occur from neuropathies. This federally funded research gauges the efficacy of Talking Photonovelas for the prevention of diabetes in the elderly African American population with diabetes.

Learner Outcomes:

- (1) Name consequences of diabetes on communication skills to include hearing, vascular and cognitive.
- (2) Describe the use of photonovelas in prevention education practices with elderly African American adult populations.
- (3) Discuss the design and preliminary results of a federally funded research testing the efficacy of "Talking Photonovelas."

Applied Behavior Analysis: A Methodological Overview and Analysis of Success, Amanda Ladd, B.A., North Carolina Central University; Whitney Jay, B.A., North Carolina Central University

Level of Instruction: Introductory

The purpose of this poster is to gather and present current information on the behavioral approach known as Applied Behavior Analysis (ABA) as it correlates to the language development of Autistic children. Increased awareness will significantly impact the preparedness of speech-language pathologists whom provide services to autistic clientele. Research has shown that ABA improves cognitive, language and adaptive behaviors within this population through several techniques. The following presentation will incorporate the history of ABA, research statistics and current perspectives to conclude upon which methodologies most contribute to the effectiveness of ABA within Autistic children.

Learner Outcomes:

- (1) Define Applied Behavior Analysis (ABA) in relation to language development in Autistic children, and explain the knowledge and skills critical to the delivery of services.
- (2) Discuss and critique all teaching methodologies associated with ABA in terms of effectiveness to speech therapy.
- (3) Identify the specific needs and abilities of Autistic children whom may benefit from ABA.

Convention Program Schedule 2010

Saturday, April 17 (continued)

(4) Explain the role and responsibilities of the SLP when utilizing this behavioral learning approach.

Job Satisfaction Survey and Contributing Factors of School-Based Speech-Language Pathologists, Vanessa Coleman-Lebby, South Carolina State University; Corlyn Doolittle, South Carolina State University; Autumn Hayden, South Carolina State University; Shalonda Washington, South Carolina State University; Meredith Reaves, South Carolina State University

Level of Instruction: Introductory

There is an increasing necessity for speech-language pathologists in the public school systems especially in South Carolina. The purpose of this study is to further examine job satisfaction and contributing factors. It is believed that SLPs are dissatisfied in the areas of caseloads and salary. However, the overall impression is that the benefits of participants work setting outweigh the negative components, and the SLPs are generally satisfied. A survey consisting of 24 items were completed by a total of 130 participants including 127 women and 3 men. The items on the survey were all related to the speech language pathologists' satisfaction of working in the public school setting. The included items ranged from salary satisfaction to support system satisfaction. The findings revealed that salary, caseload and paperwork are the three areas that display the greatest amount of dissatisfaction among school-based SLPs. These findings concur with the hypothesis.

Learner Outcomes:

- (1) The participants will list significant challenging aspects of being school-based speech therapists.
- (2) The participants will list significant rewarding aspects of being school-based speech therapists.
- (3) The participants will identify contributing factors of job satisfaction of school-based speech therapists.

Speech Language Professionals' Perceptions of the Efficacy of Oral Motor Exercises in Treating Speech Sound Disorders, Allison Bonnette, South Carolina State University; Mynita Harrison, South Carolina State University; Kendall Jackson, South Carolina State University; Roberta Woods, South Carolina State University; Regina Lemmon, Ph.D., South Carolina State University

Level of Instruction: Introductory

This paper examines speech-language professionals' (SLPs) perceptions of oral motor exercises (OME) in treating speech sound disorders (SSDs). A ten-question survey was emailed via SurveyMonkey.com to 600 speech-language professionals currently on the South Carolina Speech-Language-Hearing Association's listserv. Eighty-one percent of respondents stated that they used OMEs during therapy sessions. Of the survey participants, 71% observed improved speech production as a result of using OMEs. Overall, 47% of respondents perceive OMEs as an effective form of therapy to correct SSDs, while 34% of respondents believe their effectiveness is situational. Of all respondents, 19% perceive OMEs to be ineffective. The results of this survey support SLPs' perceptions of the effectiveness of OMEs as a method of treatment.

Learner Outcomes:

- (1) The learner will be able to discuss the perceptions other SLPs have on the efficacy of OMEs.
- (2) The learner will be able to identify the populations SLPs typically use OMEs.
- (3) The learner will be able to identify the population SLPs perceive OMEs to be most effective.

The Benefits of Clinical Ladders for SLP and SLT's Job Satisfaction, Kandance Blake, South Carolina State University; Rashonda Carson, South Carolina State University; Charity Goings, South Carolina State University; Jennifer Harze, South Carolina State University; Frownietta Randolph, South Carolina State University; Regina Lemmon, Ph.D., South Carolina State University

Level of Instruction: Introductory

There is a nationwide shortage of speech-language pathologist (SLPs), which has caused employers to contemplate ways to attract and retain SLPs. The nursing profession has experienced such a shortage and used a Clinical Ladders program to increase job satisfaction thereby retaining employees. This study was designed to determine the job satisfaction of SLPs & SLTs (Speech Language Therapist) and its relationship to Clinical Ladders. A 25-question survey assessed various areas of job satisfaction among SLPs and SLTs. Responses from 44 SLPs & SLTs assessed their current job satisfaction and determine if Clinical Ladders could be used to improve their level of satisfaction. Results revealed that respondents were not knowledgeable of the clinical ladders program. However, they were interested in improving their skill level in specialty areas to increase their compensation and job satisfaction.

Learner Outcomes:

- (1) The participants will be able to list 3 purposes of the clinical ladders program.
- (2) The participants will be able to list 3 ways that clinical ladders will benefit Speech Language Pathologist.
- (3) The participants will be able to identify 3 characteristics that affect Speech Language Pathologists job satisfaction.

The Effectiveness of Phonological Awareness Tasks With Preschool Children, Brittany Calcutt, South Carolina State University; Jasmine Long, South Carolina State University; Larissa Pickney, South Carolina State University; Emily Morris, South Carolina State University; James Walker, South Carolina State University; Regina Lemmon, Ph.D., South Carolina State University

Level of Instruction: Introductory

The purpose of this experimental study was to investigate the effectiveness of phonological awareness tasks on preschool children currently enrolled in articulation therapy when compared to their typically developing peers. Previous research has found that children with articulation disorders may have difficulty with phonological awareness tasks in the preschool years (Rvachew & Grawburg, 2006). During each therapy session, the children sang the "Alphabet" song while looking at Boardmaker picture cards for auditory-visual stimuli of letter sound identification tasks. Participant's development in phonological awareness was monitored and compared to children without speech impairments. The results indicated that phonological awareness tasks improved in preschoolers with articulation disorders. Furthermore, improvement in speech intelligibility can occur concurrently while facilitating phonological awareness.

Learner Outcomes:

- (1) The participant will be able to list two phonemic awareness tasks.
- (2) The participant will be able to identify intervention techniques that will affect pre-literacy skills.
- (3) The participant will be able to list two benefits of early phonological awareness intervention.

Convention At-A-Glance – Thursday

Thursday, April 15, 2010	SALON C	COTTILLION	TERRACE	
1:00 p.m.	<div>SC1</div> <div>Keeping it Positive: The Key to Rewarding Therapy</div> <div>1:00 p.m. - 4:00 p.m.</div> <div>(Pierce, Catt)</div>	<div>SC2</div> <div>The State of Pragmatic Language Research for Children of Color</div> <div>1:00 p.m. - 4:00 p.m.</div> <div>(Hyter, DeJarnette, Rivers)</div>		
2:00 p.m.				
3:00 p.m.				
4:00 p.m.	<div>MS2</div> <div>Starting From Scratch: Developing a Speech-Language Pathology Program for Zambia</div> <div>4:15 p.m. - 5:15 p.m.</div> <div>(Weaver)</div>	<div>TS6</div> <div>African American Children's Use of Dialect in Relation to Literacy</div> <div>4:30 p.m. - 5:00 p.m.</div> <div>(Jackson, Wolfram, Terry, Renn)</div>	<div>SC11</div> <div>Tourette Syndrome: Tackling a Noisy Tic Disorder (With Just a Whisper About Medication)</div> <div>2:00 p.m.-5:00 p.m.</div> <div>(Zinner)</div>	
5:00 p.m.			<div>Opening Session Salon D/E</div> <div>6:00 - 7:30 p.m.</div>	<div>Opening Reception Pool Deck</div> <div>7:30 - 9:30 p.m.</div>
6:00 p.m.				
7:00 p.m.				
9:30 p.m.				

The Intensive Review for the PRAXIS Examination will be taking place during the Convention as follows:

Thursday, April 15
8:00 a.m. - 5:30 p.m.
Salon A/B

Friday, April 16
8:00 a.m. - 5:00 p.m.
Salon A/B

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

MARK YOUR
CALENDARS

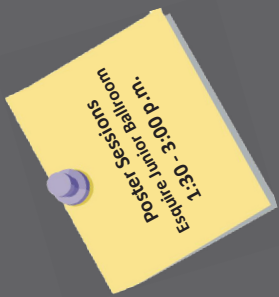

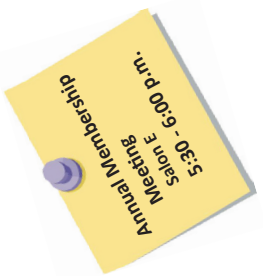
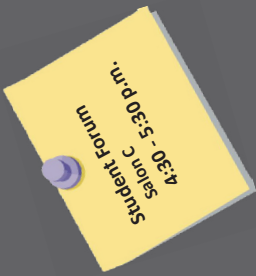
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Next Year's
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Convention

April 6-9
Indianapolis, IN

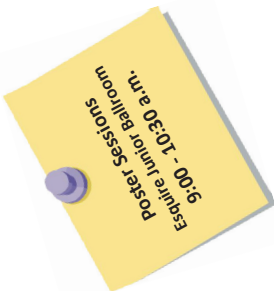
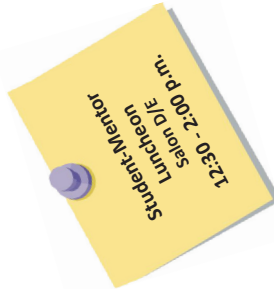
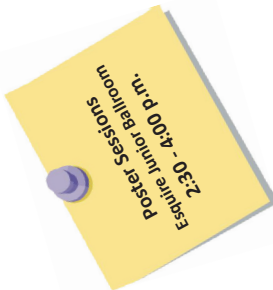
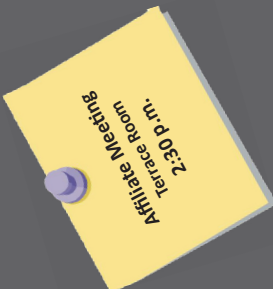
Convention At-A-Glance – Friday A.M.

Friday, April 16, 2010	COTILLION	REGENCY	SALON D	SALON E	TERRACE
8:00 a.m.	<p>MS5 <i>Prenatal Alcohol Exposure, Complex Trauma, and Language Outcomes</i> 8:00 a.m. - 9:00 a.m. (Hyter)</p>	<p>TS1 <i>Preterite 'Had' Development in Young African American English Language Learners</i> 8:00 a.m. - 8:30 a.m. (Burns, Coppedge, Luciano-Burnett, de Villiers, de Villiers)</p> <p>TS3 <i>What is the Relationship Between AAE Use and Vocabulary Development?</i> 8:30 a.m. - 9:00 a.m. (Burns, Coppedge, Luciano-Burnett, de Villiers, de Villiers)</p>	<p>MS3 <i>Non-Mainstream Dialect and the Identification of Risk for Language Impairment</i> 8:00 a.m. - 9:00 a.m. (Jackson, Zurer Pearson)</p>	<p>MS4 <i>Planning is Everything: Using Thematic Units</i> 8:00 a.m. - 9:00 a.m. (Catt, Pierce, Pait, Lovelace)</p>	
9:00 a.m.	<p>MS6 <i>A Critical Approach for Communication Sciences and Disorders</i> 9:15 a.m. - 10:15 a.m. (Hyter)</p>	<p>TS4 <i>Multicultural Bioethics: Implications for Health Care Advocacy</i> 9:15 a.m. - 9:45 a.m. (Payne)</p>		<p>MS7 <i>Aphasia in America: The Impact of Residence, Race/Ethnicity, and Gender</i> 9:15 a.m. - 10:15 a.m. (Ellis, Dismuke)</p>	<p>SF2 <i>Prospective Teachers' Attitudes Towards Differing Dialects</i> 9:15 a.m. - 9:45 a.m. (Richardson, Saunders, Lemmon, Mack)</p>
10:00 a.m.	<p>MS11 <i>Prelinguistic Vocalizations: Anatomical Implications for Interaction, Assessment and Treatment</i> 10:30 a.m. - 11:30 a.m. (Pierce, Catt, Pait)</p>	<p>MS8 <i>Telepractice As A Service Delivery Model?</i> 10:00 a.m. - 11:00 a.m. (Smith, Molt)</p>	<p>SC3 <i>SLPs Teaming With Other Related Professionals in Education</i> 9:15 a.m. - 12:15 p.m. (Delamette)</p>	<p>MS10 <i>Autism 101: Behavior Management</i> 10:30 a.m. - 11:30 a.m. (Townsend, Hunter)</p>	<p>MS9 <i>Spanish-English Phonology: Research to Practice and Empowerment Through Knowledge</i> 10:00 a.m. - 12:00 p.m. (Brice)</p>
11:00 a.m.	<p>MS12 <i>Creating a Successful Distance Education Program: Effectively Using Technology</i> 11:15 a.m. - 12:15 p.m. (Mitchell, Smith, Hunter)</p>			<p>MS13 <i>Autism & AAC: Tips for Facilitating Language Development</i> 11:30 a.m. - 12:30 p.m. (Hunter, Townsend)</p>	
12:00 p.m.	<p>Poster Sessions Exhibit Junior Ballroom 9:00 - 10:30 a.m.</p>				

Convention At-A-Glance – Friday P.M.

Friday, April 16, 2010	COTILLION	REGENCY	SALON D	SALON E	TERRACE
1:00 p.m.		MS15 <i>Neurological Rehabilitation: Assessment, Treatment, and Management of Language-Based Disorders</i> 1:00 p.m. - 2:00 p.m. (Gadson)	MS16 <i>Response to Intervention (RTI), Universal Design (UDU) and AAC - Theory to Practice</i> 1:00 p.m. - 2:00 p.m. (Bridges-Bond, Gillespie, Johnson) DONN F. BAILEY LECTURE	MS14 <i>A New Decade With New Directions: Healthy People 2020</i> 1:00 p.m. - 2:00 p.m. (Mayo, Mayo)	SF7 <i>Bilingual Intervention: Is Assessment in the Dominant Language Most Effective in Determining Language Disorders in Bilingual Children?</i> 1:00 p.m. - 1:30 p.m. (Bryant, Goodman, Perry, Ortega, Matthews)
2:00 p.m.	MS19 <i>Gauging Readability of Materials for Client Education</i> 2:15 p.m. - 3:15 p.m. (Martinez)	MS18 <i>Establishing Clinician Rapport</i> 2:15 p.m. - 3:15 p.m. (Gadson)	SC5 <i>What is New in AAC</i> 2:15 p.m. - 5:15 p.m. (Lowe, Lawrence, Madeya, Archer)	SC4 <i>Research Grant Writing: An Introduction</i> 2:15 p.m. - 5:15 p.m. (Schuele, Moss)	SF5 <i>Speech and Language Development of African American Children representing Low Socioeconomic Strata</i> 2:00 p.m. - 2:30 p.m. (Ward, McQuitty)
3:00 p.m.	MS21 <i>Cultivating Clinicians: Combining Academic Coursework with Clinical Application</i> 3:30 p.m. - 4:30 p.m. (Pierce, Catt, Pait, Lovelace)	MS20 <i>Introductory to Craniofacial, Cleft Palate and VPD, Treatment and the Patients That SLPs Serve</i> 3:30 p.m. - 4:30 p.m. (Gauvin)			SF6 <i>Drawing's Effect on Spoken Language for People with Aphasia</i> 2:30 p.m. - 3:00 p.m. (Brown, Insalaco)
4:00 p.m.	TS7 <i>Effect of Short-Term Auditory Training in Noise</i> 4:45 p.m. - 5:15 p.m. (Sullivan, Thibodeau)				TS5 <i>Relationship of Cognitive Style to Metalinguistic Awareness: Ramifications for Reading</i> 3:15 p.m. - 4:15 p.m. (Kalunga, Payne)
5:00 p.m.					SF8 <i>Bilingual Intervention: Is Treatment in the Dominant Language Most Effective?</i> 4:30 p.m. - 5:00 p.m. (Perry, Goodman, Matthews, Bryant, Ortega)

Convention At-A-Glance – Saturday

Saturday, April 17, 2010	SALON B	SALON C	SALON A
8:00 a.m.	<p>SC10 Swallowing Neurophysiology: Current Literature on Electrical Stimulation, Cortical Stimulation, Aging and Neurodegeneration. 8:00 a.m. - 11:00 a.m. (Humert)</p> 	<p>MS22 Screening Thematic Discourse Markers as Evidence of Cognitive-Communicative Integrity 8:00 a.m. - 9:00 a.m. (Harris)</p>	
9:00 a.m.			
10:00 a.m.		<p>SF9 Classifying Communication in Children with Cerebral Palsy 10:00 a.m. - 10:30 a.m. (Taylor, Hidecker, Poole, Paneth, Rosenbaum, Kent)</p>	<p>SC6 Filling Your Academic-Research Career Shopping Bag 9:00 a.m. - 12:00 p.m. (Mills. Moss, Terry, Washington)</p>
11:00 a.m.	<p>MS24 Hot Topic: NMES Instrumentation-Is It Safe? 11:00 a.m. - 1:00 p.m. (Wijting)</p>		
12:00 p.m.			
1:00 p.m.	<p>NSIG Meeting 1:00 p.m. - 2:00 p.m.</p>		
2:00 p.m.	<p>SC9 Working With Trachs and Vents With Dysphagia Patients 2:00 p.m. - 5:00 p.m. (Spremulli)</p> 	<p>SC8 Childhood SLI in the Context of English Dialect Variation 2:00 p.m. - 5:00 p.m. (Oetting)</p> 	
3:00 p.m.			<p>MS1 FAQs About Getting a Ph.D. in Communication Sciences and Disorders 3:15 p.m. - 4:15 p.m. (Townsend, Hayes, Fisher, Zapata)</p>
4:00 p.m.			<p>TS8 Managing Dysphagia: A Case Study 4:45 p.m. - 5:15 p.m. (Gadson)</p>

Get Ready for

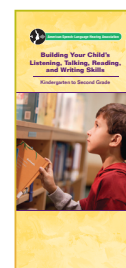
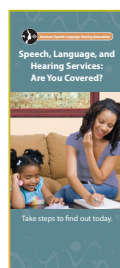
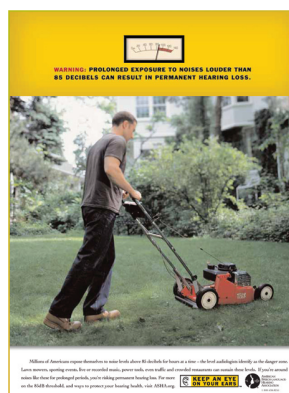
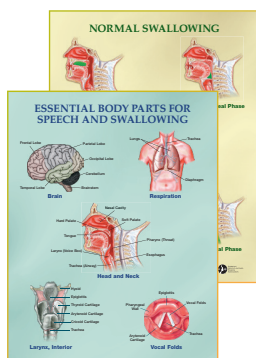
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