



**NBASLH**

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

**NBASLH**  
**at Home in the**  
**WORLD**

**April 7-10, 2011  
Crown Plaza at Historic Union Station  
Indianapolis, Indiana**

**NBASLH OFFICE**

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## Letter from the Chair

### NBASLH Executive Board

September 1, 2010 - August 31, 2011

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### **NBASLH is at Home in the World**

**NBASLH is at Home in the World** because we believe that communication is a human right and oral language should be the inheritance of every human being. While we convene in this lovely, modern culturally rich city of Indianapolis, let us reach out and let our collective voice be heard around the world speaking openly and honestly, informing some and reminding others, of how human speech and language is the operational base of knowledge. Humans use speech and language to do more than just express their feelings and ideas. We use speech and language to survive, thrive, create, educate, negotiate and navigate through life's journey as we pass life to the next generation. As experts and students of the fields of speech-language pathology and audiology we have a moral and ethical responsibility to be concerned and involved in the amelioration of human communication disorders and providing human communication enhancement throughout the world in spite of cultural differences.

**NBASLH is at Home in the World** because we are dedicated to helping every generation receive their inheritance of a quality oral language that will enable them to improve the quality of their lives. **NBASLH is at Home in Indianapolis** and we want to make this convention a memorable one by igniting an initiative to spread our mission and purpose globally. Right now, as we convene in Indianapolis, we are in the proverbial center of America, a perfect launching pad for our global initiative that should spread in a 360-degree direction when we travel back to our home base. We are making a significant mark on the history of speech-language pathology and audiology in America just by being here. You are telling the world that **NBASLH is at Home in the World**, and you are showing the world that you care enough about the communication needs of all people to be counted among those who are socially and professionally mature enough to come and learn and network in Indianapolis. **NBASLH is not just for Black/African Americans. NBASLH is for all communication and related professionals and students that want to heal and improve the speech, language, voice, fluency and swallowing development and functioning of all people in a culturally competent manner.**

**NBASLH is at Home in the World** building bridges of understanding between cultures by cultivating, developing and sharing the ideals of an ongoing developmental cultural awareness process. **NBASLH is** enabling professionals and students to gain and maintain cultural competence in providing services and educating future professionals. For 33 years NBASLH has been working within the association to prepare itself to be of better service (especially in the area of cultural competency) to the fields of speech-language pathology and audiology and the consumer.

We are here, at Home in the World.

*Arnell Brady*

Arnell Brady, MA, CCC-SLP

NBASLH Chair

*Welcome to  
Indianapolis!*



## Welcome from the 2010 Convention Chair



Welcome to the impressive city of Indianapolis, Indiana for the 33rd Annual Convention of the National Black Association for Speech-Language and Hearing. We are excited to present a convention program that will make you happy that you decided to travel to the Midwest. In addition, we are appreciative of our various speakers who have also journeyed from across this country and the world to help us celebrate and support this year's theme of **NBASLH at Home in the World**.

We begin our journey around the world on Thursday with Dr. Dolores Battle. Dr. Battle will open the NBASLH 2011 Convention with the presentation, ***The World at Our Doorstep: Understanding Issues in Speech Language Pathology and Audiology Services***. After hearing Dr. Battle's inspiring words related to providing services around the world and at home, we invite you to relax and network at the opening reception. A first for this year's opening reception is that you have the opportunity to make your networking interactive by playing some of your favorite classic card and board games. So all of you Spades, Bid Whist, Poker, Monopoly, Taboo, Uno, and Yatzee players please feel free to join in at one of the various tables that will be set up for some fun and friendly competition.

Friday, get your day started by going to our newest activity, the hot and lively Zumba exercise session, with Dr. Kia Johnson. After that, we invite you to continue your excursion by attending our Donn Bailey Lecture Series presentation, ***Language and Literacy Enrichment and Development (LLEAD) Services for Children*** by Dr. Sandra Carr Jackson, Ms. Jonet Artis, Ms. Johnelle M. Lignons, Ms. Lynette Hicks and Ms. Julie Barton. Later as we gather on Friday evening, at the Awards Dinner, we bring the celebration back home by paying tribute to our award recipients and honoring our scholarship winners. During this ceremony, hometown favorite and NFL player Antoine Bethea from the Indianapolis Colts will provide encouraging words that raise our team spirits. After the awards dinner, we keep the merriment moving by making our final bids on our student fundraiser prizes sponsored by "The Men of NBASLH" and grooving during our social gathering of "Dancing and Desserts".

On Saturday, we encourage all of our healthcare and rehabilitation service providers to attend their established day of courses sponsored by NSIG. This year's NSIG highlighted presentation is by Mrs. Ellayne Ganzfried. Everyone may want to go to one of our additional highlighted presentations ***Collaborations, Partnerships and Other Things*** by Ms. Constance Walker and ***Lessons Learned From the Earthquake in Haiti About Speech Language Services in Africa and Other Developing Regions of the World*** by Dr. Dolores Battle. Also, Saturday is a day for our students to broaden their horizons by attending the many Student Research Forums, Poster Sessions and our annual ASHA co-sponsored Student-Mentor Luncheon.

We bring the convention voyage to a close on Sunday by providing you with a chance to say goodbye at our Sunday Serenade Farewell Gospel Brunch. This year at the brunch we will have a live serenade and praise dance performance by Ms. Jaquetta Perry.

Lastly, let me say thank you to our sponsors ASHA, Progressus Therapy, Staffing Option and Solutions and EBS HealthCare. Your support is graciously appreciated. I would also like to thank and commend all of our presenters, student volunteers, moderators and conventioners for choosing to attend and participate at this convention.

Once again welcome to Indianapolis and may you truly enjoy this convention and the city. Remember, we are the world and we can find the place where a little language is unity.

*Rachel Williams*

Rachel Williams, PhD, CCC-SLP, NBASLH Convention Chair

**Mark Your Calendars  
2012 NBASLH Convention**

**April 19-22, 2012  
Raleigh Marriott City Center  
Raleigh, North Carolina**





## Special Events

### THURSDAY, APRIL 7



#### Opening Session

Thursday, April 7, 2011 – 5:30 pm – 6:45 pm

Grand Hall

#### **Featured Presenter: Dr. Dolores Battle**

Dr. Battle will open the NBASLH 2011 Convention with the presentation, *The World at Our Doorstep: Understanding Issues in Speech-Language Pathology and Audiology Services*. There are 650 million persons around the world with disabilities. Hearing impairment is among the most frequently occurring preventable impairments. However, in developing countries in Asia, Africa and South America, certain factors impact the delivery of services to those in need. These include skills and knowledge of locals, lack of resources and infrastructure, lack of sustainability, lack of awareness, access to education, language, culture and health care system. This session will explore the issues in service delivery to persons with disabilities in developing countries around the world and implications for service delivery at home.

#### Opening Reception

Thursday, April 7, 2011 – 6:45 pm – 8:45 pm

Grand Hall

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

**New This Year – Game Night** – This year the Opening Reception will include game night consisting of a variety of card, board and interactive games for all to enjoy.

### FRIDAY, APRIL 8

#### Student Chat

Friday, April 8, 2011 – 3:00 pm – 4:30 pm

B&O

This year's student chat will consist of a four-member panel comprised of past student representatives. Topics for discussion will center around: Negotiation of contracts for CF students, fostering mentoring relationships, how to handle controversy with a clinical supervisor (academic or placement). Other topics may be generated during the discussion.

#### Annual Membership Meeting

Friday, April 8, 2011 – 5:00 pm

Milwaukee

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 2011.

#### NBASLH Annual Awards Dinner



Friday, April 8, 2011 – 7:00 pm – 9:00 pm

Grand Hall

**Featured Presenter: Antoine Bethea from the Indianapolis Colts**

#### The Student Fundraiser – Let's Make a Deal

This year the student fundraiser is a live auction for special surprise gifts sponsored by the Men of NBASLH. Each of the handsome Men of NBASLH will present special gifts to be auctioned off during an eye-catching display at the end of the Awards Dinner. So ladies, get your offers ready as each of you will have the opportunity to bid on the Men of NBASLH's gorgeous gifts. Our handsome Men of NBASLH will hand-deliver each of the special gifts auctioned off to the highest bidder.

#### Dancing and Desserts – Sponsored by EBS HealthCare

**Immediately following the Awards Dinner until 11:00 pm**

Grand Hall

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 while dancing the calories away.



Individuals will be required to sign a waiver to participate in these sessions.

Illinois Central – Thursday, 3:30 pm - 4:30 pm;

Friday, 8:00 am - 9:00 am; and Saturday, 8:00 am - 9:00 am

## NBASLH Convention Program At-A-Glance

### THURSDAY, APRIL 7

11:00 am - 6:00 pm

1:00 pm - 5:15 pm

3:00 pm - 5:00 pm

5:30 pm - 6:45 pm

6:45 pm - 8:45 pm

Registration Open

Concurrent Educational Sessions

Exhibits/Vendors Open

Opening Session

Opening Reception

### FRIDAY, APRIL 8

7:30 am - 5:00 pm

8:00 am - 5:00 pm

8:00 am - 4:45 pm

3:00 pm - 4:30 pm

5:00 pm - 5:30 pm

7:00 pm - 9:00 pm

Registration Open

Exhibits/Vendors Open

Concurrent Educational Sessions

Student Chat

NBASLH Annual

Membership Meeting

NBASLH Annual

Awards Dinner followed

by Dancing and Desserts

### SATURDAY, APRIL 9

7:30 am - 4:00 pm

8:00 am - 5:00 pm

8:00 am - 2:00 pm

12:30 pm - 2:00 pm

4:00 pm - 5:00 pm

Registration Open

Concurrent Educational Sessions

Exhibits/Vendors Open

Student-Mentor Luncheon

(Co-Sponsored with ASHA)

NSIG Meeting

### SUNDAY, APRIL 10

8:30 am - 10:00 am

Sunday Serenade –

Farewell Gospel Brunch

### SATURDAY, APRIL 9

#### Student-Mentor Luncheon – Sponsored by ASHA

Saturday, April 9, 2011 – 12:30 pm – 2:00 pm

#### **Grand Central Station**

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 10

#### Sunday Serenade – Farewell Gospel Brunch

Sunday, April 10, 2011 – 8:30 am – 10:00 am

#### **Grand Central Station**



JAQUETTA PERRY

Enjoy a delicious breakfast while listening to the sweet sounds of Ms. Jaquetta Perry. Ms. Perry is a graduate of NC Agricultural and Technical State University in Speech-Language-Pathology. She is a rising star in the

world of children's and inspirational music. She brings her gifts and talents to motivate, inspire and encourage others.

## Highlighted Presenters



### **Dolores E. Battle, PhD**

Dr. Dolores Battle is Professor Emeritus of Speech-Language Pathology at Buffalo State College where she has been employed for the past 40 years.

Dr. Battle is a Fellow in the American Speech-Language-Hearing Association and is also former president of both the American Speech-Language-Hearing Association and the International Association of Logopedics and Phoniatrics. She is a member of the International Issues Board of ASHA and the Steering Committee for Special Interest Division 17 on Global Issues. She is a widely published scholar in the area of communication disorders in international and culturally and linguistically diverse populations.



### **Constance Walker, MSW**

For the past 20 years Ms. Walker has been involved with working with children. Her expertise focuses in the areas of early childhood and youth development, resiliency and tools and strategies to support boys (with an emphasis on boys of color). During the course of her career, she's received numerous awards including Development of Children's Round Table, Black Achievers/Voices of Cleveland and the Anna L. Chatman Greatest Love Award. Constance received her BA from Shaw University and has completed a Master's in Social Service Administration from Case Western Reserve University and is now the manager of the Special Needs Child Care Program at Starting Point in Cleveland, OH.



### **Antoine Bethea, Indianapolis Colts**

Antoine Bethea is a professional American football safety for the Indianapolis Colts of the National Football League. He was drafted in the 6th round (207th overall) of the 2006 NFL Draft by the Colts. He played college football at Howard University.



### **Maggie Mapaseka Tshule, MEd**

Ms. Tshule has her BA (Speech & Hearing) therapy and Masters degree in Educational Psychology. She is presently working on her PhD in Speech Pathology. Maggie has more than 20 years experience in lecturing and training students at the University of the Witwatersrand and Medical University of Southern Africa. She is responsible for establishing the first Speech Therapy and Audiology training program at a historically and predominantly black university. Maggie has been an associate member of the American Speech-Language-Hearing Association and Stuttering Foundation of America. Maggie's special interests include working with people who stutter, those with articulation, voice and other language-related disorders of communication. Maggie has given numerous presentations on a variety of topics. She's acquired expertise in developing communication skills including treating specific speech and language defects, enhancing vocal abilities, accent modification, public speaking and TV/Radio appearances. Corporate training is a significant part of her expertise as well.



### **Ellayne Ganzfried, MS**

Ms. Ganzfried is a speech-language pathologist and the Executive Director of the National Aphasia Association. She is Past President of the New York Speech-Language-Hearing Association (NYSSLHA), Long Island Speech-Language-Hearing Association (LISHA) and the Council of State Association Presidents for Speech-Language Pathology and Audiology (CSAP) and remains active in these associations. Ellayne is a Fellow of the American Speech-Language-Hearing Association (ASHA). She was a site visitor for ASHA's Council on Academic Accreditation (CAA) and was a practitioner member of the CAA for four years. She is on the Steering Committee for ASHA's Special Interest Division 11-Administration and Supervision. Ellayne has written articles and presented regionally and nationally on a variety of topics including aphasia, rehabilitation and leadership skills.



**NBASLH wants to keep you up-to-date on Convention information with Twitter and Facebook.**

## Highlighted Sessions

### **NSIG Sponsored Sessions**

NSIG is sponsoring the following sessions to be presented on **Saturday, April 9 in B&O**

- ***Aphasia Advocacy, Education and Community Outreach: National and Local Perspectives***, presented by Ellayne Ganzfried, MS. This session will be from 9:00 am – 12:00 pm.
- ***Using Reminiscence Therapy As A Communication Intervention for Dementia***, presented by Michele L. Norman, PhD. This session will be from 2:00 pm – 3:00 pm.
- ***Bridging the Gap: Addressing the Professional Needs of SLPs Who Must Transition From Medical to School Speech Pathology***. This session will be from 3:00 pm – 4:00 pm.

### 2011 Scholar-Mentor Award



**Silvia Martinez, PhD**

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. Silvia Martinez.

As a junior faculty member in the Department of Communication Sciences and Disorders at Howard, Dr. Martinez has an outstanding record of mentoring students. She currently teaches courses in learning disabilities, phonetics, phonological disturbances and tests and measurements. Moreover, Dr. Martinez is considered one of the foremost experts in the area of bilingualism. Her students report that Silvia's classes are challenging; however, they also have stated that she motivates them to learn and "think outside the box." Consequently, Silvia has received numerous awards and honors for the caliber of her teaching and student mentoring including most recently the Howard award for Excellence in Teaching in 2006.

Dr. Martinez has extensive experience with mentoring students' research at the undergraduate, master's and doctoral levels. Her master's level students have presented class projects on phonological disorders locally at Howard's Graduate Research Symposium and the DC Speech and Hearing Association's annual convention. In addition, under her mentorship students have presented at the national level at the annual conventions of the American Speech-Language-Hearing Association and NBASLH. Several of whom have received awards for the stellar quality of their projects. The most recent award was in April 2009 at the Graduate School's annual Research Symposium.

Over the past five years, Silvia has served as the Multicultural Consultant to the NSSHLA Board. In this role, she has been a major advocate for minority students and has urged our majors from Howard to become more active in NSSHLA. Her efforts have been very successful as evidenced by the HU NSSHLA Chapter's placement as second among all NSSHLA chapters represented at the 2010 ASHA convention in Philadelphia.

As a junior faculty, Dr. Martinez' level of scholarship is quite exemplary. Most recently in 2010, she published an article in the Echo e-journal on the readability of patient education materials in the field of communication sciences and disorders.

### 2011 NBASLH Student Research Award

**Kara Taylor**



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 Kara Taylor. Ms Taylor is a graduate student at University of Central Arkansas. She will present her research Functional Profiles of Children With Cerebral Palsy at this year's Convention during the Student Mentor-Luncheon, Saturday, April 9.

Ms. Taylor's abstract from her submission reads as follows: The functional profiles of children with cerebral palsy (CP) were compiled by considering communication, mobility, and hand function from an activity perspective of the WHO ICF framework. Parents rated their child's communication using the CFCS and provided GMFCS and MACS classifications. The children's CP type, methods of communication, and comorbidities were considered for their influence on communication. All three measures are needed to complete the picture of the functional abilities of children with CP.

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



#### **Congratulations to this year's Student Travel Stipend recipients**

Melissa Boone  
Kaydion Dawson  
Leila Jackson  
Patrice Mayo

The Student Travel Stipend was started in 2010 by Dr. Sherri Lovelace. This award provides at \$200 travel stipend to help defray travel costs incurred when attend the Convention.



## 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**  
Thursday, 3:00 pm -5:00 pm  
Friday, 8:00 am - 5:00 pm  
Saturday, 8:00 am -2:00 pm

## Exhibitors

**American Speech-Language-Hearing Association and National Student Speech-Language-Hearing Association**  
2200 Research Blvd  
Rockville, MD 20850

**EBS Healthcare**  
Amie Robillard  
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800-578-7906  
amie.robillard@ebshealthcare.com

**Fulton County Schools**  
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Atlanta, GA 30315  
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maxsonr@fultonschools.org

**National Aphasia Association**  
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**Progressus Therapy**  
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careers@progressustherapy.com

**Staffing Options & Solutions, Inc.**  
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6249 S. East Street, Suite E  
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**Variations In Communications, LLC**  
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**Take One Table**  
**Nova Southeastern University**  
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## Sponsors

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*Progressus Therapy*

**Attendee Bag**  
*EBS HealthCare*

**Dancing and Desserts**  
*EBS HealthCare*

**PRAXIS Review Course**  
*Staffing Options & Solutions*

**PRAXIS Review Lunch**  
*EBS HealthCare*

**Student Luncheon**  
*American Speech-Language-Hearing Association and National Student Speech-Language-Hearing Association*

# Convention Program Schedule 2011

## Thursday, April 7

### SHORT COURSES

#### SC 1

C&O

1:00 pm - 4:00 pm, Thursday, April 7

**Columbo Meets Barnaby Jones: Unraveling the Mysteries of Winning Grant Proposals**, Sharon E. Moss, PhD, Office of Research Oversight (VHA); C. Melanie Schuele, PhD, Vanderbilt University

**Level of Instruction:** Introductory

For many investigators, obtaining external research funds is essential for building and sustaining an academic-research career. This short course will enhance participants' knowledge about grant funding mechanisms and strategies for writing research grant applications. Topics include: primary sources of research funding, developing a concept for a grant proposal, basic components of research grant applications, grant review process, responding to reviewer comments, and differentiating grant applications from other forms of scholarly writing. Also, participants will engage in mock-review exercises and provide critiques of sample grant applications. Target audience: PhD students, junior faculty, and those needing a refresher course to improve grantsmanship skills.

**Learner Outcomes:** Outline the critical components of research grant applications. Differentiate style and content of writing a grant in comparison to writing a dissertation or journal article. Identify characteristics of successful grant applications.

#### SC 2

B&O

1:00 pm - 4:00 pm, Thursday, April 7

**Auditory Processing Abilities in Students Who Are African-American**, Jay R. Lucker, EdD, Howard University

**Level of Instruction:** Intermediate

Auditory processing disorders are misunderstood in our professions. Many people do not differentiate between auditory processing and receptive language, and others focus on the central auditory system. More importantly, the area of auditory information processing has not been investigated looking at students who are African-American. A question arises whether tests of auditory information processing might be biased against such children? This short course presents what auditory information processing disorders really are and how they should be assessed and remediated.

**Learner Outcomes:** Identify the six systems involved in the processing of auditory information and their contributions to such processing. Describe the various categories of auditory processing and identify at least one method professionals can use to remediate problems in each category. Describe the need for carefully controlled auditory based tests to assess auditory information processing. Identify what differences have been found comparing auditory information processing between students who are Caucasian vs. those who are African-American.

### MINI-SEMINARS

#### MS 1

Milwaukee

1:00 pm - 2:00 pm, Thursday, April 7

**Children of Namibia**, Mary Lowe, PhD, Nova Southeastern University

**Level of Instruction:** Intermediate

This seminar will provide insight into global and multi-culture issues in Namibia, Africa. Working with children in a small private school in Namibia will be highlighted with pictures, tales, and heart-felt therapy.

**Learner Outcomes:** Name three ways that a SLP can provide communication assistance. Identify ways that a SLP can be an effective volunteer. Discuss global issues for the African country of Namibia.

#### MS 2

Milwaukee

2:30 pm - 3:30 pm, Thursday, April 7

**Multicultural Course Transformation: Documenting Effectiveness in a Pedagogical Framework**, Valarie B. Fleming, PhD, Texas State University-San Marcos

**Level of Instruction:** Intermediate

This seminar introduces a data-based pedagogical framework for transforming communication disorder courses into multicultural courses and documenting effectiveness. Texas State University uses an innovative and strategic program in which to highlight multicultural curriculum transformation theory and practice, the Multicultural Curriculum Transformation and Research Institute. The Institute trains instructors on how to modify courses in terms of course goals, content, teaching strategies, assessment, and classroom interaction. This seminar will cover aspects of changes in each of these areas as well as discussion the research findings based on two separate cohorts.

**Learner Outcomes:** Identify discipline specific multicultural content enrichment ideas. Describe culturally enriched teaching techniques. Summarize culturally enriched assessment strategies. Discuss ways to assess transformed courses effectiveness.

#### MS 3

B&O

4:15 pm - 5:15 pm, Thursday, April 7

**Autism & AAC: Which System Is Best?**, Kellie E. Ingram, MA, Helping Hands Center for Special Needs; Alayna E. Townsend, MA, Howard University

**Level of Instruction:** Introductory

Augmentative and alternative communication (AAC) includes all forms of communication and can be used to express thoughts, needs, and wants. AAC plays a pivotal role in the intervention of children diagnosed with autism. There is an overwhelming amount of evidence supporting the use of AAC for children with autism. The purpose of AAC is to aid and enhance communication. From sign language to high tech speech generating devices, a child with ASD can learn a variety of communicative functions. This seminar will provide an overview of the various AAC systems and their benefits, as well as give functional methods of implementation.

**Learner Outcomes:** Determine the most appropriate system of AAC. Identify three tools/strategies for implementation. List three types of AAC.

# Convention Program Schedule 2011

## Thursday, April 7 (continued)

MS 4

C&O

4:15 pm - 5:15 pm, Thursday, April 7

**SLP Service Delivery Continuum: Who's Participating?**, Julie B. Noel, MS, Burtis & Noel Speech-Language Center, Inc.; Lemmietta G. McNeilly, PhD, American Speech-Language-Hearing Association

**Level of Instruction:** Intermediate

Budget shortfalls, and persistent shortages of qualified speech-language pathologists (SLPs) to provide services to individuals with communication disorders have led to alternative models of service delivery. School districts are considering a variety of models for delivering services that include support personnel supervised by SLPs. State requirements for support personnel vary across the United States including educational requirements, roles, responsibilities and required supervision of support personnel. Additionally, ASHA has guidelines on the training, use and supervision of speech-language pathology assistants. This seminar will highlight various models and review the regulations and considerations when involving support personnel in the service delivery process.

**Learner Outcomes:** Identify the roles and responsibilities of each person delivering services to individuals with communication disorders. Identify the supervisory requirements for the SLP of the SLPAs. Differentiate varied service delivery options.

## Friday, April 8

### MINI SEMINARS

MS 5

C&O

8:00 am - 9:00 am, Friday, April 8

**The Spirit of Sankofa: Past Meets Present for Global Service**, Jonise Cromartie Brown, MEd, North Carolina Central University

**Level of Instruction:** Introductory

Sankofa, an Adinkra symbol, represents taking from the past what is good and bringing it to the present, making positive progress through knowledge. The presenter will share her experiences of providing services to individuals in countries of the Caribbean, Eastern Europe, and Central America. Through volunteerism, it is her journey across cultures and service delivery that she embarks upon self-discovery and creates a personal mission to "pay it forward."

**Learner Outcomes:** Define the role of speech language pathology in health care policy. Discuss the global impact of health care disparities relative to communication disorders. Discover a variety of ways to advocate and support global service delivery.

MS 6

New York Central

8:00 am - 9:00 am, Friday, April 8

**Why a Clinical Doctorate in Speech-Language Pathology?**, Frederick Turner, MEd, University of Pittsburgh & UPMC South Side Hospital Centers of Rehab Services; Paula Leslie, PhD, University of Pittsburgh

**Level of Instruction:** Introductory

Standard graduate programs are increasingly challenged to prepare students with the knowledge and skills required to practice as medical speech-language pathologists. Students need to be taught process oriented strategies including critical thinking and evidence-based practice. Healthcare provision must be evidence-based but

even seasoned clinicians struggle to find, evaluate and disseminate such evidence. Professionals need basic research skills wherever they are on the clinician-researcher continuum. We will focus on the degree rationale and ethos, and how the degree was designed to meet needs of medical speech-language pathologists working in multidisciplinary fields.

**Learner Outcomes:** State why the clinical doctoral level of training is required in medical speech-language pathology. Identify the training needs of medical SLPs. Explain why clinical training must proceed in parallel with, and be integrated with academic learning.

MS 7

B&O

9:30 am - 10:30 am, Friday, April 8

**2012, A Year of Change for Audiologists**, Ronald C. Jones, PhD, Norfolk State University; Ken Pugh, PhD, University of Texas at Dallas

**Level of Instruction:** Advanced

This seminar discusses the dramatically changing arena for audiologists, now mandated to have a doctoral degree by 2012. The standards proposed by ASHA for clinical competency in audiology will be discussed, as well as the knowledge and skill areas covered in a 3-4 year post baccalaureate curriculum leading to the Doctor of Audiology (AuD) degree.

**Learner Outcomes:** Discuss the standards proposed by ASHA for clinical competency in audiology at the doctoral level. Develop support networks for audiologists entering the profession at the doctoral level. Describe the curriculum framework of current and future doctoral training programs in audiology in the US.

MS 23

Nickle Plate

9:30 am - 10:30 am, Friday, April 8

**Assessment in Online Distance Education: The Testing Dilemma**, Tina Thompson Smith, PhD, Tennessee State University

**Level of Instruction** – Introductory

Online assessment is integral to many distance-learning programs because this mode of testing is often convenient. However, cheating in online assessment can be a problem since the integrity of the testing event can be compromised if a professor does not know who or what a student may be bringing to the testing environment. Thus, the purpose of this seminar is to examine assessment design in online courses, to discuss the pros and cons of testing online, and to review strategies that might help reduce and/or prevent cheating in distance education.

**Learner Outcomes:** Discuss types of online assessment designs. Identify the pros and cons of assessing students online. Identify strategies to reduce and/or prevent cheating in distance education.

MS 8

New York Central

10:00 am - 11:00 am, Friday, April 8

**An SLP's Bag of Tricks**, Doanne Ward-Williams, MEd

**Level of Instruction** – Introductory

Speech language pathologists at all career levels including students, new and seasoned professionals use games in their daily therapy sessions with preschoolers. This session will increase their current list of frequently targeted articulation and language goals utilizing games. Additionally, with the introduction of the iPad, applications that can be used with both English and Spanish speaking preschoolers will also be discussed. Professionals will be able to

# Convention Program Schedule 2011

## Friday, April 8 (continued)

leave this session with new “tricks” in their SLP bags for their next therapy session.

**Learner Outcomes:** Obtain a list of common games to expand language therapy. Obtain more articulation and language targets for common board games. Obtain a list of iPad applications to enrich articulation therapy. Discuss language techniques and strategies demonstrated throughout the session.

MS 9

C&O

10:30 am - 11:30 am, Friday, April 8

**Emotion Regulation in Preschool Children Who Stutter: An Empirical Overview**, Kia Noelle Johnson, PhD, James Madison University; Kristen Johnson, BS, James Madison University

**Level of Instruction:** Introductory

This seminar will present theoretical empirical discussion on the role of emotional development and stuttering in young preschool-aged children. Specifically, a brief overview of findings from related empirical studies will be given along with preliminary findings from two pilot studies investigating the link between emotion regulation and developmental stuttering. Both studies involve behavior observation methodology grounded in developmental psychology. Findings from both studies suggest that children who stutter are less mature in their ability to self-regulate emotions. Differences could contribute to difficulty maintaining fluent speech during emotionally arousing situations. Future directions and clinical implications will also be provided.

**Learner Outcomes:** Define and explain emotion regulation and how it relates to developmental stuttering in young children. Describe at least one theory explaining the role of emotional development in childhood stuttering. Describe at least one experimental task commonly used to measure emotion regulation in young children.

MS 24

Nickle Plate

11:00 am – 12:00 pm, Friday, April 8

**The Choice is Yours! Red & Green Choices Behavior Intervention**, Michelle D. Thompson, MEd, Calhoun City Schools

**Level of Instruction:** Intermediate

Before behavior modification of speech and language goals can occur, it is important that you have behavior management under control. When working with children with Autism or other extreme behavior problems, you can find yourself struggling to address their goals due to behavior. This seminar will discuss and show how to implement Red & Green Choices. Red & Green Choices is a positive behavioral development strategy for students with Autism or Behavioral predispositions. This intervention helps the child learn how to make choices about their behavior and understanding the consequences of red or green choices.

**Learner Outcomes:** List three benefits of using red and green choices. Explain red and green choices to others who work with the Autism and Behavioral population. Implement red and green choices within their own setting. Identify, within the designated population, those children who can benefit from the use of Red and Green Choices.

MS 25

B&O

11:00 am – 12:00 pm, Friday, April 8

**Setswana-speaking Three-To-Five-Year-Old Children's Comprehension and Production of Wh-Questions**, Maggie Mapaseka Tshule, MEd, Private Practice in Rosebank

**Level of Instruction** – Intermediate

The development of questions is an important aspect of preschool language ability. Questions play a key role in promoting conversation and participation in discussions. Comprehension and formulation of questions are thus vital communication skills for learning. Deficits in questioning skills impact all areas of language learning. The aim of this study it to investigate comprehension and production of Wh-question markers in 3-5 year-old Setswana- speaking children. This seminar is about a small sample of nine children who were enrolled in a pilot study to investigate the suitability of the test materials and procedures. Spontaneous and elicited language production procedures were used. Descriptive research method utilizing a mixed cross-sectional developmental design was followed. Frequency counts and descriptive statistics were applied to the data to characterize the observed patterns in the results.

**Learner Outcomes:** Describe the practice of Speech Pathology post liberation. Describe the profile of the development of Wh-questions in Setswana. Explain the significance of the findings for the practice of Speech Pathology in SA.

MS 10

New York Central

11:15 am - 12:15 pm, Friday, April 8

**Home Care: The “Other” Adult Setting for SLPs**, Jamila Perry Foreman, MEd

**Level of Instruction:** Intermediate

A career in an adult health care setting can be rewarding. However, according the American Speech-Language and Hearing Association (ASHA) website, the 2006 membership statistics reported that only 35% of certified professionals were practicing in a health care setting. Of those 35%, only 5% reported working for a home health agency. Information about home health as a career option, recruitment and retention issues, benefits/challenges, work/life balance, and data reported from the 2009 ASHA Health Care Survey will be presented. Despite the many challenges that exist, home care is a rewarding and beneficial setting that increases access to socioeconomically disadvantaged and minority populations.

**Learner Outcomes:** List recruitment and retention issues related to SLPs in home care. List multicultural implications and typical characteristics of the home care patient. Identify preparedness, skill level, and characteristics required for the home care SLP. Identify benefits and challenges of choosing home care as a career option.

# Convention Program Schedule 2011

## Friday, April 8 (continued)

MS 11

Milwaukee

### **DONN BAILEY LECTURE**

**1:00 pm - 2:00 pm, Friday, April 8**

***Language and Literacy Enrichment and Development (LLEAD) Services for Children***, Sandra Carr Jackson, PhD, North Carolina Central University; Jonet Artis, BA, North Carolina Central University; Johnelle M. Ligons, BA, North Carolina Central University; Lynette Hicks, BA, North Carolina Central University; Julie Barton, BA, North Carolina Central University

**Level of Instruction:** Intermediate

This seminar describes the implementation of the Language and Literacy Enrichment and Development Project (LLEAD) to support development of language and literacy skills in underserved school-age children. Children enrolled in an after school program from kindergarten through third grade participated in small-group book-reading sessions with strategies and activities that were used to support language and literacy before, during, and after book reading. Parents were given suggestions for activities to implement with their children in the home. In addition to the book-reading strategies and activities that were utilized, the impact of the program for early school-age children will be described. LLEAD is a community service project supported by the Albert Schweitzer Foundation.

**Learner Outcomes:** Demonstrate knowledge of strategies for supporting language development during small group book-reading activities with children in kindergarten through third grade. Distinguish between book-reading strategies for early school-age children that may be used before, during and after book reading. Describe the impact of early language and literacy enrichment activities on young children's motivation to read and write.

MS 12

New York Central

**1:00 pm - 2:00 pm, Friday, April 8**

***Thinking Like a Subject: Recruiting Underserved and Vulnerable Populations***, Joyce L. Harris, PhD, University of Texas – Austin; Sharon E. Moss, PhD, Office of Research Oversight (VHA)

**Level of Instruction:** Introductory

The involvement of human subjects in research has undeniable benefits. However, recruitment of those subjects may present its challenges. This session will provide an overview of strategies that facilitate effective recruitment of human subjects. Particular attention will be given to delineating tools that may minimize the challenges faced when investigators are recruiting subjects from racial and ethnic minority populations, women, and vulnerable populations. This seminar will conclude with a discussion of some of the ethical issues impacting subject recruitment, and strategies for enhancing responsible conduct of research – and maintaining integrity in science – throughout the subject recruitment process.

**Learner Outcomes:** Identify effective strategies that facilitate recruitment of subjects from diverse populations (e.g., women and minorities, prison populations). Describe tools that can address some of the challenges of recruiting research volunteers from underrepresented populations. Describe some of the ethical issues that can potentially influence the recruitment of human subjects.

MS 13

B&O

**1:00 pm - 2:00 pm, Friday, April 8**

### ***Universal Design for Learning (UDL) and AAC in Multicultural***

***Contexts***, Robin Cox Gillespie, PhD, North Carolina Central University; Sheila Jonnese Bridges-Bond, PhD, North Carolina Central University; Shameka Johnson, MEd, Howard University; Jonise Cromartie Brown, MEd, North Carolina Central University

**Level of Instruction:** Intermediate

Universal design for learning through AAC/AT promotes inclusion, offering multiple means for learning and expression. While AAC users cross all racial and ethnic groups, best practices indicate the need for AAC/AT services to be culturally and linguistically appropriate. Huer (2008) writes that culture is most critical to communication and consequently the delivery of AAC services. Yet, learning and service delivery models most often perpetuate a mainstream, often Eurocentric perspective (Huer, 2008). This seminar will address the application of UDL and AAC in multicultural contexts.

**Learner Outcomes:** Promote social justice that advocates for freedom of expression and access to learning. Implement culturally responsive AAC services in a UDL model. Develop partnerships between caregivers, educators, administrators and speech-language pathologists that support freedom of expression and access to learning in multicultural contexts.

MS 14

New York Central

**2:30 pm - 3:30 pm, Friday, April 8**

### ***Using Family Paradigms in Communication Disorder Intervention***

Brittany Reed, BS, University of Central Arkansas; Bryan Arnold, BA, University of Central Arkansas; Ariel Adams, BS, Gallaudet University; Mary Jo Cooley Hidecker, PhD, University of Central Arkansas

**Level of Instruction:** Introductory

Family paradigms (closed, random, open, synchronous) describe how families use their resources of time, space, material, and energy to achieve their goals of control, affect, meaning, and content (i.e., how they view reality). This seminar will use role-playing to teach paradigms. Then the Family Paradigm Assessment Scale (F-PAS) test-retest reliability measurements will be discussed. F-PAS was completed twice by 51 participants to establish test-retest reliability. F-PAS showed fair-to-moderate test-retest reliability. Conclusions/Outcomes: We will discuss family paradigms' usefulness in helping families better understand their decision-making processes and in designing services that fit client/family functioning.

**Learner Outcomes:** Differentiate among closed, random, open, and synchronous paradigms. Describe Family Paradigm Assessment Scale (FPAS) test-retest reliability. Discuss clinical implications of family paradigms as they relate to communication disorder intervention.



# Convention Program Schedule 2011

## Friday, April 8 (continued)

**MS 15** **C&O**

**2:30 pm - 3:30 pm, Friday, April 8**

**Variability in Spanish Dialects**, Silvia Martinez, EdD, Howard University

**Level of Instruction:** Intermediate

There is great diversity among the Spanishes spoken in the United States. Broad descriptions of these variations have previously been offered, nevertheless, narrower descriptions and the processes involved have for the most part been relegated to linguistic literature. In order to facilitate better understanding to clinicians a historical background will be offered, phenomena and processes of Spanishes from eight countries will be described, and recommendations to facilitate assessment procedures and treatment approaches will be shared.

**Learner Outcomes:** Summarize the historical influences of Spanish dialects. Describe major processes expected in Spanish dialect speakers. List strategies for assessment and treatment.

**MS 16** **Milwaukee**

**2:30 pm - 3:30 pm, Friday, April 8**

**Speech-Language Pathologist Comfort Levels in ELL Service Delivery**,

Carlotta Kimble, PhD, University of Missouri

**Level of Instruction:** Introductory

Meeting the cultural and learning needs of English language learners often presents challenges to educators and impacts service delivery. A phenomenological study of explored meanings in the teaching experiences of early childhood teachers of English language learners will be compared to speech-language pathologists' perceptions of their ability to provide assessment and intervention services to this special population of students. Implications for culturally responsive teaching, student learning, and service delivery will be investigated.

**Learner Outcomes:** Define the role/responsibility of the SLP in total service delivery to English language learners. Identify barriers to service delivery to English language learners. Describe how classroom teachers' perceptions on teaching English language learners impact SLP service delivery to these students. Describe strategies that support English language learner classroom success.

**MS 17** **C&O**

**3:45 pm - 4:45 pm, Friday, April 8**

**Affective and Cognitive Dimensions of Stuttering in Women Who**

**Stutter**, June Bethea, MS, University of North Carolina at Greensboro;

Robert Mayo, PhD, University of North Carolina at Greensboro

**Level of Instruction:** Intermediate

Research has been limited regarding women who stutter (WWS). Much of the existing research on stuttering has focused exclusively on males or when both genders were studied, responses generally have been undifferentiated by gender (Silverman & Zimmer, 1982; Silverman & Van Opens, 1980; Silverman, 1980). This seminar will focus on affective and cognitive dimensions of stuttering in women who stutter (WWS). Possible reasons for the lack of focus on WWS will be explored. Affective and cognitive dimensions of stuttering will be discussed. Available resources specifically designed to meet the needs of WWS will also be reviewed.

**Learner Outcomes:** Identify affective and cognitive dimensions of stuttering in women who stutter. Identify issues related specifically to women who stutter. Identify resources available to women who stutter.

**MS 18** **New York Central**

**3:45 pm - 4:45 pm, Friday, April 8**

**Doctor of Speech Language Pathology (SLP.D)**, Mary Ann Lowe, PhD,

Nova Southeastern University

**Level of Instruction:** Intermediate

This seminar will provide an overview of the Doctor of Speech-Language Pathology (SLP.D.). The program is a rigorous academic curriculum that is an innovative, practical, and realistic approach to professional doctoral studies. The degree program is designed for the working professional.

**Learner Outcomes:** Identify three strengths of this professional doctoral program. Name three outcomes of the SLP.D. Discuss the delivery format for the SLP.D.

## TECHNICAL SESSIONS

**TS 4** **Milwaukee**

**8:30 am - 9:00 am, Friday, April 8**

**Strategic Management of Autism in Children From Multicultural**

**Populations**, Alayna E. Townsend, MA, Howard University; Kellie

Ingram, MA, Helping Hands Center for Children with Special Needs

**Level of Instruction:** Introductory

Autism occurs in children from all cultures. There is a small but emerging trend in research to examine autism within a cultural context. Given the increase of autism in all cultures, there is a growing need to study autism as culturally bound and to develop specific considerations in the assessment and treatment of children from multicultural populations. The purpose of this short course is to review the present literature on autism as well as multicultural populations, and to provide key strategies for clinicians to use in the assessment and treatment of children with autism from culturally and linguistically diverse backgrounds.

**Learner Outcomes:** Identify and describe issues pertaining to children with autism from multicultural populations. List three considerations for culturally valid assessment and treatment. Identify at least three key strategies to incorporate into clinical practice when servicing children with autism and their families from multicultural populations.

**TS 1** **New York Central**

**9:15 am - 9:45 am, Friday, April 8**

**Knowledge of Communication Wellness in Middle School-Age**

**Students**, Carolyn M. Mayo, PhD, North Carolina A&T State University

**Level of Instruction:** Intermediate

In 2011, the U.S. Department of Health and Human Services (USDHHS) will officially launch Healthy People 2020. Many states are paralleling this initiative. Of equal importance is that selective objectives within Healthy People 2020 are focusing on the health status of youth in the U.S. who, in general, demonstrate numerous unhealthy lifestyle practices. This research study presents information on the findings of a survey questionnaire distributed to 200 middle school-age students to assess those lifestyle practices which could potentially impact body systems important to communication. Implications for communication wellness and educating youth about healthy lifestyle practices will be discussed.

**Learner Outcomes:** List three communication function-related goals of Healthy People 2020. Identify healthy and unhealthy lifestyle practices of middle school-age children. Devise an educational module designed to promote communication wellness practices among adolescents.

# Convention Program Schedule 2011

## Friday, April 8 (continued)

TS 2

B&O

2:15 pm - 2:45 pm, Friday, April 8

**A Systematic Review of Hearing Loss and Dementia: The Role of Amplification**, Sharon Wallace Williams, PhD, UNC-CH; Holli Zoller, BS, UNC-CH

**Level of Instruction:** Introductory

While hearing loss is the third most common chronic condition in older adults (65 and older), currently one in eight older adults have Alzheimer's disease, the most common type of dementia. Further, for those with dementia, hearing impairment may result in a more rapid cognitive decline. Given the increase in the number of older adults, audiologists and speech-language pathologists can expect to work with many older clients with a combination of dementia and hearing impairment. The purpose of this technical session is to review and organize empirical evidence related to hearing loss and dementia and to examine the role of amplification.

**Learner Outcomes:** Summarize the current empirical evidence related to hearing loss and dementia in older adults. Specify implications of a combination of hearing loss and dementia for older adults. Discuss possible roles and benefits of amplification for older adults with hearing loss and dementia.

TS 3

Milwaukee

3:45 pm - 4:15 pm, Friday, April 8

**Planning Ability, Aging and Spoken Discourse Production**, Valerie B. Fleming, PhD, Texas State University-San Marcos

**Level of Instruction:** Intermediate

Thirty neurologically intact adults were assessed in terms of spoken discourse production and the planning component of executive function (EF). The purpose of this technical session is to explore the planning component of EF and to understand how planning ability contributes to spoken discourse production. The aims of this study are: to identify characteristics of spoken discourse in younger and older adults in tasks of varying complexity; to determine if there are differences in younger and older adults in terms of planning ability; and to determine the relation between spoken discourse production and the planning component of EF.

**Learner Outcomes:** Identify quantitative and qualitative differences in younger and older adults' spoken discourse production. Describe how the planning component of executive function contributes to spoken discourse production. Summarize how tasks of varying difficulties detect subtle changes in spoken discourse production in older adults.

## STUDENT RESEARCH FORUMS

SF 1

C&O

9:30 am - 10:00 am, Friday, April 8

**Care of Older Adults with Memory Loss in Nigeria**, Patricia Okorie, BA; Joyce L. Harris, PhD

**Level of Instruction:** Introductory

The African perspective on health for older adults is to a great extent linked to the family, which provides most of the care for its sick and older adult population. Nigerians have a long standing culture of taking care of the elderly themselves in their homes and do not believe in institutional care of the elderly. As a result, Nigerian culture rejects the idea of institutionalization or rehabilitative intervention. This student forum will contrast the Nigerian and U.S.

perspectives on health care for older adults with memory loss and proffer suggestions for introducing speech-language pathology for cognitively impaired older adults in Nigeria.

**Learner Outcomes:** Identify the cultures and attitudes of Nigerians towards older adults with memory loss. Distinguish between the type of institutional care provided in Nigeria and the US. List possible ways that speech-language pathologists can assist older adults with memory loss to lead better lives.

SF 2

Milwaukee

11:30 am - 12:00 pm, Friday, April 8

**Assessing Vocabulary in Context Using Graduated Prompting**, Danielle Janine Hayes, MA, University of Cincinnati

**Level of Instruction:** Intermediate

Dynamic Assessment (DA) has shown to be useful tool for examining vocabulary abilities. The purpose of this study is to use graduated prompting (a DA method) to assess the word learning ability of low income fourth grade students when given context clues during a reading task. Fourth grade students will be assessed using both a static and a DA measure. The results from each assessment will be compared. This student forum has the potential to develop an assessment tool that supports SLPs in a Response to Intervention model by determining levels of prompting needed to address weaknesses in vocabulary.

**Learner Outcomes:** Identify three types of dynamic assessment. Explain the role of dynamic assessment in a RTI model. Define graduated prompting and explain how to use this method.

SF 3

C&O

1:00 pm - 1:30 pm, Friday, April 8

**Bilingual Intervention: Which Language is More Effective to Treat?**, Sulare Telford, BS, Howard University; Olivia Co, BA, Howard University; Jennifer R. Myers, BS, Howard University

**Level of Instruction:** Introductory

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 in regards to whether treatment is most effective in the dominant, or non-dominant language. Furthermore, research concerning rehabilitation of bilingual adults who suffer from aphasia or TBI and the most effective language to treat is almost non-existent. Therefore, this student forum will examine intervention strategies for bilingual children and adults with language disorders. Upon completion of several single- subject studies, we will determine if the following is true: Can a dominant language be confirmed within the study and if so, does treating the dominant language have a greater impact on a bilingual client's outcome.

**Learner Outcomes:** Identify appropriate treatment techniques regarding the bilingual population. Apply the information learned from the presentation when working with the bilingual population. Determine if a dominant language is present in a bilingual client during the assessment process.

# Convention Program Schedule 2011

**Friday, April 8** *(continued)*

## SCHOLAR TO SCHOLAR POSTER SESSIONS

**10:00 am -11:30 am**

***Aspects of Assessments for Oral Motor Disorders.*** Yalonda Johnson, BA, North Carolina Central University; Gwendolyn M. Palmer, BS, North Carolina Central University; Jonise Cromartie Brown, MEd, North Carolina Central University

**Level of Instruction:** Introductory

This study examines the use of various oral motor assessments. A comprehensive review is provided on eight assessments used to diagnose severity and determine treatment strategies. Oral motor disorders are more likely to be influenced by a pre-existing disorder. (Sessle, et al., 2005). Namely oral motor disorders occur in individuals who have been diagnosed with Cerebral Palsy, Down Syndrome, Fragile X syndrome, Dysphagia and Apraxia. The purposes of assessments are to provide guidelines for creating appropriate goals and identifying effective intervention methods.

**Learner Outcomes:** Identify various assessments available for oral motor disorders. Differentiate the various disorders associated with oral motor deficits. Distinguish the difference between assessments based on their content.

***Barriers to School Reintegration After TBI in North Carolina,*** Amanda Albert, BA, North Carolina Central University; Grace Hao, PhD, North Carolina Central University

**Level of Instruction:** Introductory

The educational planning of adolescent students with TBI has constantly been a challenging task for school systems, due to the nature and course of the injury. A survey was conducted to investigate barriers to successful school reentry for adolescents after TBI in North Carolina. Results and implications will be reported.

**Learner Outcomes:** Identify current barriers impacting the success of school reintegration programs for adolescents after TBI. List recommendations to enhance service delivery to students returning to an academic environment after explaining the relationship between professional TBI training and an educator's level of comfort when working with students with TBI. Conclude a direct relationship between collaboration among professionals and level of comfort when working with adolescents with TBI in an academic setting.

***Comparison of Normative Studies in Spanish Speech Sound***

***Acquisition,*** Silvia Martinez EdD, Howard University; Valencia C. Perry, MS, Howard University

**Level of Instruction:** Introductory

The purpose of this poster session is to compare and contrast previous studies that have analyzed the acquisition of phonological processes in Spanish-speaking children. The poster will provide information to appropriately determine when Spanish-speaking children acquire phonological processes. In addition, it will give a detailed description of phonological processes from a previous study and those available in the literature.

**Learning Outcomes:** Compare and contrast phonological processes available in the literature. Identify the age of acquisition of phonological processes in Spanish-speaking children. Compare and contrast the phonological processes from the literature with those from our study.

***Examining the Undergraduate Clinical Experience: A Self-Study,*** Cheryl Malabio Lagmay, BA, Hampton University; Morgan Camille Byron, BA, Hampton University; Grace Victoria Reed, BA, Hampton University; Stacy Nicole Graham, BA, Hampton University; Erika S. Bates, BA, Hampton University; Brittany J. Clark, BA, Hampton University

**Level of Instruction:** Introductory

In their charge to adequately prepare future speech-language pathologists, many educational programs facilitate requisite knowledge and skills through experiential means. Some programs in speech-language pathology opt to focus on the knowledge while providing undergraduate students with little to no direct hands-on clinical experience. Other programs provide undergraduate students with highly supervised hands-on experience with the provision of services to a limited caseload of clients. Through this self-study, the researchers will draw on their personal experiences in undergraduate programs and examine the benefits and challenges associated with providing undergraduate students with hands-on clinical experience.

**Learner Outcomes:** Identify learner characteristics that distinguish those who benefit most from hands-on clinical experience in undergraduate programs from those who benefit most from hands-on clinical experiences in graduate programs. Identify and describe learners who require specific clinical supervisory styles. Identify learning styles that promote success in hands-on clinical experiences and those that create challenges to success in hands-on clinical situations.

***Language Abilities in Children With Williams Syndrome,*** June Graham Bethea, MA, North Carolina Agricultural and Technical State University; Donalyn Bennett Gorham, BA, North Carolina Agricultural and Technical State University

**Level of Instruction:** Introductory

This poster session will focus on language behavior in children with Williams Syndrome (WS). WS is a rare genetic disorder that occurs in 1 per 7,500-20,000 births. Common features of WS include hyperacusis, developmental delays, learning disabilities, attention deficits, and feeding problems. Language ability in persons with WS has been characterized as "normal but delayed" (Mervis, 2006). Research has shown that linguistic abilities of children with WS lag behind those of typically developing same age peers (Mervis & John, 2008). Increasing understanding of this genetic disorder and its characteristics will aid in the development of improved service.

**Learner Outcomes:** Identify physical features and characteristics of children with WS. Identify specific communication characteristics of children with WS. Identify speech/language assessment and evidence based treatment considerations for children with WS.

# Convention Program Schedule 2011

## Saturday, April 9

### SHORT COURSES

SC 4

Milwaukee

8:00 am - 11:00 am, Saturday, April 9

**PHAT and the ASD Client**, Merlin Lawrence Taylor, Jr., PhD, Sierra Vista Public Schools

**Level of Instruction:** Intermediate

Psychologically Humane Assessment and Treatment (PHAT) is based upon a firsthand understanding of autism. Its logical framework is derived from both general semantics and traditional logic. Its core assumptions include that (a) mind exists, (b) mind can become understood, and (c) understanding mind is necessary to treating the individual as a human being. Its core values include intellectual rigor and emotional authenticity on the part of the clinician. This non-proprietary and eclectic approach will be explained in theory and instantiated with examples from practice.

**Learner Outcomes:** Explain the significance of mind to assessment and treatment of individuals on the autism spectrum. Define communicative ecology in terms of its significance to interactions with individuals on the autism spectrum. Apply the NEO method of qualitative unit analysis to the review of client history and the formulation of objectives. Define and provide examples of sensory/semantic association and symbiotic stimulation.

SC 5

B&O

9:00 am - 12:00 pm, Saturday, April 9

**Aphasia Advocacy, Education and Community Outreach: National and Local Perspectives**, Ellayne Ganzfried, MS, National Aphasia Association

**Level of Instruction:** Intermediate

This short course will describe the ongoing programs, services and resources available through the National Aphasia Association to promote public education, research, advocacy, community outreach and support for people with aphasia and their families. Strategies for increasing awareness of aphasia, community education and advocacy will be presented along with results of a needs assessment. Future implications will be addressed for helping people with aphasia move forward with their lives and suggestions for local initiatives will be discussed. A model for creating state-wide aphasia coalitions will be presented; Participants will have the opportunity to discuss and share ideas.

**Learner Outcomes:** Explain programs, services and resources available for people with aphasia and their families through the National Aphasia Association (NAA). Describe advocacy strategies and community outreach initiatives to increase awareness of aphasia. Create aphasia coalitions/programs at the local level to integrate with the mission of the NAA.

SC 6

Milwaukee

2:00 pm - 5:00 pm, Saturday, April 9

**Autism: Attacking Social Interaction Problems (AASIP) Program Implementation**, Betholyn Fay Gentry, PhD, University of Arkansas for Medical Sciences; Pamela Wiley, PhD, The Los Angeles Speech and Language Therapy Center; Jamie Torres, MA, The Los Angeles Speech and Language Therapy Center

**Level of Instruction:** Intermediate

This short course presents the AASIP program which is designed for working on social skills in children diagnosed with autism spectrum disorders (ASD). Lessons and activities for children 4-9 and 10-12

years of age will be presented as well as a parent resource guide. Suggestions will be given for implementing social skills groups, planning intervention and providing parent training and advocacy.

**Learner Outcomes:** Become familiar with developing an intervention program for children 4-12 years of age diagnosed with ASD. Become familiar with specific intervention goals designed for social skills groups. Become familiar with the Autism: Attacking Social Interaction Problems (AASIP) program.

### MINI SEMINARS

MS 26

C&O

8:45 am - 9:15 am, Saturday, April 9

**Coast to Coast: A Traveling Speech Language Pathologist**, Davetrina Seles Gadson, MS, CrossCountry TravCorps

**Level of Instruction:** Introductory

Traveling from coast to coast as a speech-language pathologist (SLP) can be fun, exciting and full of learning opportunities. This adventurous and lucrative side of our profession will enhance your flexibility, time management, and professional development. Working with the right travel agency to market your interests, negotiate your salary, and navigate through licensure and compliance documentation, is imperative for a smooth transition between assignments. While getting paid to travel the country you will grow your career resume, enabling you to identify yourself as an asset to any organization.

**Learner Outcomes:** Compare and contrast traveling agencies which specialize in the recruitment and retention of speech-language pathologists. Identify different processes required to work in multiple states, including obtaining appropriate licensure, housing and transportation. Combine and organize multiple professional experiences on your resume to promote your career and identify yourself as an asset.

MS 20

C&O

9:30 am - 11:30 am, Saturday, April 9

**Collaborations, Partnerships and Other Things**, Constance Walker, MSSA

**Level of Instruction:** Intermediate

Starting Point is an early childhood resource and referral agency in Cuyahoga County, Ohio, which has won numerous awards, recognition locally and nationally for its ability to form collaborations across all spectrums of the community. This seminar will focus on a non-profit early childhood organization with limited funding which used the art and strategy of collaborations and partnerships to develop creative programming that touches on all aspects of early childhood. It will also focus on how creativity and vision can enhance programs without totally relying on additional funding, but can also attract additional funding.

**Learner Outcomes:** Explain the importance of collaborations and partnerships. Describe the different strategies on how to develop collaborations and partnerships. Explain how creativity and vision are integral strategies to develop and maintain collaborative relationships.



# Convention Program Schedule 2011

## Saturday, April 9 (continued)

MS 19

B&O

2:00 pm - 3:00 pm, Saturday, April 9

**Using Reminiscence Therapy As A Communication Intervention for Dementia**, Michele L. Norman, PhD, Longwood University

**Level of Instruction:** Intermediate

Reminiscence is a therapeutic intervention used by many professionals as a means of helping older adults recall personal past events for a variety of reasons. For clinicians, reminiscence therapy consists of functional activities that allow older persons with communication problems express themselves using relevant personal events within group settings. Many of these same activities can be adapted for use by family members of persons with dementia in order to engage in meaningful communicative interaction. This seminar will include training for professionals and a demonstration of reminiscence activities with modifications for use by family members as a means of communicating with their loved ones at various stages.

**Learner Outcomes:** Describe the relevance of reminiscence as a therapeutic intervention. List four main steps in planning a reminiscence activity. Recite three principles for facilitating a reminiscence activity.

MS 21

C&O

2:45 pm - 3:45 pm, Saturday, April 9

**Lessons Learned From the Earthquake in Haiti About Speech Language Services in Africa and Other Developing Regions of the World**, Dolores Battle, PhD

**Level of Instruction:** Intermediate

There are 650 million people around the world with disabilities including 278 million with hearing impairment. 80% of persons with disabilities live in countries where access to services is limited or non-existent. The world's attention was focused on education and health care in Haiti after the earthquake in January 2010. In Africa the availability of speech-language services ranges from over 1100 speech language pathologists in South Africa to none in many other countries. This seminar will provide an overview of the speech hearing disabilities in Africa and other developing countries and the educational programs for speech-language pathologists and efforts to improve services for persons in low income countries.

**Learner Outcomes:** Identify health and disability issues in developing countries in Haiti and other developing countries. Identify the issues involved the delivery of speech language and hearing services in Africa.

MS 27

B&O

3:00 pm - 4:00 pm, Saturday, April 9

**Bridging the Gap: Addressing the Professional Needs of SLP's Who Must Transition From Medical to School Speech Pathology (or from school to medical speech pathology)**, Betty R. Withers, MA, CCC-SLP, SpeechPro1

**Level of Instruction:** Intermediate

Continuing cuts in federal, state and local funding has precipitated a change in when, where and how SLPs practice. SLP's who once were solely working in schools are finding themselves in medical settings or addressing medical speech issues in the classroom. Medical SLP's are being asked to practice in schools due to the critical shortage of licensed and certified speech pathologist. This seminar will address strategies and tools that may be used to facilitate a smoother transition.

**Learner Outcomes:** Identify three top resources used in the school or medical setting that would be the most helpful. Explain the three top treatment areas most encountered in the school or medical setting. Describe factors that can make or break the transition into the new setting.

MS 22

C&O

4:00 pm - 5:00 pm, Saturday, April 9

**Removing the Training Wheels: A Round Table Forum on Choosing the Desired CFY Setting**, Shameka Nicole Johnson, MEd, Howard University

**Level of Instruction:** Introductory

The CFY program will discuss how to approach and secure a CFY position that is pleasing to them. The process of how to go about securing a CFY and conducting interviews for your CFY position will be addressed. Participants will also be provided with personal experiences of CFY "disasters" and how they may avoid this fall. The program will be conducted and set up to run like a roundtable forum. It will allow for open discussions, questions as they arise including comments and concerns.

**Learner Outcomes:** Recall data to assist in securing a CFY. Approach and perform CF duties with increased understanding and confidence. Identify and implement strategies for information provided allowing a smooth transition from student to SLP-CF.

## STUDENT RESEARCH FORUMS

SF 5

C&O

8:00 am - 8:30 am, Saturday, April 9

**Taking Multiculturalism to New Heights: Providing SLP Services Overseas**, Shameka Nicole Johnson, MEd, Howard University

**Level of Instruction:** Introductory

This student forum will discuss the need and awareness for multiculturalism to extend beyond our communities, cities and states to extend to other countries, and provide services. This student forum will discuss our duties as Speech Pathologist and Audiologists and students in these respected fields to give back and embrace our abilities to do something for others. This student forum will discuss my experience traveling overseas and providing speech services pro bono. It will discuss the disparities, yet wonderful benefits to the recipients of my services and to myself.

**Learner Outcomes:** Identify key steps to list key reasons why licensed knowledgeable SLP services are needed in other countries. Begin to identify the communication disorder disparities of other countries and begin to address them. Recall and discuss innovative strategies that will assist in reducing the communication disorder disparities of other countries.



# Convention Program Schedule 2011

## Saturday, April 9 (continued)

SF 6

C&O

2:00 pm - 2:30 pm, Saturday, April 9

### ***Readability of Aphasia Materials for Clients and Their Families,***

Jasmine A. Smith, BS, South Carolina State University; Regina Lemmon, PhD, South Carolina State University

**Level of Instruction:** Intermediate

This student forum examines educational materials produced for distribution to the general public and clients and their families with aphasia. Materials and brochures developed by the American Speech-Language-Hearing Association and National Aphasia Association were analyzed for readability. The SMOG Grading Formula, a simple, fast procedure for predicting grade-level difficulty of written material, and the Flesch Reading Ease, were used to analyze the two publications. Reading levels were computed, and results showed the material to be at 12th grade readability level. These results suggest a need for revision of current materials to a lower reading level in order to be inclusive of individuals with varying English language proficiency and educational levels.

**Learner Outcomes:** Explain and assess the relationship between health literacy and readability levels. Identify the various formulas available to analyze readability levels for printed materials. Describe methods to improve readability of printed materials published for mass distribution. State three benefits of improving readability levels of printed documents such as those distributed to clients and their families with related speech language or hearing impairments.

## SCHOLAR TO SCHOLAR POSTER SESSIONS

10:00 am - 11:30 am

***Dismantling a CSD Program at an HBCU,*** Ronald C. Jones, PhD, Norfolk State University

**Level of Instruction:** Introductory

This presentation documents the dismantling of an undergraduate program in speech/language pathology at an HBCU. Despite the availability of resources, the program lost its capacity to promote students to graduate training because of a diminution in the ability to teach students burdened with deficient oral language, reading/writing, scientific reasoning and critical thinking skills. Over a 20-year period, graduate school acceptance rates for program graduates dropped from 90% in 1990 to 0% in 2010, despite experiencing no significant changes in faculty composition or program logistics. Hope prevails that the program can resurrect itself with online courses.

**Learner Outcomes:** Discuss factors affecting undergraduate student performance in communication sciences and disorders at an HBCU. Develop strategies for managing CSD undergraduate training in a changing educational arena. Collaborate in developing support networks for undergraduate training programs, their instructors, and their students.

***Do First Graders Spell Like They Speak?,*** Valentina Taran, PhD, University of Central Arkansas; Amy Shollenbarger, MCD, University of Central Arkansas; Byron Ross, PhD, University of Central Arkansas; Sunni Cottrell, PhD, University of Central Arkansas; Courtney Wynn, BS, University of Central Arkansas

**Level of Instruction:** Introductory

Final cluster reduction affects all speakers of English, though the process occurs more frequently in nonmainstream dialects. Due to

connections between oral and written language, students whose spoken language variety differs from print may experience more difficulty in learning to read and spell than those whose language variety matches the printed form. The current study examines 60 first-grade students' oral productions and spellings of words with final consonant clusters (e.g., hand). The research questions are: do children spell words like they say them? and to what extent does children's dialect (as judged by the DELV-ST) influence their spelling?

**Learner Outcomes:** State differences between dialect-spelling matches and mismatches. Explain the possible impact that final cluster reduction in oral productions has on spelling. List three ways to apply knowledge of dialect and spelling interactions to students on their case loads.

***Effectiveness of Complementary and Alternative Medicine for Treatment of Autism,*** Janet Johnson Marron, MS, North Carolina Central University; Grace Hao, PhD, North Carolina Central University

**Level of Instruction:** Introductory

This project is comprised of a survey designed to collect the parent report of effectiveness of CAM as applied to children with autism spectrum disorders. Each CAM will be assessed according to effectiveness. The data will indicate which CAM are perceived to be effective for given behaviors, which CAM are identified as effective for the greatest number of behaviors, and which are the worst or have no observed effect. Data will also be collected on the number of CAM employed, as well as the prevalent combinations of CAM. This information will be useful to professionals providing services to autistic children.

**Learner Outcomes:** Assess rational use of CAM in treatment of autism. Identify CAM used for the treatment of autism. Compare the effectiveness of a variety of CAM in treatment of autism.

***Performance of Bilingual Spanish/English-Speaking Children on a Modified Form of the Token Test,*** Jay R. Lucker, EdD, Howard University; Valencia C. Perry, MS, Howard University

**Level of Instruction:** Intermediate

The identification process of bilingual, Spanish-English, students with suspected auditory processing disorder can be troublesome to clinicians because many of the appropriate screeners are not available in Spanish. As a result, this study intended to develop a screening tool that will assist in the identification bilingual students at risk for a possible auditory processing disorder. The first part of the Token Test for Children-Revised was used in English and translated into Spanish to screen bilingual children. Results of the study are forthcoming and will be discussed during the poster presentation, as this study is currently in progress.

**Learner Outcomes:** Identify best practices regarding screening/assessing bilingual children with communication impairments. List at least two challenges faced by many school-based SLPs when screening/assessing bilingual students.

# Convention Program Schedule 2011

## Saturday, April 9 (continued)

### ***Phonological Awareness Skills In Culturally and Linguistically Diverse Undergraduate Students***, Silvia Martinez, PhD, Howard University;

Tinita Ortega, MS, Howard University

**Level of Instruction:** Intermediate

Recent research targeting phonological awareness in undergraduate students has pointed out to correlations between these abilities and the abilities to carry out transcription tasks appropriately. Not only are these skills necessary for phonetics and phonological tasks, but also for managing cases that address language and reading disabilities. This research project evaluates the phonological awareness skills of culturally and linguistically diverse undergraduates in an effort to identify those skills that may be necessary to include as part of the undergraduate the undergraduate or graduate training curriculum.

**Learner Outcomes:** Discuss various tasks used to assess phonological awareness skills. Identify phonological awareness profiles of culturally and linguistically diverse undergraduate students. List skills which should be included as part of the undergraduate or graduate training curriculum.

### ***Spanish Phonetic Inventory of 3-5 Year Olds of Central American Backgrounds***, Silvia Martinez, EdD, Howard University; Valencia C. Perry, MS, Howard University

**Level of Instruction:** Introductory

There is little research available regarding the phonological development of students from Central American backgrounds. This study intends to identify the phonological development patterns of typically developing preschool-aged, Spanish-speaking students of Central American backgrounds. The study includes bilingual, Spanish-English, participants from preschools, Head Start Programs, and elementary schools in the D.C. metro area. Speech samples were elicited and recorded using a Spanish phonological assessment. This information will contribute to the limited knowledge of typical Spanish phonological development in bilingual Spanish-English-speaking children.

**Learner Outcomes:** List Spanish phonemes acquired by preschool Central American children. Identify differences of acquisition patterns between Central Americans and those reported in the literature.

### ***The Effects of ALS on Speech Production and Swallowing***, June Graham Bethea, MA, North Carolina Agricultural and Technical State University; Justina Nichelle Malloy, BA, North Carolina Agricultural and Technical State University

**Level of Instruction:** Introductory

This presentation will focus on Amyotrophic Lateral Sclerosis (ALS) and how it affects speech production. ALS generally is diagnosed later in life and affects 2 per 100,000 people in the United States. It is a neurodegenerative disease that is characterized by dysarthria, nasalized speech quality, and dysphagia (Graner & Strand, 2010). As speech language pathologists, it is important to understand our role in assessing and treating people with ALS.

**Learner Outcomes:** Identify characteristics of ALS. Identify speech/communication behaviors and swallowing disorders associated with ALS. Identify assessment and treatment issues related to persons with ALS.

### ***Communication Profiles of Students Attending a Historically Black College***, Ronald C. Jones, PhD, Norfolk State University; Nwakaego Iwenofu, BS, Hampton University

**Level of Instruction:** Introductory

This study assessed the basic communication skills (i.e., vocabulary, listening, writing, reading) of 100 students randomly selected from public speaking classes at a historically black university. All students were African-American (70% female, 30% male) with an age range of 18 - 22 years. The test results showed that 80 percent of the students failed at least one component of the assessment. Noted errors included underdeveloped vocabulary, deficient reading and writing skills, and/or the consistent use of a nonstandard pattern of American English. Discussed here are the remedial steps the communication faculty has chosen to take to rectify this alarming finding.

**Learner Outcomes:** Identify methods used to assess the basic communication skills of college age students. Discuss the implications of assessing the communication performance of African American students. Identify adult-oriented communication remediation approaches.

## SCHOLAR TO SCHOLAR POSTER SESSIONS

**2:00 pm - 3:30 pm**

### ***African American English and Hip Hop/Rap Music: A Relational***

***Analysis***, Iris Johnson, PhD, Tennessee State University; Cierra Baker, Tennessee State University; Daniel Flatt, BA, Tennessee State University; Alex Gibbs, Tennessee State University; Jalesa Howard, Tennessee State University; Jeanna LaNier, Tennessee State University; Chareva McCullough, BS, Tennessee State University; Lauren Phillips, Tennessee State University; Lauren Prather, BA, Tennessee State University

**Level of Instruction:** Introductory

Hip Hop and Rap Music are popular cultural entities appealing to many African Americans and others across various spectrums (i.e., race, geographical regions, educational level, SES, etc.). The lexicon used by many young African Americans is emphasized and frequently represented in this popular culture (Charity, 2008). Additionally, African American English (AAE) is central to the structure and style of rap music and is described as a generative source of much of this African American expressive culture (Daley, 1998). The current research explores various aspects of AAE within Hip Hop/Rap Music. Past and present songs within the Billboard.com genre of Hip Hop/Rap Music will be analyzed for content of AAE. The hypotheses of this research are: sharply stratified AAE characteristics in the lyrical content attracts a specific, less diverse audience (resulting in less Billboard.com rating success) and increased use of AAE is not correlated with the amount of advanced linguistic forms (figurative language, personification, etc.) within the song.

**Learner Outcomes:** Identify characteristics of AAE (phonological, morphological, syntactical and semantic) often used in hip hop/rap music. Discuss the intrinsic nature of AAE and the purpose it serves to define and isolate aspects of the African American culture. List hip hop/rap music that contains both AAE and stimulating content/delivery.

# Convention Program Schedule 2011

## Saturday, April 9 (continued)

***Assessment and Treatment in Traumatic Brain Injury: A Literature Review***, Alaina S. Davis, MS, Howard University; Wilhelmina Wright-Harp, PhD, Howard University

**Level of Instruction:** Introductory

Traumatic brain injury (TBI) has a prevalence of 500,000 that are hospitalized annually, and 900,000 may sustain permanent disability (Hedge, 2006; Payne, 1996). This poster session aims to increase the speech language pathologists' knowledge of TBI by identifying types of brain injuries, common causes, and its effect on speech, language, and cognition. Current literature is analyzed focusing on assessment techniques including neuroimaging and standardized assessments used by neuropsychologists and speech language pathologists. Language and cognitive treatment approaches are discussed as well as principles for neuroplasticity after brain damage.

**Learner Outcomes:** Describe traumatic brain injury including types of injuries and common causes. Distinguish the speech, language and cognitive impairments that are associated with traumatic brain injury. Identify current and appropriate assessment techniques from the perspective of the speech language pathologist. Discuss evidence-based treatment approaches from current literature that are applicable to clinical practice.

***Language Performance of Students Who Are Sequential Mandarin-English Bilingual Speakers***, Jay R. Luckner, EdD, Howard University; Seth Koster, BS, Howard University

**Level of Instruction:** Intermediate

This poster session presents the results of an investigation looking at the performance of a group of students who are sequential Mandarin Chinese-English speaking on four subtests of the Comprehensive Assessment of Spoken Language (CASL). IDEA identifies that speech-language pathologists should assess students for language abilities using tests that have been identified as appropriate for those students. It is identified that most speech-language pathologists assessing the language abilities for children who are bilingual use English language based tests which may be culturally and/or linguistically biased against such students. As such, students who may merely have language differences are identified as having language disorders.

**Learner Outcomes:** Identify the language abilities on the CASL for students who are sequential Mandarin-English bilingual. Describe which tests of the CASL may be biased for these bilingual speaking students. Be able to explain what factors might influence the poorer scores for these bilingual students compared with the CASL test norms.

***Learning Styles of Students of Communication Sciences and Disorders***, Silvia Martinez, EdD, Howard University; Folasade Falana, Howard University

**Level of Instruction:** Introductory

The study examines the learning styles of undergraduate and graduate students in the field of communication sciences and disorders. The study addresses learning styles in order to make appropriate recommendations regarding teaching and studying techniques for students. Furthermore, with the growing interest in distance learning education, learning styles which best match these technologies will be discussed. Finally, students participating in this study will have obtained learning style information so that they can enhance their delivery styles when providing therapy by allowing the students to have a better understanding of how they learn.

**Learner Outcomes:** Discuss learning styles of students of communication sciences and disorder. Recommend learning styles appropriate for distance learning. List teaching techniques that address different learning styles


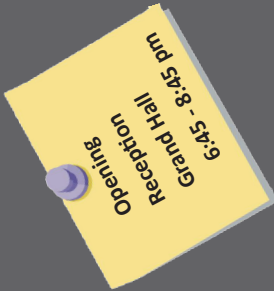
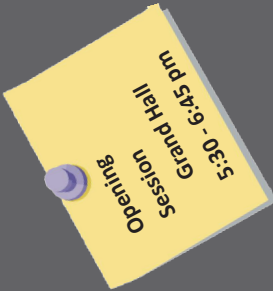
***Preschool Teacher Talk: An Analysis of Complex Syntax Production***, Jamie D. Fisher, MA, Vanderbilt University; C. Melanie Schuele, PhD, Vanderbilt University

**Level of Instruction:** Intermediate

The current study examined teacher talk during preschool classroom activities. The amount and types of complex syntax were analyzed as well as the purpose for which teachers used complex syntax. Complex syntax consisted mostly of infinitival complements used in the context of directing children's activities. Clinical implications are discussed.

**Learner Outcomes:** Identify 13 types of complex syntax. Identify types of complex syntax produced by preschool teachers. Identify the language function of complex syntax produced by preschool.

# Convention At-A-Glance – Thursday

Thursday, April 7, 2011	C&O Business Management and Professional Affairs	B&O Audiology and Aural Rehabilitation/AAC	MILWAUKEE Global/International Issues/Speech, Fluency, Language and Voice Disorders
1:00 pm			<b>MS 1</b> <i>Children of Namibia</i> <b>1:00 pm - 2:00 pm</b> (Lowe)
2:00 pm	<b>SC 1</b> <i>Columbo Meets Barnaby Jones: Unraveling the Mysteries of Winning Grant Proposals</i> <b>1:00 pm - 4:00 pm</b> (Moss, Schuele)	<b>SC 2</b> <i>Auditory Processing Abilities in Students Who Are African-American</i> <b>1:00 pm - 4:00 pm</b> (Lucker)	<b>MS 2</b> <i>Multicultural Course Transformation: Documenting Effectiveness in a Pedagogical Framework</i> <b>2:30 pm - 3:30 pm</b> (Fleming)
3:00 pm			
4:00 pm	<b>MS 4</b> <i>SLP Service Delivery Continuum: Who's Participating?</i> <b>4:15 pm - 5:15 pm</b> (Noel, McNeilly)	<b>MS 3</b> <i>Autism &amp; AAC: Which System Is Best?</i> <b>4:15 pm - 5:15 pm</b> (Ingram, Townsend)	 
5:00 pm			
6:00 pm			
7:00 pm			

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

Thursday, April 7  
8:00 am - 5:30 pm  
Illinois Street  
Ballroom West

Friday, April 8  
8:00 am - 4:45 pm  
Illinois Street  
Ballroom West


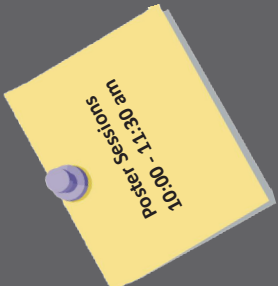
Saturday, April 9  
8:00 am - 5:00 pm  
Illinois Street  
Ballroom West

Mark Your Calendars  
2012 NBASLH  
Convention

April 19-22, 2012  
Raleigh Marriott  
City Center  
Raleigh, North Carolina

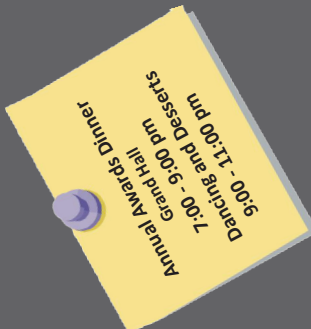
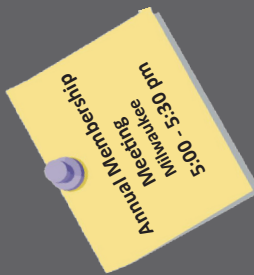


# Convention At-A-Glance – Friday AM

Friday, April 8, 2011	C&O Global/International Issues/Speech, Fluency, Language and Voice Disorders	B&O Audiology and Aural Rehabilitation/AAC	MILWAUKEE Language Development and Disorders	NEW YORK CENTRAL Professional Affairs	NICKEL PLATE Professional Affairs
8:00 am	<b>MS 5</b> <i>The Spirit of Sankofa: Past Meets Present for Global Service</i> <b>8:00 am - 9:00 am</b> (Cromartie Brown)		<b>TS 4</b> <i>Strategic Management of Autism in Children From Multicultural Populations</i> <b>8:30 am - 9:00 am</b> (Townsend, Ingram)	<b>MS 6</b> <i>Why a Clinical Doctorate in Speech-Language Pathology?</i> <b>8:00 am - 9:00 am</b> (Turner, Leslie)	
9:00 am	<b>SF 1</b> <i>Care of Older Adults with Memory Loss in Nigeria</i> <b>9:30 am - 10:00 am</b> (Okorie, Harris)	<b>MS 7</b> <i>2012, A Year of Change for Audiologists</i> <b>9:30 am - 10:30 am</b> (Jones, Pugh)		<b>TS 1</b> <i>Knowledge of Communication Wellness in Middle School-Age Students</i> <b>9:15 am - 9:45 am</b> (Mayo)	<b>MS 23</b> <i>Assessment in Online Distance Education: The Testing Dilemma</i> <b>9:30 am - 10:30 am</b> (Smith)
10:00 am	<b>MS 9</b> <i>Emotion Regulation in Preschool Children who Stutter: A Empirical Overview</i> <b>10:30 am - 11:30 am</b> (Johnson, Johnson)			<b>MS 8</b> <i>An SLP's Bag of Tricks</i> <b>10:00 am - 11:00 am</b> (Ward-Williams)	
11:00 am		<b>MS 25</b> <i>Setswana-speaking Three-To-Five-Year-Old Children's Comprehension and Production of Wh-Questions</i> <b>11:00 am - 12:00 pm</b> (Tshule)	<b>SF 2</b> <i>Assessing Vocabulary in Context Using Graduated Prompting</i> <b>11:30 am - 12:00 pm</b> (Hayes)	<b>MS 10</b> <i>Home Care: The "Other" Adult Setting for SLPs</i> <b>11:15 am - 12:15 pm</b> (Foreman)	<b>MS 24</b> <i>The Choice is Yours! Red &amp; Green Choices Behavior Intervention</i> <b>11:00 am - 12:00 pm</b> (Thompson)
12:00 pm					

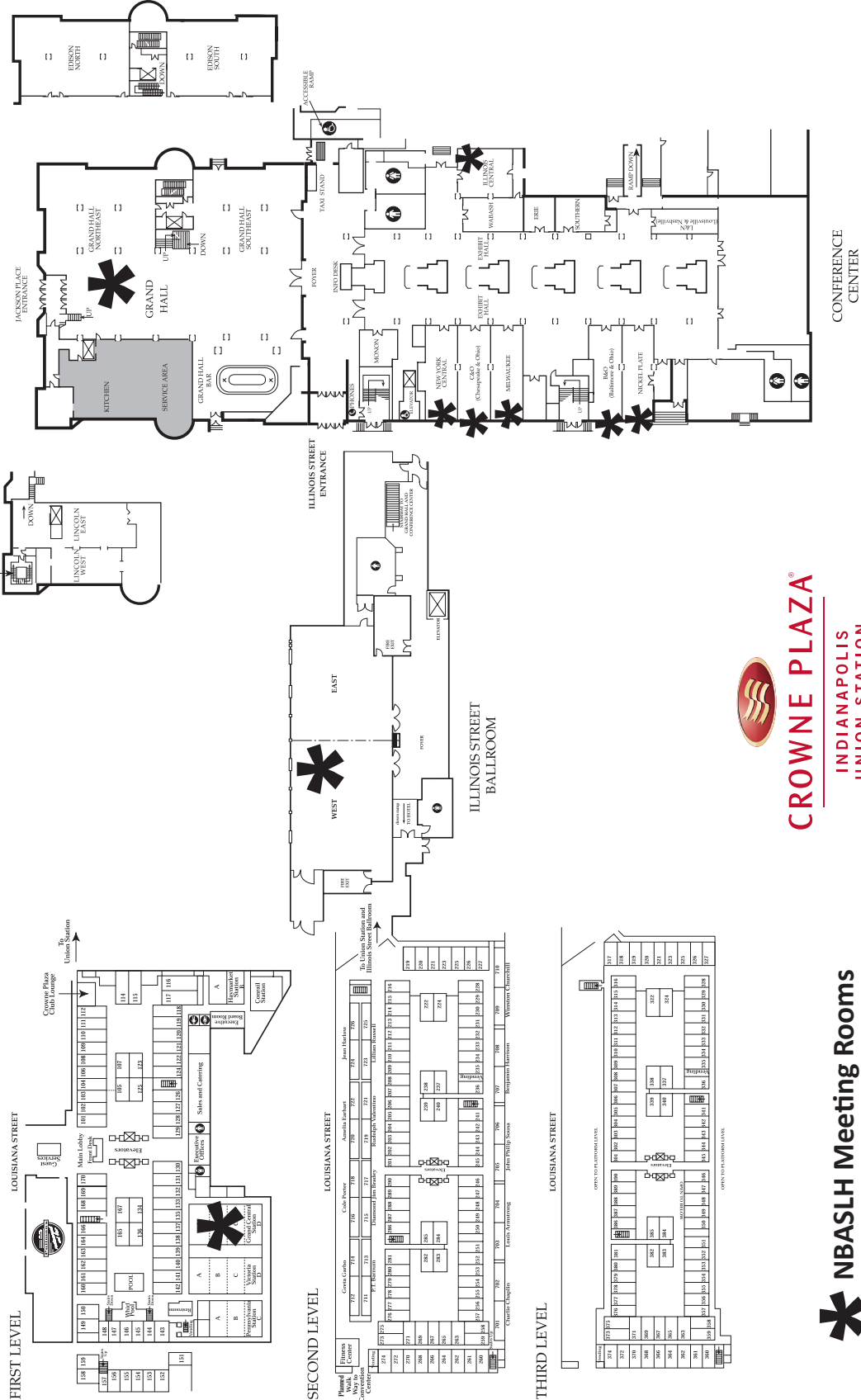


# Convention At-A-Glance – Friday PM

Friday, April 8, 2011	C&O Global/International Issues/Speech, Fluency, Language and Voice Disorders	B&O Audiology and Aural Rehabilitation/AAC	MILWAUKEE Language Development and Disorders	NEW YORK CENTRAL Professional Affairs
1:00 pm	<b>SF 3</b> <i>Bilingual Intervention: Which Language is More Effective to Treat?</i> <b>1:00 pm - 1:30 pm</b> (Telford, Co, Myers)	<b>MS 13</b> <i>Universal Design for Learning (UDL) and AAC in Multicultural Contexts</i> <b>1:00 pm - 2:00 pm</b> (Gillespie, Bridges-Bond, Johnson, Brown)	<b>MS 11</b> <i>Language and Literacy Enrichment and Development (LLEAD) Services for Children - Donn Bailey Lecture</i> <b>1:00 pm - 2:00 pm</b> (Jackson, Artis, Ligonis, Hicks, Barton)	<b>MS 12</b> <i>Thinking Like a Subject: Recruiting Underserved and Vulnerable Populations</i> <b>1:00 pm - 2:00 pm</b> (Harris, Moss)
2:00 pm		<b>TS 2</b> <i>A Systematic Review of Hearing Loss and Dementia: The Role of Amplification</i> <b>2:15 pm - 2:45 pm</b> (Williams, Zoller)		
3:00 pm	<b>MS 15</b> <i>Variability in Spanish Dialects</i> <b>2:30 pm - 3:30 pm</b> (Martinez)		<b>MS 16</b> <i>Speech-Language Pathologist Comfort Levels in ELL Service Delivery</i> <b>2:30 pm - 3:30 pm</b> (Kimble)	<b>MS 14</b> <i>Using Family Paradigms in Communication Disorder Intervention</i> <b>2:30 pm - 3:30 pm</b> (Reed, Arnold, Adams, Cooley Hidecker)
4:00 pm	<b>MS 17</b> <i>Affective and Cognitive Dimensions of Stuttering in Women Who Stutter</i> <b>3:45 pm - 4:45 pm</b> (Betha, Mayo)	<b>Student Chat</b> <b>3:00 pm - 4:30 pm</b>	<b>TS 3</b> <i>Planning Ability, Aging and Spoken Discourse Production</i> <b>3:45 pm - 4:15 pm</b> (Fleming)	<b>MS 18</b> <i>Doctor of Speech Language Pathology (SLPD)</i> <b>3:45 pm - 4:45 pm</b> (Lowe)
5:00 pm	 <b>Annual Awards Dinner</b> 7:00 - 9:00 pm Grand Hall 9:00 - 11:00 pm Dancing and Desserts		 <b>Annual Membership Meeting</b> 5:00 - 5:30 pm Milwaukee	

# Convention At-A-Glance – Saturday

Saturday, April 9, 2011	C&O Global/International Issues/Business Management and Professional Affairs	B&O NSIG/Health Professions	MILWAUKEE Speech, Fluency, Language and Voice Disorders
8:00 am	<p><b>SF 5</b> <i>Taking Multiculturalism to New Heights: Providing SLP Services Overseas</i> 8:00 am - 8:30 am (Johnson)</p>	<p><b>Illinois Central</b> 8:00 - 9:00 am</p>	<p><b>SC 4</b> <i>PHAT and the ASD Client</i> 8:00 am - 11:00 am (Taylor)</p>
9:00 am	<p><b>MS 26</b> <i>Coast to Coast: A Traveling Speech-Language Pathologist</i> 8:45 am - 9:15 am (Gadson)</p>	<p><b>SC 5</b> <i>Aphasia Advocacy, Education and Community Outreach: National and Local Perspectives</i> 9:00 am - 12:00 pm (Ganzfried)</p>	<p><b>Poster Sessions</b> 2:00 - 3:30 pm</p>
10:00 am	<p><b>MS 20</b> <i>Collaborations, Partnerships and Other Things</i> 9:30 am - 11:30 am (Walker)</p>	<p><b>Student-Mentor Luncheon</b> 12:30 - 2:00 pm</p>	
11:00 am			
12:00 pm			
1:00 pm			
2:00 pm	<p><b>SF 6</b> <i>Readability of Aphasia Materials for Clients and Their Families</i> 2:00 pm - 2:30 pm (Smith, Lemmon)</p>	<p><b>MS 19</b> <i>Using Reminiscence Therapy As A Communication Intervention for Dementia</i> 2:00 pm - 3:00 pm (Norman)</p>	<p><b>SC 6</b> <i>Autism: Attacking Social Interaction Problems (AASIP) Program Implementation</i> 2:00 pm - 5:00 pm (Gentry, Wiley, Torres)</p>
3:00 pm	<p><b>MS 21</b> <i>Lessons Learned From the Earthquake in Haiti About Speech Language Services in Africa and Other Developing Regions of the World</i> 2:45 pm - 3:45 pm (Battle)</p>	<p><b>MS 27</b> <i>Bridging the Gap: Addressing the Professional Needs of SLP's Who Must Transition From Medical to School Speech Pathology</i> 3:00 pm - 4:00 pm (Withers)</p>	
4:00 pm	<p><b>MS 22</b> <i>Removing the Training Wheels: A Round Table Forum on Choosing the Desired CFY Setting</i> 4:00 pm - 5:00 pm (Johnson)</p>	<p><b>NSIG Meeting</b> 4:00 pm - 5:00 pm</p>	



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**Affidavits – Your signature on this form affirms that you have read the following statements and agree to abide by each statement:**

1. I affirm that the information provided on this Compliance form is accurate.
2. I affirm that, in accordance with the Certification Standards, I have participated in 30 Certification Maintenance Hours of professional development during my 3-year certification maintenance interval.
3. I affirm that I abide by the Code of Ethics of the American Speech-Language-Hearing Association.
4. I affirm that I abide by all standards required to maintain my certification.
5. I affirm that I understand my certification status may be made available to the public.
6. I affirm that I understand certification maintenance is also contingent upon payment of annual certification fees upon my receipt of the annual invoice.
7. I affirm that if I do not maintain my certification through compliance with the certification maintenance standard and payment of the annual certification fees, I will cease using the designation CCC-A and/or CCC-SLP and will not display the Certificate of Clinical Competence.

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**Questions?** Contact the ASHA Action Center at 800-498-2071 or send an email to [certificationmaintenance@asha.org](mailto:certificationmaintenance@asha.org)