



# **NBASLH**

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



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

**NBASLH OFFICE**

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### EBS is proud to sponsor the NBASLH Convention & following events:

**Praxis Review Lunch**  
Friday, April 20, 2012

**Dancing & Desserts**  
Friday, April 20, 2012  
(Immediately following the Annual Awards Dinner)

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EBS United

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September 1, 2011 - August 31, 2012

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## Letter from the Chair



We come from far and wide to say, "Hello Raleigh!" NBASLH is here to shape the future of speech-language pathology and audiology. We have come to Convention to discuss the rapidly evolving developments in science, technology and policy relevant to communication disorders across the lifespan and around the globe. Most conventions are unique in that they usually have one of three underlying platforms on which their theme is based. These underlying platforms are orientation, dis-orientation and re-orientation. The 'orientation platform' is used when an association wants to make a statement about a developing image or presenting a new image like, *NBASLH: At Home In The World*. The 'dis-orientation platform' is one that is used when an association has been through some troubled times and is trying to make a comeback and is not sure about it's future like, *NBASLH Speaks: Literacy and Literally*. The last of the three platforms is the 're-orientation platform.' This is the platform that celebrates the grand success of an association like, *NBASLH: Shaping The Future*. This is the platform that best highlights an association being in a mature strong positive condition. When the old and the young generations among communication disorders professionals and students come together to shape the future of their association the outlook is bright. *NBASLH: Shaping The Future* is a cause for great celebration and excitement because the old and the new NBASLH is working together to invent the future services for communication disorders across the lifespan and around the globe. The Convention Committee under the dynamic leadership of the Convention Chair, Dr. Rachel Williams, has again put together an awesome program. The program demonstrates the positive, productive, creative interaction between the developmental components (becoming, being, belonging, beholding) of professionalism. The older NBASLH generation that is beholding to the professions is fully supporting those that are becoming (students) and those newly being in the professions. The power of those truly belonging to the professions will again be felt in Raleigh as we SHAPE THE PRESENT to have a relevant and positive impact on communication disorders in the future. Welcome to the future of NBASLH, and congratulations on being at the forefront of speech-language pathology and audiology.

*Arnell Brady*

Arnell Brady, MA, CCC-SLP  
NBASLH Chair

*Welcome to  
Raleigh!*





## Welcome from the 2012 Convention Chair



Welcome to the 34th National Black Association for Speech-Language and Hearing (NBASLH) Annual Convention in the splendid state capital city of Raleigh, North Carolina. The theme for this year's Convention is **NBASLH: Shaping the Future**. As we begin this thrilling journey of shaping the future, I am pleased to announce that our Convention Committee took on the challenge of reviewing more than 100 submissions in order to provide you with impressive speakers and excellent sessions over the course of the next three days. Per your request, the committee worked attentively to select an array of thought-provoking topics across many dimensions of communication sciences and disorders and from our fields of speech-language pathology and audiology.

Next, I suggest that you take advantage of the opportunity to glimpse into the future by attending the Opening Session and Reception. For our Opening Session speaker, we welcome Mrs. Doanne Ward-Williams, who is a dedicated member of NBASLH and an authentic representative of the radiant city of Raleigh. She is a motivational force with many brilliant ideas and creative plans that will definitely enhance and shape the future of NBASLH. At the opening reception, while you are nibbling on light hors d'oeuvres and mingling throughout our enchanted open atmosphere, please take time to listen to the smooth sounds of music provided by North Carolina's own live university student jazz ensemble. Keep in mind that during this entertaining gathering you can begin to alter your future by deciding to meet new NBASLH Convention attendees and/or reconnecting with old friends and colleagues.

On Friday, we get things moving in the right direction with a highlighted presentation by Dr. Joan Payne who will discuss *Culture, Caregiving and Communication Disorders*. We continue our transformation with a special presentation geared toward the men of NBASLH. Lastly, you do not want to miss the presentation from ASHA Past President Dr. Paul Rao. His presentation focuses on the revised code of ethics, an important topic that we will all need to know as we further our careers and studies. We bring the day to an end with our Awards Dinner and Dancing and Desserts Reception. Our invited speaker and true visionary Dr. Ida Stockman will definitely encourage each of us with her wonderful words of wisdom. After we have honored our awards recipients, it is your time to shine on the dance floor as we dance the night away.

Saturday is T-shirt day. Remember to wear your NBASLH attire with pride. Also, we want to emphasize this year's Donn F. Bailey lecture *Music as Mirror: A Relational Analysis of AAE & Hip Hop/Rap Music*. In addition, our program schedule for Saturday continues to support our students, young professionals and NSIG members. All students and young professionals should look forward to engaging in remarkable conversations, networking with others and gaining insight from the many experts at the Student Mentor Luncheon and the Student Chat session. In addition, NSIG members please take note of the highlighted presentation by highly regarded Dr. Charles Ellis, followed by your annual meeting.

We bring the Convention to a close on Sunday by providing you with a chance to say goodbye at our Sunday Serenade Farewell Gospel Brunch. Again, at this year's brunch you have the chance to get your spirit lifted by the soulful sounds of Ms. Jaquetta Perry.

As I close this, my final welcome letter as your Convention Chair, I would like to say thank you to our sponsors ASHA/NSSLHA, EBS Healthcare, Progressus Therapy, Pearson and Staffing Options and Solutions. Your support during my tenure as Convention Chair is sincerely appreciated. Also, I would like to thank and commend all of our presenters, student volunteers, moderators and conventioners for choosing to attend and your participation in past conventions as well as at this one. As a final thought, I am definitely sure that NBASLH will continue to **Shape the Future**, and I anticipate many great things in the years to come. With that said, let me be the first to say congratulations to your new convention Co-Chairs, Mrs. Doanne Ward-Williams and Ms. Jamila Foreman. I am certain that NBASLH is in good hands as they take the reins at next year's anniversary Convention in Washington, DC. Please give these ladies your well wishes, support and assistance as they lead the way into a new point of view. Again, welcome to Raleigh, and I look forward to seeing you in Washington.

*Rachel Williams*

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

### Mark Your Calendars 2013 NBASLH Convention

April 18-21, 2013  
L'Enfant Plaza Hotel  
Washington, DC



## Special Events

### THURSDAY, APRIL 19



#### Opening Session

Thursday, April 19, 2012 - 6:00 pm – 7:00 pm **State Ballroom C**

**Featured Presenter: Mrs. Doanne Ward-Williams** presenting *The Role of NBASLH in "Shaping My Future"*

Mrs. Ward-Williams' presentation will focus on the integral role that NBASLH played in not only reaching her career goals, but also her personal life. The leadership training and encouragement that was instilled in her as a student member of NBASLH gave her the confidence to step through several open doors. Mrs. Ward-Williams' journey from student representative of NBASLH to becoming a member of the board of directors of ASHA's Political Action Committee demonstrates that NBASLH has truly "shaped her future"!

#### Opening Reception

Thursday, April 19, 2012 – 7:00 pm – 9:00 pm

**State Ballroom Foyer**

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

### FRIDAY, APRIL 20

#### Affiliate Chapter Meeting

Friday, April 20, 2012 – 2:15 pm – 2:45 pm

**Alumni Room**

Come and share your accomplishments for the past year with other affiliates.

#### Student and Young Professional Chat

Friday, April 20, 2012 – 3:00 pm – 4:30 pm

**State Ballroom C**

#### Annual Membership Meeting

Friday, April 20, 2012 – 5:00 pm

**Congressional A**

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 2012.



#### NBASLH Annual Awards Dinner

Friday, April 20, 2012 – 7:00 pm – 9:00 pm **State Ballroom CDEF**

**Featured Presenter: Dr. Ida Stockman**, presenting *The Challenges of Change*

**Dancing and Desserts – Sponsored by EBS HealthCare** **State Ballroom CDEF**  
**Immediately following the Awards Dinner until 11:00 pm**

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.

### SATURDAY, APRIL 21

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

Saturday, April 21, 2012 – 12:30 pm – 2:00 pm

**State Ballroom DEF**

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 22



#### Sunday Serenade – Farewell Gospel Brunch

Sunday, April 21, 2012 – 8:30 am – 10:00 am

**State Ballroom EF**

Bid a fond farewell to old friends and new while enjoying a continental breakfast. Also, during this time of fellowship, rejuvenate your spirit by listening to a sweet serenade by Ms. Jaquetta Perry.

## NBASLH Convention Program At-A-Glance

### THURSDAY, APRIL 19, 2012

11:00 am - 6:00 pm	Registration Open
1:00 pm - 5:30 pm	Concurrent Educational Sessions
3:00 pm - 5:00 pm	Exhibits/Vendors Open
6:00 pm - 7:00 pm	Opening Session
7:00 pm - 9:00 pm	Opening Reception

### FRIDAY, APRIL 20, 2012

7:30 am - 5:30 pm	Registration Open
8:00 am - 5:00 pm	Exhibits/Vendors Open
8:00 am - 5:00 pm	Concurrent Educational Sessions
2:15 pm - 2:45 pm	Affiliate Chapter Meeting
3:00 pm - 4:30 pm	Student/New Professional Chat Session
5:00 pm - 5:30 pm	NBASLH Annual Membership Meeting
7:00 pm - 9:00 pm	NBASLH Annual Awards Dinner
9:00 pm - 11:00 pm	NBASLH Dancing and Desserts

### SATURDAY, APRIL 21, 2012

7:30 am - 5:30 pm	Registration Open
8:00 am - 5:15 pm	Concurrent Educational Sessions
8:00 am - 2:00 pm	Exhibits/Vendors Open
12:30 pm - 2:00 pm	Student-Mentor Luncheon (Co-Sponsored with ASHA/ NSSLHA)
4:30 pm - 5:00 pm	NSIG Meeting

### SUNDAY, APRIL 22, 2012

8:30 am - 10:00 am	Sunday Serenade – Farewell Gospel Brunch
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**Remember**  
Saturday is  
T-shirt Day!



## Highlighted Presenters



### Charles Ellis, Jr., PhD

Dr. Charles Ellis, Jr., is an associate professor at the Medical University of South Carolina (MUSC) in Charleston, South Carolina. Dr. Ellis' research emphasizes neurologically based disorders of communication and health disparities and minority health issues. He received his BS and MS from The University of Georgia and PhD from the University of Florida. Dr. Ellis has authored more than 40 publications related to neurogenic communication disorders and health disparities/minority health issues. Dr. Ellis was awarded the MUSC Foundation Teaching Excellence Award in 2007 and named the University of Florida College of Public Health and Health Professions Outstanding Young Alumnus in 2008. In 2011, he was awarded the ASHA Certificate of Recognition for Special Contribution in Multicultural Affairs.



### Joan C. Payne, PhD, ASHA Fellow

Dr. Joan C. Payne is a professor in the Department of Communication Sciences and Disorders at Howard University where she has been an administrator at the Department and School of Communication. She has been an invited lecturer at the University of Maryland's University Center, the George Washington University Area Geriatric Education Center Consortium, the National Rehabilitation Hospital, the District of Columbia Speech and Hearing Association Winter Workshops, Conventions of the American Speech-Language-Hearing Association, the Maryland Speech-Language-Hearing Association, Columbia University, the Third World Congress in Communications in Dakar, Senegal, the University of Vermont, and the International Congress of Logopedics and Phoniatrics in Tokyo, Japan. Her visiting professorships include the Universidade Tuiuti do Paraná in Curitiba, Brazil and Tennessee State University in Nashville, Tennessee.



### Paul Rao, PhD

Dr. Paul Rao is the 2011 ASHA President and is the Vice President of Operations at the National Rehabilitation Hospital (NRH) in Washington, DC. Dr. Rao is a Visiting Professor at the University of Maryland, and in 2000, became a Certified Professional in Healthcare Quality and a Certified Healthcare Executive. Dr. Rao received his Bachelor's Degree in philosophy from St. Vincent College in Latrobe, Pennsylvania, his Master's in speech pathology from Catholic University in Washington, DC, and his PhD in Hearing and Speech Science from the University of Maryland in College Park, Maryland. Dr. Rao has published numerous articles and chapters on such topics as customer service, policy and procedures, supervision, health literacy and management. He serves on the editorial board of *Topics in Stroke Rehabilitation* and *Advance for Directors*. Dr. Rao is a Fellow in both ASHA and the American College of Healthcare Executives.



### Ida J. Stockman, PhD, ASHA Fellow

Dr. Ida J. Stockman, is professor emerita at Michigan State University. Her work has focused on multicultural issues generally and on speech-language acquisition and assessment of African American children, specifically. A founding member of NBASLH, she created its annual scholar-mentor award and student research scholarship award competition. In recognition of her research, teaching and service contributions to the profession, Dr. Stockman has received the teacher-scholar and professional services awards from NBASLH, distinguished faculty awards from Michigan State University and the State of Michigan's Governing Board of Higher Education, and the multicultural award from ASHA. Dr. Stockman is also an ASHA Fellow and a recipient of the ASHA Honors.

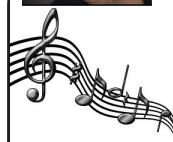


### Doanne Ward-Williams, MEd

Doanne Ward-Williams, MEd, CCC-SLP, is a bilingual speech language pathologist and the director of two private practices in speech pathology. TheraPlay Bilingual Solutions, LLC, focuses on English and Spanish-speaking preschoolers in Wake County in the North Carolina Pre-K Program. Her second practice, Carolina Speech Consultants, PLLC offers services in accent modification and corporate communication training for professionals, locally and via web-based videoconferencing. She holds a Certificate of Clinical Competence with the American Speech-Language-Hearing Association (ASHA) and is board licensed in the state of North Carolina. Mrs. Ward-Williams is a member of the American Academy of Private Practice in Speech Pathology & Audiology, the Corporate Speech Pathology Network (CORSPAN), the North Carolina Speech Hearing, and Language Association, the Greater Raleigh Chamber of Commerce, and Delta Sigma Theta Sorority, Inc. Mrs. Ward-Williams served as past treasurer of NBASLH and currently serves on ASHA's Political Action Committee Board of Directors.



Ms. Jaquetta Perry-Boyd will be NBASLH's featured performer at the Sunday, Serenade-Farewell Gospel Brunch. She earned her Master's Degree in Communication Disorders from North Carolina Central University. She motivates, inspires and encourages others through music and movement. She enjoys making a difference!



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



Attention  
Men of NBASLH

### SPECIAL PRESENTATION

A Man In A Woman's World: Advantages/  
Disadvantages of Being a Male Speech-  
Language Pathologist, Steven G. Jackson, MEd

This presentation will feature a Men of NBASLH  
Panel Discussion from 2:00-2:30 pm.

## 2012 Communication Excellence Award

The NBASLH Communication Excellence Award was created as a vehicle for recognizing a black individual in the community who has had or currently has a communication impairment; and yet has made worthy contributions to humankind, or has otherwise reached impressive goals of personal achievement in spite of his/her communication impairment. This year's recipient is Dr. Joseph Hill.

Dr. Hill was one of four children born to George and Etta Hill, and all four children were born with congenital hearing losses ranging from severe to profound. Despite the challenges of a binaural hearing loss, Dr. Hill has accomplished one major milestone after another, including receiving a doctorate degree in linguistics from Gallaudet University. His nominators presented excellent reasons why Dr. Hill should be the recipient of the Communication Excellence Award.

## 2012 NBASLH Student Research Award

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 Pearson sponsored two recipients.**



**Melissa Boone** is a graduate student at Marquette University. She will present her research Nonword Repetition: Performance Characteristics Associated with Age and English Dialect at this year's Convention during the Student Mentor-Luncheon, Saturday, April 21.

Ms. Boone's abstract from her submission reads as follows: Nonword repetition error patterns were compared in adults, African American English (AAE)-and Mainstream American English (MAE)- speaking children to examine developmental and dialectal influences on performance. Adults and children differed in the locus and frequency of sequencing, omission, and substitution errors. Compared to MAE-speaking children, AA speaking children produced more omission and substitution errors. Findings suggest that nonword repetition is an ability influenced both by age and, to a lesser extent, linguistic background.

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



**Brittany Reed** is a graduate student at University of Central Arkansas. She will present her research Operationalizing Social Communication in ASD: A Scoping Review at this year's Convention during the Student Mentor-Luncheon, Saturday, April 21.

Ms. Reed's abstract from her submission reads as follows: This scoping review of the autism spectrum disorder (ASD) literature compares social communication definitions from peer reviewed articles, textbooks, and ASD organizations. Results show there is no universally accepted definition for social communication. This work will support development of a functional classification tool based on social communication patterns in children with ASD.

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



### Student Travel Stipend Recipients

Amanda Cobb  
Cierra Baker  
Jarin Hawkins  
Jonathan White

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.

### Sponsored Student Convention Registration Recipient

Ashley Jones

Variations In Communications provided this sponsorship.



**Congratulations and Best Wishes to our new Convention Co-Chairs, Mrs. Doanne Ward Williams and Ms. Jamila Foreman**

**Congratulations to the recipient of the Staffing Options and Solutions Student Scholarship, Kiara Perkins.**

**Ms. Perkins is a graduate student at St. Louis University.**



## 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

### **ASHA/NSSLHA**

2200 Research Blvd  
Rockville, MD 20850  
301-296-5719  
gholland@asha.org

### **EBS Healthcare**

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### **Fulton County Schools (Metro Atlanta, GA)**

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maxsonr@fultonschools.org

### **Inspire Path**

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tduncan@inspire\_path.com

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### **Longwood University**

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### **Staffing Options & Solutions, Inc.**

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doug@traveltherapy.com

### **Variations In Communication, LLC**

141 S. Harrison Street #28  
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jacquettape@aol.com

## Sponsors

### **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*

### **Student Research Award**

*Pearson*

### **Student Convention**

**Registration Sponsor**

*Variations in  
Communications*

# Convention Program Schedule

## Thursday, April 19

### MINI-SEMINARS

#### MS 1

#### Congressional A

1:00 pm - 2:00 pm, Thursday, April 19

**Linking ASD Measures to the WHO's ICF-CY Framework**, Nikita Galla, BS, University of Central Arkansas; Heidi Lynna Hawthorn, BS, University of Central Arkansas; Mary Jo Cooley Hidecker, PhD, University of Central Arkansas; Byron Ross, PhD, University of Houston; Briano Rezze, MS, McMaster University; Thad Allen, BS, University of Central Arkansas; Peter Rosenbaum, MD, McMaster University

**Level of Instruction:** Intermediate

**Purpose:** Describe how to link the WHO International Classification of Functioning, Disability, and Health (ICF-CY) framework to autism assessments. **Methods:** Researchers linked assessment items to the ICF-CY. Disagreements were resolved by consensus. **Results:** Linking items at the ICF-CY chapter level showed good interrater reliability but linking to second and third levels was challenging. Chapters most frequently linked with social communication were Learning and Applying Knowledge, Communication and Interpersonal Interactions and Relationships. **Conclusions/Outcomes:** Social communication is not named in the ICF-CY descriptions although many components are. These results are being used in creating a social communication classification system for autism.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, discuss the different levels of the ICF-CY framework; describe how to link assessment items to the ICF-CY framework; explain the areas of social communication that are and are not described in the ICF-CY framework; identify areas of social communication discussed in the ICF-CY that are not contained in frequently cited autism assessments.

#### MS 2

#### Chancellor

1:00 pm - 2:00 pm, Thursday, April 19

**Working With Culturally Unenlightened Clients and Families**, Robert Mayo, PhD, University of North Carolina at Greensboro; Brittney C. Aiken, BA, University of North Carolina at Greensboro; Terri Harris, MEd, Carepoint Therapeutic Services

**Level of Instruction:** Intermediate

Clinicians of color, those of culturally-linguistically diverse backgrounds or non-Judeo-Christian religious beliefs, may encounter culturally unenlightened clients/families. These clients and/or their families resist receiving services from clinicians who differ from their own racial/ethnic/religious background. These encounters can result in various challenges for both parties. The purpose of this presentation is to provide clinicians and supervisors with knowledge of how to professionally work with and resolve situations that may occur with culturally unenlightened clients/families.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, discuss the demographic changes in the U.S. and the increasing diversity of the clinician's caseload; identify behaviors that suggest a client/family is culturally unenlightened; describe strategies for resolving conflicts that may arise when working with culturally unenlightened clients/families.

#### MS 3

#### Congressional A

2:15 pm - 3:15 pm, Thursday, April 19

**A Sista in China: My Journey to Cultural Awareness and Sensitivity**, Katrina Evette Miller, MA, CBIS, North Carolina Central University

**Level of Instruction:** Intermediate

This session is the result of a study abroad trip to China. During this trip students and professional visited Educational Centers, orphanages, Hospitals, Special Schools and Adult Long term Care/Assistant Living Facilities and observed/participated in various therapeutic modalities. This session will explore the presenter's cultural awareness and sensitivity as it relates to Asian, African-American and American cultures. Potential implications on service delivery to clients from various cultural backgrounds will be discussed.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify cultural similarities and differences as they relate to Asian versus American and African American Cultures; develop strategies to expand/improve treatment with culturally diverse; list ways to expand their cultural awareness within their own communities.

#### MS 38

#### Congressional B

2:30 pm - 3:30 pm, Thursday, April 19

**The Federal and State Offices of Minority Health and Health Disparities (Equity): How NBASLH Can Collaborate!**, Barbara Pullen-Smith, MPH, North Carolina Office of Minority Health and Health Disparities; Carolyn M. Mayo, PhD, North Carolina Agricultural and Technical State University

**Level of Instruction:** Intermediate

The intent of this mini-seminar is to present an overview of the mission, development, policies and programs of the Federal Department of Health and Human Services, Office of Minority Health and its National Partnership for Action to End Health Disparities. Emphasis will be placed on the plan's key strategies and the OMH-HDs located in health related national government agencies such as the National Institutes of Health and the Centers for Disease Control and Prevention. The presentation will also discuss how NBASLH members can engage in a paradigm shift from viewing communication disorders as an individual client/family-focused issue to a public health issue that impacts the economic and job status of groups who experience these disorders. Political and economic ties to the U.S. and state legislators, as well as, sample urban and rural health care/health access outreach programs extant in North Carolina will be presented to demonstrate sample OMH-HD programs and practices at the state level. Implications for the for prevention of communication disorders based on a health disparities grade card' will also be discussed.

**Learner Outcomes:** At the end of the presentation, participants will be able to, describe a comprehensive overview of the Offices of Minority Health and Health Disparities at the national and state levels; discuss the need to consider communication disorders as a public health issue (not just an individual client/family issue) based on relevant research literature; act upon strategies to link with Offices of Minority Health and Health Disparities located within their respective states, including seeking out opportunities for collaboration and grant proposal development.

# Convention Program Schedule

## Thursday, April 19 (continued)

MS 39

Congressional B

4:00 pm - 5:00 pm, Thursday, April 19

**Foreign Accent Syndrome**, Sarah Ghaleb Abulibdeh, BS, North Carolina Agricultural & Technical State University; Carolyn M. Mayo, PhD, North Carolina Agricultural & Technical State University

**Level of Instruction:** Introductory

Foreign accent syndrome (FAS) is defined as a disruption to the speech control process but with a compensatory mechanism that allows the individual to maintain an acceptable and intelligible degree of speech output. Despite the difference in speech, individuals with FAS usually preserve the auditory perceptual ability and capacity for fluent auditory to phonetic conversion in repetition of non-words. The intent of the study is to heighten the awareness of SLPs about the presence of FAS as a possibly misdiagnosed communication problem, and to differentiate this disorder from other disorders of speech such as acquired apraxia of speech.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, define Foreign Accent Syndrome Clear distinction between foreign accent syndrome and other related speech disorders (Apraxia of Speech); list members of a intervention team to diagnose and treat FAS.

## TECHNICAL SESSIONS

TS 1

Congressional B

1:45 pm - 2:15 pm, Thursday, April 19

**Dialect Density Variation by Parent Education and Age**, Janice Jackson, PhD, DeKalb County Schools; Barbara Zurer Pearson, PhD, University of Massachusetts Amherst

**Level of Instruction:** Introductory

Patterns of dialect density in typically developing African-American English (AAE)-speaking children were assessed using the Diagnostic Evaluation of Language Variation Screening Test Part 1. Participants were 1,051 African-American children in a nationwide cross-sectional sample, ages 4 to 9, divided into parent education (PED) groups, high school or less and more than high school. As reported elsewhere, PED was a significant, but small, factor influencing use of AAE features at all ages. The largest differences between PED groups were observed at ages 6 and 7, and diminished at ages 8 and 9, indicating that large differences favoring higher PED

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify morphosyntactic and phonological features that characterize the African-American speech variety; describe at least two different ways that dialect density is calculated; compare and contrast levels of mean dialect density for different educational subgroups at different ages.

TS 2

Congressional A

4:15 pm - 4:45 pm, Thursday, April 19

**Serving English Language Learners (SELL): A Professional Learning Experience Initiative**, Karen Harris Brown, PhD, University of West Georgia

**Level of Instruction:** Intermediate

A current challenge for school-based speech-language pathologists (SLPs) is meeting the needs of a culturally diverse student population in response to the rapidly changing U.S. population. This includes providing appropriate services to students labeled as English Language Learners (ELLs); their native or primary language spoken is not English. The project's goals are to increase SLPs' ability to distinguish a communication difference from a communication disorder and improve service delivery to English Language Learners, in a culturally

responsive manner. SLP survey responses and a description of Project SELL's professional learning activities will be shared.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify ASHA policy guidelines related to culturally competent practice with P-12 English Language Learners (ELLs); identify the components of a professional learning experience focused on service delivery to ELLs for school-based SLPs; identify the potential benefits of a professional learning experience to enhance school-based SLPs' competencies in service delivery to ELLs.

TS 3

Chancellor

5:00 pm - 5:30 pm, Thursday, April 19

**Frontotemporal Dementias: Role of the SLP in Assessment & Management**, Kelly Julian O'Brien, MA, UNC Hospitals

**Level of Instruction:** Introductory

With improvements in biomarker testing and neuroimaging, more patients are receiving the diagnosis of Frontotemporal Dementia, including the clinical presentation of Primary Progressive Aphasia. The SLP and the neurologist can assume complementary roles in the assessment and treatment of this population. The collaborative model of care for primary progressive aphasia at UNC Memory Disorders Center and to discuss the SLP's role in assessment, management, and treatment of communication, social interaction and quality of life will be discussed.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, distinguish between frontal (behavioral) and temporal (semantic) variants of frontotemporal dementias; distinguish between characteristics of primary progressive aphasia and acquired aphasia related to stroke or identify formal and nonformal measures appropriate for evaluation of patients with frontotemporal dementia; identify treatment and management techniques appropriate for patients with frontotemporal dementias and their families.

## DOCTORAL STUDENT RESEARCH FORUMS

DSF 1

Congressional B

1:00 pm - 1:30 pm, Thursday, April 19

**An Auditory Processing Screening Test for Children who are Bilingual English/Arabic Speaking**, Reem Abulhamayel, MS, Howard University; Nada Faquih, MS, Howard University; Jay R. Lucker, EdD, Howard University

**Level of Instruction:** Introductory

Children who are bilingual may have problems processing verbal information. One method for assessing auditory processing in these children is to test them in both their native language and in English. This presentation describes the first four parts of the Token Test for Children (TTFC) in the standard English format, along with a translated Arabic version. Both versions were administered to a group of children who are bilingual in both English and Arabic. Results of each of the four parts in both languages are presented indicating how children who are developing bilingually perform on this test.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, describe the Token Test for Children (TTFC) as administered in both English and Arabic; explain the differences between performance of bilingual children who speak English and Arabic; make more informed decisions regarding the use of the TTFC English and Arabic language versions for children who are bilingual in these languages.

# Convention Program Schedule

## Thursday, April 19 *(continued)*

### DOCTORAL STUDENT RESEARCH FORUMS *(continued)*

#### DSF 2

#### Congressional A

3:30 pm - 4:00 pm, Thursday, April 19

**Phonological Awareness Skills In Undergraduate Students**, Tinita Ortega, MS, Howard University; Silvia Martinez, EdD, Howard University; Jay Lucker, EdD, Howard University

**Level of Instruction:** Intermediate

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

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, discuss various tasks used to assess phonological awareness skills; identify phonological awareness profiles of culturally and linguistically diverse undergraduate students; list skills that should be targeted as part of the undergraduate or graduate training curriculum.

#### DSF 3

#### Congressional A

5:00 pm - 5:30 pm, Thursday, April 19

**Conversational Discourse in Right Hemisphere Brain Damage**, Jamila Minga, MS, University of North Carolina at Greensboro

**Level of Instruction:** Intermediate

Conversation is one form of communication that permeates all aspects of daily living. Some persons with right hemisphere brain damage (RHD) may have deficits in effectively engaging in conversation. Few studies, however, examine this debilitating social consequence. This presentation describes what we currently know about conversational discourse deficits following RHD, considers potential underlying contributors to the observed deficits, and proposes research questions to empirically further our understanding of these deficits.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, differentiate conversational discourse from narrative and procedural discourse; describe behavioral manifestations of conversational discourse deficits typically observed following RHD; describe theories and underlying cognitive-linguistic processes postulated to contribute to the existence of conversational discourse deficits.

### STUDENT RESEARCH FORUMS

#### SF 1

#### Chancellor

2:15 pm - 2:45 pm, Thursday, April 19

**Success Strategies of Speech and Hearing Sciences Graduate Students**, Camille L. Walton, BS, The University of North Carolina at Chapel Hill; Brenda Everett Mitchell, MS, The University of North Carolina at Chapel Hill

**Level of Instruction:** Introductory

This qualitative study examines the methods students in the field of speech and hearing sciences use for graduate school success. Specifically, it addresses whether these students knowingly or

unknowingly use the advice presented in NSSLHA's Communication Sciences Student Survival Guide to navigate through their first year of graduate school. The study compares the differences in reported useful strategies relative to the students' individual profiles (i.e. gender, traditional/non-traditional) and explores whether students with organizational structure feel more optimistic about graduate school success. Implications for what advice and strategies are most useful to graduate students will be presented.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify strategies graduate students use to succeed in graduate school; analyze differences based upon the demographic makeup of the survey participants; provide a checklist of advice for first-year graduate students; replicate this study in another university setting.

#### SF 2

#### Chancellor

4:15 pm - 4:45 pm, Thursday, April 19

**Working With Nigerian-Language-Influenced English Speakers: What SLPs Need to Know**, La'Kisha GeorGINAH Udoh, BA, University of North Carolina at Greensboro; Robert Mayo, PhD, University of North Carolina at Greensboro

**Level of Instruction:** Introductory

The number of persons emigrating from Nigeria to America has remained steady. Many come to America seeking educational and employment opportunities and freedom from political strife. Many Nigerians have sought to improve their chances of achieving educational success and job advancement by enrolling in accent modification programs with speech-language pathologists (SLPs). These training programs should not focus exclusively on speaker phonological precision. Rather, they need to take a holistic approach by incorporating knowledge of phonology, prosody and meaning. This presentation will compare and contrast sound and prosodic systems of Nigerian-influenced-English with American English and describe linguistic-based strategies for accent modification.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify phonologic and prosodic characteristics of Nigerian-influenced English; compare the similarities and differences between Nigerian-influenced English and American English; plan accent modification sessions that take into account the unique influence the Nigerian phonologic and prosodic system on spoken English.

**Remember**  
Saturday is  
T-shirt Day!





# Convention Program Schedule

## Friday, April 20

### SHORT COURSE

SC 2

Chancellor

9:15 am - 12:15 pm, Friday, April 20

***Recession Proof Speech-Language Pathologist: Is it Possible?***, Roger Lamar Grimsley, MEd, WakeMed Health & Hospitals

**Level of Instruction:** Introductory

In today's world with the uncertainty of the domestic and global economy and long-term employment, as a speech-language pathologist you may have to adapt to unforeseen changes in your job situation. Have you ever wondered what skills are required to transition from one population to another (children vs. adults) or move from one setting to another (hospital vs. nursing home)? In this presentation we will discuss tools needed to transition smoothly from one employment setting to another and make yourself a marketable candidate for various jobs.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify skills sets needed to make themselves marketable for various jobs; apply tools/strategies in making appropriate job decisions; develop their own guidelines regarding desired employment positions.

### MINI SEMINARS

MS 5

Congressional B

8:00 am - 9:00 am, Friday, April 20

***Assessing the System of Marking Past Events in AAE-Speaking Children***, Frances A Burns, PhD, University of Massachusetts, Amherst

**Level of Instruction:** Intermediate

The purpose of this paper is to introduce a tool for assessing the system of marking past events in young African American English (AAE) speakers. The tool is comprised of linguistic probes for examining past marking strategies (including past tense -ed) in children learning AAE as a first language. The linguistic probes (i.e., sets of linguistic experiments designed to provide insight into the underlying properties of a child's grammar) will help speech-language pathologists differentiate between typical grammatical patterns in AAE and grammatical impairment. Implications for assessing and treating reading comprehension problems associated with grammatical impairment will be discussed.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify strategies and patterns for marking past events by children learning African American English as a first language; identify the numerous roles of the -ed grammatical marker that can be confused with the past tense -ed in children with specific language impairment; identify reading comprehension problems associated with grammatical impairment and identify possible treatment strategies.

MS 6

Congressional A

8:00 am - 9:00 am, Friday, April 20

***Dialectal Variations in Standardized Testing: A Classification Process***, Cathy A Runnels, MS, Accent On Speech, LLC

**Level of Instruction:** Intermediate

This seminar will highlight the resources and documents used in the standardization and coding process of the newly revised OWLS test which consists of four co-normed scales that offer measures of oral,

listening and written language for ages 3-21. With expanded norms and test items, the newly revised OWLS has specifically broadened the norms for African American clients and has utilized a three step process to code and verify responses. An example of the database of the re-coding samples is presented that allow for the comparison of AAE children's oral language with age or grade-matched SAE speaking peers. The presenter will discuss the manner in which this detailed process adds to the confidence in the decision making process for the clinician. Research data that support the efficacy of this approach is presented and are discussed within the context of research on language and dialect development. Lastly, general administration and scoring guidelines will be demonstrated.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, recognize the three stage coding process; utilize appropriately, the scoring options in the test; refer to current list of resources as guides for future scoring support.

MS 7

Congressional A

9:15 am - 10:15 am, Friday, April 20

***Assessment, Diagnosis and Treatment of Cleft Lip/Palate and VPI and the African-American Population***, Nancy Gauvin, MS, Nova Southeastern University

**Level of Instruction:** Introductory

Participants will be able to learn about assessing, diagnosing and treating patients with cleft lip/palates and VPI while understanding how it affects the African-American population. The participants will be able to understand the importance of conducting and/or recognizing an appropriate evaluation as it relates to African-American patients. Dialectal norms and vocabulary differences will be discovered and taught. Participants will be able to assess speech intelligibility based on the appropriate norms for African-American speakers. Recognizing the social stigmas related to cleft lip/palates and VPI as they pertain to African-Americans will also be discussed. Participants will be able to use information provided to aide in conducting a thorough evaluation or recognize when a proper evaluation has been done considering specific speech and language difficulties. Participants will be able to distinguish what type of referral should be done regarding language differences. Using the case history the specialist will learn to prepare informal assessments, as well as modify formal evaluation tools, in order to accommodate the patient's regional dialect. When reading an evaluation report, participants will be able to distinguish if proper steps have been taken into consideration for the African-American population.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify the importance of a proper assessment that is considerate of African-American patients; identify different regional dialectal differences that affect African-Americans in the United States and how to correctly assess these patients diagnosed with cleft lip/palates and VPI; explain the etiology of cleft lip/palate and VPI and the social stigmas that affect the African-American community.

# Convention Program Schedule

## Friday, April 8 (continued)

MS 8

State Ballroom D

9:15 am - 10:15 am, Friday, April 20

**Community Connections: The Key to (Re)Engagement for the Adult With Aphasia**, Maura English Silverman, MS, Triangle Aphasia Project, Unlimited

**Level of Instruction:** Intermediate

The response by the aphasia community to the call of the LPAA Project Team (Life Participation Approach to Aphasia) (ASHA, 2001) to offer a framework for the management of aphasia was swift and expansive. Speech Pathologists across the world accepted the paradigm shift from language goals within the clinic office to the short term and long term life objectives of their clients. The definition of service now included access to those communicative barriers for Persons With Aphasia (PWA) within their community. The recruitment, training and shaping of that engagement must be individualized for successful (re)engagement. This presentation aims to present perspective on that process from a program that utilizes a unique center without walls concept.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, demonstrate understanding of the importance of communication to the client and family along the continuum of care with aphasia; recognize barriers to self-determination and their impact on the individual's treatment planning; define an Individualized (Re) engagement Plan and create models of the hierarchies for a client's short and long term objectives; discuss the importance of a PWA's community in the planning and execution of a sustainable life participation program.

MS 9

State Ballroom C

9:30 am - 10:30 am, Friday, April 20

**Assessing Attention Deficit Disorders in Non-Traditional College Students**, Arnell Brady, MA, Brady Speech-Language Pathology; Ronald C. Jones, PhD, Norfolk State University

**Level of Instruction:** Intermediate

Presented are the results of a preliminary investigation of 10 non-traditional college students who presented with reported characteristics of attention deficit disorders (ADD). The Integrated Visual and Auditory Continuous Performance Test (IVA-CPT) was used to assess the students' vigilance, prudence and consistency of response across two modes of primary learning: vision and audition. IVA-CPT results from the non-traditional students were compared with those from a control group (more traditional college students). Although significant differences appeared between the two cohorts in the areas of vigilance and consistency of response, no clearly identifiable characteristics of attention deficit disorders were found.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, describe the purpose and administration of the IVA-CPT; discuss academic performance characteristics of older, non-traditional college students; develop strategies for helping non-traditional college students to achieve better academic outcomes.

MS 10

Congressional B

10:00 am - 11:00 am, Friday, April 20

**Mining Research of Pragmatic Language Behavior in African American Children: A Systematic Literature**, Yvette D. Hyter, PhD, Western Michigan University; Kenyatta O. Rivers, PhD, University of Central Florida; Glenda DeJarnette, PhD, Southern Connecticut State University

**Level of Instruction:** Intermediate

Our 2010 NBASLH presentation of pragmatic behavior in children of color resulted in lively interaction with participants who raised issues making it clear that a systematic study of pragmatic language behavior in African American children was warranted. Given this research imperative, preliminary findings were presented at the 2010 ASHA convention. This NBASLH 2012 proposal is a more extensive review. Five databases (SCOPUS, EBSCOhost, PROQUEST, Google Scholar, Dissertation Abstracts) and seven journals (AJSLH, LSHSS, JSLHR, TLD, CDQ, ECHO, Journal of Pragmatics) have been mined over a 31 year period (1970-2011). Methodology, findings and direction for future research will be shared.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify the research designs used to examine pragmatic language behavior in African American children; critically analyze the merits and flaws of research developed to examine pragmatic language behavior in African American children; identify various areas of pragmatic language behavior in African American children as researched in the literature; identify the areas needing more empirical research relative to pragmatic language behavior in African American children.

MS 11

State Ballroom D

10:30 am - 11:30 am, Friday, April 20

**Improving Client Outcomes: A University Clinic and Public School Collaborative**, Akilah R. Heggs, MA, University of West Georgia

**Level of Instruction:** Introductory

This seminar will review a collaborative endeavor between the University of West Georgia Speech and Hearing Clinic and local school-based speech-language pathologists to increase continuity of services. The two entities organized a working group to facilitate dialogue and develop a plan to optimize treatment outcomes for clients.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify the steps to organize a collaborative workgroup for students, faculty and school-based SLPs; Develop a plan to improve continuity of services for children receiving therapy in a university clinic and at school; evaluate the potential benefit of working collaboratively with community partners to increase client treatment outcomes.

MS 12

State Ballroom C

10:45 am - 11:45 am, Friday, April 20

**iTherapy: Discovering the Endless Possibilities With the iPad**, Doanne L. Ward-Williams, MEd, TheraPlay Bilingual Solutions, LLC

**Level of Instruction:** Introductory

This presentation will focus on helping speech pathologists explore the endless possibilities of incorporating the iPad into their daily clinical activities. Participants will learn how iPad technology can enhance not only their clinical experiences but also business management tools. There will be a discussion on different applications that will enable clinicians to organize their paperwork, share information with families, and access documents at any clinical setting.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, list the iPad applications that address common speech and language goals of English and Spanish-speaking preschoolers; describe the ways to tailor the applications to meet the needs of their specific caseloads; describe efficient methods for improving business management through the capability to organize reports and disseminate information to families.

# Convention Program Schedule

## Friday, April 20 (continued)



### HIGHLIGHTED PRESENTATION

MS 13

Congressional B

11:15 am - 12:15 pm, Friday, April 20

***Culture, Caregiving and Communication Disorders***, Joan C. Payne, PhD, ASHA Fellow, Howard University

#### Level of Instruction: Intermediate

For every child or adult who is referred to the speech-language pathologist for treatment of a communication disorder, there is at least one person who is responsible for rendering assistance with physical and emotional needs for that person. Family caregivers are those who provide substantial care of a loved one with a chronic or disabling illness without compensation. Nationally, more than 50 million people provide care for a chronically ill, disabled or aged family member or friend during any given year. Within this group, 36% care for a parent, 7 out of 10 caregivers are caring for loved ones over 50 years old and 16.8 million are caring for special needs children under 18 years old (Caregiving in the United States, 2009). Successful therapeutic intervention for speech, language or swallowing problems frequently depends on how well caregivers embrace therapy for their loved ones, provide assistance for their loved ones to complete a therapy regime and provide carry-over of therapy goals activities in the naturalistic setting. Therefore, a major purpose of this presentation is to direct the attention of speech-language pathologists to the important role that caregivers play in the management of communication disorders. This presentation will focus on how practitioners can identify caregiver stress, provide support through information on respite care, financial matters, and physical/emotional self care and develop intervention strategies that include caregivers. Since there is variance among family caregivers based on available resources and cultural expectations about care giving, this presentation will include information on the stressors faced by many family caregivers, particularly African Americans.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify methods to determine caregiver stress; develop a program of resource identification for caregivers; determine education and counseling needs for caregivers; incorporate caregivers into the treatment regime for speech, language, memory and swallowing



### HIGHLIGHTED PRESENTATION

MS 14

Chancellor

1:00 pm - 2:30 pm, Friday, April 20

***A Man in a Woman's World: Advantages/Disadvantages of Being a Male Speech-Language Pathologist***, Steven Gregory Jackson, MEd, Speech Masters Therapy Services, Inc.

#### Level of Instruction: Introductory

As we experience a shortage of SLP's in our profession, recruitment is an important part of our duties. This seminar will explore a male's perspective in a female dominated profession.

***This presentation will feature a Men of NBASLH Panel Discussion from 2:00-2:30 pm.***

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, discuss the need for recruitment of SLP's (not just men; list the advantages/disadvantages of being a male SLP; discuss Identify ways of recruiting more males to the profession.

MS 15

State Ballroom C

1:00 pm - 2:00 pm, Friday, April 20

***Clinical Supervision in the 21st Century: Students and Cyberspace***, Nichelle Verna Porter, MA, Hampton University; Katrina E. Miller, MA, North Carolina Central University; Zaneta Rosboro Ponton, MEd, North Carolina Central University

#### Level of Instruction: Introductory

As the use of technology increases, clinical educators are faced with more and more challenges in regards to how to safely and effectively allow the use of technology in the clinical setting. More and more students are experiencing legal issues before their 21st birthdays and universities must develop creative methods to address these challenges. This seminar will explore these and other issues that arise in the 21st century.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, list challenges the 21st century clinical educators have in regard to clinical supervision in relationship to cyberspace; discuss strategies to meet these challenges; identify personnel that can assist when challenges regarding cyberspace arise.

MS 16

Congressional B

1:00 pm - 2:00 pm, Friday, April 20

***Let's Talk Trash - A Cost-Efficient Approach to Intervention***, Merrill Kay Catt, MSP, Arkansas State University

#### Level of Instruction: Intermediate

The purpose of this presentation is to provide a model for speech-language pathologist regarding the use of environmental contextualized resources as cost-efficient therapy materials. The model, titled Therapy on a DIME: Dynamic Intervention Using Materials from the Environment, was designed to optimize all facets of communication by using "trash" or authentic resources to target explicit articulation, language and literacy skills. The results of the DIME project suggested that authentic materials coupled with interactive, functional activities were effective in fostering internalization and generalization of targeted skills. Strategies and examples will be discussed.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, name three benefits for using authentic materials in intervention; select developmentally appropriate contextualized resources for targeting explicit communication skills; list ways to enhance the generalization of newly acquired skills by using materials from the environment.

### Mark Your Calendars 2013 NBASLH Convention

April 18-21, 2013  
L'Enfant Plaza Hotel  
Washington, DC



# Convention Program Schedule

## Friday, April 20 (continued)

MS 17

Congressional B

2:15 pm - 3:15 pm, Friday, April 20

**Developing Children's Language and Literacy Skills Using Book-Reading Activities**, Sandra C. Jackson, PhD, North Carolina Central University; April Holbrook, BA, North Carolina Central University; Jessica Browning, BS, North Carolina Central University; Amanda Carter, BS, North Carolina Central University; Erin Flannery, BS, North Carolina Central University; Cassandra Wade, BA, North Carolina Central University

**Level of Instruction:** Intermediate

This presentation describes strategies and activities that were used to support children's language and literacy development in a small-group book reading program, and examines children's motivation in reading. African American children in kindergarten through fourth grade who experienced reading difficulties participated in the program. Research evidence documents the need for the provision of language and literacy services in the early grades for children who need support. Strategies and activities that were used to facilitate language and reading will be described and compared. The effectiveness of activities and strategies will be assessed, and motivation toward reading will be discussed.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, distinguish between strategies that may be used to increase language and literacy development during small group book-reading activities for children in kindergarten through fourth grade; describe book-reading activities that support language and reading for early school-age children; describe ways to examine children's motivation in reading.

MS 18

State Ballroom D

2:30 pm - 3:30 pm, Friday, April 20

**Blast Injuries and Post-Traumatic Stress Disorder**, Alaina S. Brooks, MS, Howard University; Joan C. Payne, PhD, Howard University

**Level of Instruction:** Introductory

Blast injury in soldiers returning from Iraq and Afghanistan is the "signature injury" of the Global War on Terror (Elder & Cristian (2009). These individuals are returning home with multiple brain injuries along with symptoms of post-traumatic stress disorder. These factors combined impact their abilities to function cognitively and socially. This presentation discusses the mechanics of blast injury followed by the related. The relationship between post-traumatic stress disorder and traumatic brain injury are discussed. Appropriate assessment techniques are identified along with evidence-based treatment practices that are beneficial to speech-language pathologists. Implications for social reentry in this population are also explored.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify the correlation between blast-injuries and posttraumatic stress disorder; identify the cognitive, communicative, social-emotional, and physical symptoms of mTBI and posttraumatic stress disorder after blast injury; identify current assessment techniques and evidenced-based treatment practices for cognitive-linguistic impairments in OEF/OIF soldiers; demonstrate knowledge of the aspects of social reentry for OEF/OIF soldiers.

MS 19

Chancellor

2:45 pm - 3:45 pm, Friday, April 20

**Delivering an Online Praxis Preparation Course: Lessons from 10 Years Experience**, Kay Payne, PhD, Howard University

**Level of Instruction:** Advanced

It has been documented that minority performance on the Praxis is significantly less than the general pass rate of 85% regardless of the type of institution attended by the examinee. Howard University has delivered an online Praxis preparation course for 10 years. This presentation will demonstrate the development of the course content and the various technical and media platforms used, as well as the impact on improvement of minority students' performance on the Praxis.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify the course content required for improving performance on the Praxis; select optimal modes of online delivery of specific course content material; construct and deliver a course that will improve performance on the Praxis.

MS 20

Congressional B

3:30 pm - 4:30 pm, Friday, April 20

**Pudding Anyone?!?**, Michelle D. Thompson, Med, Atlanta Public School System

**Level of Instruction:** Introductory

There are so many ways to engage children in learning language and working on their speech sounds. Pudding Anyone, will provide an interactive mock therapy session where the participants will be the client and make banana pudding. This functional activity is just the right way to open the mind as well as create an inconspicuous avenue for working on their goals.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, list three benefits to incorporating cooking into therapy; implement a cooking therapy session upon completion of this summer; identify appropriate recipes to use with all ages.

MS 21

Congressional A

3:30 pm - 4:30 pm, Friday, April 20

**Mentoring Isn't Just for Students**, Jay R. Lucker, EdD, Howard University

**Level of Instruction:** Introductory

As we grow professionally, we gain expertise in certain areas. Other professionals may like to tap our expertise. We can become their mentors. This presentation discusses the role of a mentor based on the presenter's unique approach. Benefits seen by both mentor and mentee are discussed. Success is seen when a mentee grows as a professional in the areas mentored. Dr. Lucker has developed a unique approach to mentoring using distance learning, the internet, and other telecommunication methods to meet with, guide, teach, and work with his mentees.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, explain the role of a seasoned professional mentoring another seasoned professional; describe the benefits to the mentor and mentee in having been helped by another seasoned professional with expertise in a certain area; identify various methods for mentor-mentee contact, training, and consultation before, during, and after the mentoring is completed.



# Convention Program Schedule

## Friday, April 20 (continued)



### HIGHLIGHTED PRESENTATION

MS 22

Chancellor

4:00 pm - 5:00 pm, Friday, April 20

**ASHA's Compass: The Revised Code of Ethics**, Paul Rao, PhD, CPHQ, FACHE, National Rehabilitation Hospital

#### Level of Instruction: Intermediate

Audiologists and speech-language pathologists are disciplined, often harshly, by professional associations and state regulatory agencies for ethical violations. When confronted about their misconduct, many of them assert they didn't know that their conduct was problematic or unethical. Audiologists and speech-language pathologists need to develop a sensitivity to ethics and acquire decision-making strategies when confronted with ethical quandaries. One without the other is insufficient. This session will address each by, among other things, employing case scenarios that represent ethical dilemmas and practical means the busy practitioner can employ to appropriately respond in an ethically responsible manner. It will be argued that the revised ASHA Code of Ethics is the invaluable compass for staying "on course" in your professional conduct. Finally, attendees will learn the ASHA complaint process and the process the Board of Ethics employs to adjudicate cases.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, list the four principles in the ASHA 2010 Code of Ethics, analyze ethical principles relevant to problematic cases, apply principles and rules of the ASHA Code of Ethics in determining appropriate ethical outcomes to problematic cases, and outline steps involved in submitting an ethics complaint to the ASHA Board of Ethics e.g. Impaired Practitioner

## TECHNICAL SESSIONS

TS 4

Chancellor

8:00 am - 8:30 am, Friday, April 20

**Expertise of SLPs Who Work With Students Who Speak African American English**, Tamika Reynold LeRay, MS, Emerson College/Boston Public Schools; Belinda Fuste-Herrman, PhD, Emerson College; Ruth Grossman, PhD, Emerson College; Eiki Satake, PhD, Emerson College

#### Level of Instruction: Introductory

A clinician's knowledge and skills regarding the linguistic features of AAE is directly related to their ability to distinguish a language difference from a disorder, as well as their ability to perform culturally and linguistically sensitive assessments and provide treatment to children from multicultural backgrounds. The goals of this project were to explore the clinical knowledge and experience of school-based SLPs, as measured by self-evaluation, of their abilities to distinguish a language difference [AAE] from a disorder, identify a language difference [AAE] with a co-occurring disorder, as well as administer culturally and linguistically sensitive assessments and intervention to speakers of AAE who also have a language disorder. The findings of the study provided insight regarding the strengths and relative areas of weakness of school-based clinicians who work with children who speak AAE.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, recall components of multidimensional assessment practices employed by clinicians who work with students who may speak African American English; differentiate between limited and well-instructed assessment practices of clinicians who work with students who may speak African American English; identify rationale for continued research related to intervention practices for students from culturally and linguistically diverse populations.

TS 5

State Ballroom C

8:00 am - 8:30 am, Friday, April 20

**Listener Judgment as a Method for Characterizing Children's Dialect**, Janna B. Oetting, PhD, Louisiana State University; Jessica S. Richardson, MA, Louisiana State University

#### Level of Instruction: Advanced

We examined the validity of listener judgment as a method for characterizing children's dialects. Data were new language samples from 82 kindergarteners in a rural Louisiana parish who spoke various densities of either African American English (AAE) or Southern White English (SWE). Results supported the method because significant correlations were found between the listener judgment method and two other dialect density measures (Spearman  $\rho$  = .71 and .58,  $p > .001$ ). The listener judgment method was also able to detect dialect density differences between AAE and SWE speakers (AAE  $M = 4.79$  vs. SWE  $M = 2.74$ ).

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, describe various methods used to characterize children's dialects; describe statistical methods used to evaluate various dialect density measures; describe research findings on the use of listener judgment as a valid method of characterizing children's dialects.

TS 6

State Ballroom D

11:45 am - 12:15 pm, Friday, April 20

**A Journal Content Analysis Study of Women Who Stutter**, Robert Mayo, PhD, University of North Carolina at Greensboro; Kelly McIntyre, University of North Carolina at Greensboro; Alyssa Hedrick, University of North Carolina at Greensboro; Carolyn M. Mayo, PhD, North Carolina Agricultural & Technical State University

#### Level of Instruction: Introductory

Speech-language pathologists in need of evidence-based research data (EBR) on stuttering intervention to incorporate into their clinical practice are likely to seek such information from the major journals in speech-language pathology. Given the reality that most persons who stutter are males, what is the probability that clinicians will find in the key scholarly journals in the profession, EBR data for women who stutter? In this presentation we describe the findings of a content analysis of the top six journals in the field of speech-language pathology for information about women who stutter.

Research and clinical implications of these results are discussed.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, discuss the paucity of extant scholarly literature on women who stutter; use journal content analysis research methodology to identify areas of needed research in the field of speech-language pathology; advocate for a research focus within our profession on women who stutter.

# Convention Program Schedule

**Friday, April 20** *(continued)*

## DOCTORAL STUDENT RESEARCH FORUMS

**DSF 4**

**Congressional A**

**1:45 pm - 2:15 pm, Friday, April 20**

***An Investigation of the Spanish Phonetic Inventories of 3-5 Year Olds of Central American Backgrounds***, Valencia Cardora Perry, MS, Howard University; Silvia J. Martinez, EdD, Howard University; Miguelina Zapata, MS, Howard University

**Level of Instruction:** Intermediate

The majority of norms available on Spanish phonological development have been established from participants of Puerto-Rican, Dominican, or Mexican backgrounds. These countries each have dialectal differences that are not equally shared with the main Central American Spanish dialect. The aim of this study was to collect and analyze the speech samples of Spanish-speaking children in preschool, who are from Central American backgrounds, in order to establish patterns of typical phoneme development. Methods: Data from a previous study were re-analyzed to investigate the extent to which the participants acquired (demonstrated by correct productions) each of the phonemes of the Spanish language. Results/ Conclusion: This study is in progress and results are forthcoming.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, differentiate between the criteria used for determining levels of mastery across studies; list at least one dialect of Spanish that is frequently utilized in current research; explain the importance of including various dialects of Spanish in normative studies.

**DSF 5**

**State Ballroom C**

**2:15 pm - 2:45 pm, Friday, April 20**

***Head Start Teachers' Complex Syntax Input***, Jamie D. Fisher, MA, Vanderbilt University; C. Melanie Schuele, PhD, Vanderbilt University

**Level of Instruction:** Intermediate

The purpose of this study was to describe complex syntax production of Head Start Teachers during classroom activities. Thirty Head Start teachers from two urban cities participated in the study. Teachers varied in education level and years of experience. Teacher utterances from video-recorded teacher-children interactions involving an art, dramatic play, or multiple centers activity were orthographically transcribed and coded for 11 types of complex syntax. The mean proportion of teachers' utterances that included complex syntax was .19 (SD = .08). Proportional distribution across complex syntax categories of infinitive, embedding, and combining categories was comparable. Implications of research will be discussed.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, list benefits of complex syntax production; identify types of complex syntax; describe Head Start teachers' complex syntax input.

**DSF 6**

**Congressional A**

**2:30 pm - 3:00 pm, Friday, April 20**

***Selective Visual Attention to Facial Expressions of Emotion***, April Gibbs Scott, MS, University of Pittsburgh; Connie A. Tompkins, PhD, University of Pittsburgh

**Level of Instruction:** Introductory

Facial expressions are critical forms of nonverbal communication which aid our interactions during social exchanges. Therefore, breakdowns in processing facial expressions could be socially debilitating. Understanding the mechanisms that orient visual

attention to emotional faces is critical in enabling investigators to characterize the nature of normal visual attention processes and in guiding the course of treatment for facial emotion processing impairments. However, the debate regarding the identity and validity of such mechanisms is ongoing. This presentation describes an investigation that examines the hypothesized factors that modulate selective visual attention to facial expressions of emotion.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, describe the role of facial expressions in social exchanges, Define selective visual attention; describe theories of selective visual attention to facial expressions.

## STUDENT RESEARCH FORUMS

**SF 3**

**Chancellor**

**8:30 am - 9:00 am, Friday, April 20**

***Pathways to the Profession: The College Scholar-Athlete***, Shakia Je'Cole Forbes, North Carolina Agricultural & Technical State University; Carolyn M. Mayo, PhD, North Carolina Agricultural & Technical State University; Robert Mayo, PhD, University of North Carolina at Greensboro

**Level of Instruction:** Intermediate

Students pursuing a career in communication sciences and disorders (CSD) have a variety of pathways they can travel that may lead them to the profession. Scholarship college student-athletes who plan to attend professional/graduate school must make an enormous commitment to excel in the classroom and on the field of competition. This paper, presented from the perspective of a college student-athlete majoring in CSD, will describe the skills needed to excel athletically; discuss how these skills are transferable to a student's academic pursuits; and provide examples of how perseverance, motivation, and time management can be learned and utilized by all students to achieve success.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify the skills necessary to achieve both academic and athletic success; recognize the resources available to assist in achieving academic and athletic success; explain how the skills that are necessary for athletic success are transferable to academic pursuits.

**SF 4**

**State Ballroom C**

**8:45 am - 9:15 am, Friday, April 20**

***Operationalizing Social Communication in ASD: A Scoping Review***, Brittany Reed, BS, University of Central Arkansas; Amy Curtis Stone, BS, University of Central Arkansas; Mary Jo Cooley Hidecker, PhD, University of Central Arkansas; Byron Ross, PhD, University of Houston; Briano DiRezze, MSc, McMaster University; Lonnie Zwaigenbaum, MD, University of Alberta; Peter Rosenbaum, MD, McMaster University

**Level of Instruction:** Intermediate

Purpose: To examine ASD literature to operationalize the characteristics of social communication in children with ASD. Searches were conducted with ASD as the major subject heading and "social communication" as a keyword. Two reviewers independently identified social communication definitions. The search yielded 155 sources, including 136 peer-reviewed articles. Social communication characteristics included skills in nonverbal, speech and language performance. Social communication is a multi-faceted construct which is often not specified in the literature. The breadth of the

# Convention Program Schedule

## Friday, April 20 (continued)

journals from different professional areas suggests the concept of social communication and ASD is part of a scattered literature.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, analyze the varying definitions of social communication in ASD literature; describe characteristics of social communication in children with ASD; discuss the possible research and clinical applications of the scoping review.

SF 5

Congressional B

9:15 am - 9:45 am, Friday, April 20

**Emergent Literacy Content in Preschool Classrooms**, Aja D. Johnson, BS, Governors State University

**Level of Instruction:** Introductory

Assessment is an integral piece to the development of emergent literacy in preschool children. Utilizing the appropriate tool can serve to increase teacher awareness and encourage the use of quality learning materials in the classroom. Learning how early childhood educators perceive their own knowledge and ability to implement language and literacy enrichment for preschool age children is an essential step in determining how to best improve children's development of early literacy skills.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify how emergent literacy knowledge is demonstrated in preschool children; describe differences between the emergent literacy content in preschools that use the ELLCO Toolkit and preschools that do not; discuss the impact teacher opinions of emergent literacy have on emergent literacy content in the classroom.

SF 6

Congressional A

10:30 am - 11:00 am, Friday, April 20

**Cognitive Rehabilitation Using Telehealth for Veterans With TBI**, Mikel, McKenzie Williams, BS, University of Cincinnati; Lindsay James Riegler, MA, Veterans Administration Hospital/University of Cincinnati; Jean Neils-Strunjas, PhD, Armstrong Atlantic State University

**Level of Instruction:** Introductory

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify memory strategies to help improve cognitive behaviors; describe how telemedicine with video conferencing can improve memory function of veterans with TBI; describe the subtests of the Test of Memory and Learning (TOMAL).

SF 8

Congressional A

1:00 pm - 1:30 pm, Friday, April 20

**Speech Language Pathology Shadowing Opportunities: Building a Strong Foundation**, Chanel Iman Blaylock, BA, University of North Carolina at Chapel Hill; Brenda Everett Mitchell, MS, University of North Carolina at Chapel Hill

**Level of Instruction:** Introductory

An undergraduate degree in SLP or related disciplines is merely a starting point for being a competitive applicant for entry into graduate school. Maximum exposure through shadowing and volunteering helped to solidify my desires and passions for the profession. These experiences have led to opportunities that have opened doors for employment, research and networking. As a result, I am now able to mentor other students. This presentation will allow me to share these experiences that have prepared me

to be a successful senior at UNC-CH and to address how other programs have been instrumental in preparing students.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to identify effective way to promote shadowing opportunities; articulate how one undergraduate student used shadowing opportunities to achieve her goals toward becoming a speech-language pathologist; replicate similar strategies to mentor other students interested in Speech Language Pathology; recognize empirical studies that support the importance of shadowing.

SF 9

State Ballroom D

1:00 pm - 1:30 pm, Friday, April 20

**The Whole Client: Improving Intercultural Service Delivery Through Service Abroad**, Ebony Roniece Brown, BA, Armstrong Atlantic State University; Maya R. Clark, PhD, Armstrong Atlantic State University

**Level of Instruction:** Introductory

The 2010 Census results have clearly illustrated the increasing cultural diversity of the United States. With this increase in diversity, intercultural communication and competence should be a priority for both new and seasoned clinicians. While highlighting a service abroad experience in Central America, this presentation will provide an overview of cultural and linguistic influences as they relate to service delivery, review culturally/linguistically enriched strategies that can be implemented during assessment and intervention, and discuss ways to increase intercultural awareness among SLP students and professionals to support the demands of a 21st century global workforce.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, describe the influence that cultural and linguistic variables have on service delivery; discuss how service abroad can increase knowledge culturally and linguistically sensitive strategies for assessment and intervention; discuss the usefulness of a service abroad experience for building cultural competence and preparing for diversity in the workplace.

SF 10

State Ballroom D

1:45 pm - 2:15 pm, Friday, April 20

**Comparing DELV Scores With Listener Judgments of AAE**, Sunni Elizabeth Cottrell, BS, University of Central Arkansas; Shavonica Williams, BS, University of Central Arkansas; Kathleen Talley, BS, University of Central Arkansas; Valentina Taran, PhD, University of Central Arkansas

**Level of Instruction:** Intermediate

This study demonstrates the validity of listener judgments to be a reliable tool for measuring non-mainstream dialect use. The study was conducted by three coders who were responsible for listening to two minute sound clips of 60 language samples. After listening to a sound clip, coders independently made judgments of the speaker's race and use of AAE. Results of this validation study showed correlations between listener judgments and DELV-ST scores.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to list three ways to measure dialect; describe how Listener Judgments are an efficient tool for measuring dialect; describe morphological and phonological features of AAE.

# Convention Program Schedule

**Friday, April 20** *(continued)*

## SCHOLAR TO SCHOLAR POSTER SESSIONS

**8:00 am -9:30 am**

***A Review of Literature and Best Practices for Pediatric Dysphagia,***

Tierra LaTrice Cox, BA, North Carolina Agricultural and Technical State University; Deana McQuitty, SLPD, North Carolina Agricultural and Technical State University

**Level of Instruction:** Introductory

This current research project was an investigation of current literature following research studies in the area of pediatric dysphagia. Specifically this investigation provided a comparative analysis of the implication of pediatric dysphagia and the acquisitions of early communication development among young children. Due to the increased role of the SLP in the neonatal intensive care unit, it is imperative that best practices for efficacy of pediatric dysphagia be examined. This study will discuss efficacy studies regarding pediatric dysphagia techniques and the critical role of parental involvement in this process. Limitations of current literature will also be explored.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, perform modified barium swallow test; list three treatment techniques for pediatrics with dysphagia; identify speech disturbances due to oral motor difficulties.

***Correlation Between Reading and Auditory Processing Skills in College***

***Freshmen,*** Joe A. Melcher, PhD, Xavier University of Louisiana; Yaesha Joseph, Xavier University of Louisiana; Joy Sorells, Xavier University of Louisiana

**Level of Instruction:** Introductory

The primary purpose of this project was to determine if there is a correlation between the reading skills, based on ACT scores, of college freshmen and their abilities on a battery of auditory processing tests. A pilot study suggested there may be a difference between students with high reading scores and low reading scores on some auditory processing skills tests. Data on a larger number of students will be presented.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, describe what is meant by an auditory processing disorder; name several behavioral tests frequently used to assess auditory processing skills; define related terms such as dichotic, auditory-figure ground, etc.

***CREATT-ive Perspectives,*** Krishyra D. Williams, BA, North Carolina

Central University; Shauna M. Phillips, BA, North Carolina Central University; Miriam N. Featherstone, BA, North Carolina Central University; Melissa Ross, BA, North Carolina Central University; Cassandra Wade, BA, North Carolina Central University; Blanca Segovia, BA, North Carolina Central University; Sheila Bridges-Bond, PhD, North Carolina Central University

**Level of Instruction:** Introductory

The Culturally Responsive Early Intervention in Assistive Technology Training (CREATT) program was developed to train graduate students at NCCU's Department of Communication Disorders to become specialists in early intervention, augmentative/alternative communication (AAC), and cultural/linguistic diversity. Graduates on the CREATT track share a unique training experience in the development of skills critical to providing Augmentative/Alternative

Communication and culturally responsive services to underserved populations. This presentation will provide participants with detailed information concerning the benefits of the CREATT track from the perspectives of current trainees and alumni and career opportunities for CREATT trained graduates.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify the purpose of the CREATT program; demonstrate knowledge regarding the benefits of specialized training in early intervention, cultural/linguistic diversity and AAC afforded through the CREATT Program; identify common career trajectories for specialty trained CREATT graduates.

***Healthcare Communication, Health Literacy and Successful Aging in***

***African Americans,*** Eva Jackson Hester, PhD, Towson University; Tia Tanksley, Towson University; Regena Stevens-Ratchford, PhD, Towson University

**Level of Instruction:** Introductory

This study was conducted to obtain information on the relationship between health literacy, healthcare communication skills and successful aging of African Americans to further inform health literacy assessment and interventions for this population. Self-reported measures were used to assess health literacy, healthcare communication skills, and successful aging attributes of 101 African Americans ranging from 25-85 years of age. Pearson correlations and multiple regression were used as statistical measures. Significant correlations (.273-.648) emerged for the variables and predictors were identified. The interaction between healthcare communication and successful aging should be considered in health literacy assessment and intervention.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, define health literacy; identify attributes of healthcare communication; identify attributes of successful aging; explain relationship between health literacy, healthcare communication and successful aging in African American adults across the lifespan.

***Severe Toxic Exposure (Birth-Three): Cocaine and Other Drugs,*** J'Mia Kae Alston, North Carolina Agricultural and Technical State University

**Level of Instruction:** Introductory

The purpose of this research is to review literature on the effects of speech and language development of children exposed to cocaine in utero. This presentation is based on archival research of peer-reviewed journal articles. Sample themes identified include: a majority of the participants were African Americans from urban communities; and there is no conformity on whether cocaine can be pinpointed as a single factor of speech and language difficulty. It is concluded that the postnatal environment may have a greater impact on speech and language development than cocaine.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, discuss current research literature; identify contradictory information and gaps in research; list clinical implications for future research.



# Convention Program Schedule

## Friday, April 20 (continued)

***The Effectiveness of Social Stories on Discourse: A Systematic Review,***  
Yolanda D. Keller-Bell, PhD, North Carolina Central University

**Level of Instruction:** Intermediate

Social stories are short narratives that are constructed to address impairments in interaction skills (Gray, 1996). They have been used to address behavior problems and aspects of communication. While prior studies have examined the effectiveness of social stories to decrease behavioral issues, little is known about their effectiveness in addressing aspects of discourse in children with autism or language impairments. The purpose of this study is to report the findings of a systematic review of the effectiveness of social stories to improve discourse ability. The strength of evidence will be reviewed and compared between journal articles.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, list the components of a social story; describe the steps used in a systematic literature review; discuss the effectiveness of social stories as an intervention strategy.

## SCHOLAR TO SCHOLAR POSTER SESSIONS

### 10:00 am -11:30 am

***Assessment and Treatment of Communication Disorders Associated With Cerebral Palsy,*** Da'Nisha Shonte' Strong, North Carolina Agricultural & Technical State University; June Graham Bethea, MA, North Carolina Agricultural & Technical State University

**Level of Instruction:** Introductory

This research is a review of existing literature involving how Cerebral Palsy affects communication in children. Cerebral Palsy affects approximately 800,000 children and adults yearly in the United States. It is estimated that approximately 20% of children with Cerebral Palsy have severe communication impairment. Evidence based research regarding the assessment and treatment of communication skills in children with Cerebral Palsy will also be presented.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify communicative behaviors of children with Cerebral Palsy; identify effective assessment strategies used with children who have CP; identify evidence based practice used in the treatment of articulation.

***Communication Activities for Living and Learning: A Community Service Project,*** Jonet Artis, BA, North Carolina Central University; Sara N. Hopson, BS, North Carolina Central University; Sandra C. Jackson, PhD, North Carolina Central University

**Level of Instruction:** Introductory

Communication Activities for Living and Learning (CALL) is a community service project that seeks to enhance the communication abilities of the residents in an assisted living facility. This is important because a lack of social interaction has been associated with cognitive decline in the elderly population. This presentation describes activities and strategies that are used to enhance and encourage communication and social interaction during weekly

discussion sessions. The evaluation techniques that are used to determine the effectiveness of the program will be described, and the impact of the program will be discussed.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, discuss the importance of communication enhancement activities for the elderly population; identify activities that can be used to enhance communication abilities and social interaction among the elderly population; describe methods that can be used to evaluate the effectiveness of communication enrichment programs for the elderly population.

***Cross-Cultural Study on Parental Awareness and Perceptions of Autism Treatments,*** Shauna Marie Phillips, BA, North Carolina Central University; Courtney A. Long, BS, North Carolina Central University; Wenye Zou, BS, North Carolina Central University; Grace Hao, PhD, MD, North Carolina Central University

**Level of Instruction:** Introductory

This trans-cultural research addresses the need for more cross-cultural research that focuses on issues surrounding autism spectrum disorder. Parental assessments of the efficacy of selected approaches regarding communication skills and behavioral modification, made by parents of children with autism in both the United States and the People's Republic of China, will be discussed. This presentation will provide professionals and the society-at-large with a greater understanding of factors considered by parents of children with autism, during their selection process of various treatments, which will contribute to the development of more culturally relevant treatment approaches and further research.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, name and identify factors that contribute to which treatments are accepted; utilized and recommended amongst parents of children with autism; demonstrate knowledge regarding which cultural implications are described by parents when offering their rationale for trying or recommending a particular treatment; identify the most common reasons given for why parents would or would not recommend selected treatments.

***Effect of Online Preparation on African American Students' Performance on the Praxis,*** Alayna Townsend, MS, Howard University; Aleysha Lawrence, BS, Howard University; Shara Boykin, BA, Howard University

**Level of Instruction:** Introductory

Nationwide there is a differential pass rate of African American and other minority students on the Praxis (ASHA, 2005). Compared to the general pass rate of 82%, the pass rate for African American students is 50% regardless of the institution of their enrollment. For many years Howard University has been addressing this issue through a concerted Praxis preparation course which has exhibited positive results. This poster session will examine the reasons for the differential pass rate examining the correlation between GRE and Praxis scores. In addition, the results of students' performance will be compared across three preparation venues including a classroom course, an online course and a blended distance education course.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify the reasons for the differential performance of African American students on the Praxis; examine the correlation between GRE scores and Praxis scores; compare the pass rates of students with and without online Praxis preparation.

# Convention Program Schedule

## Friday, April 20 (continued)

***The Modified Token Test (Spanish and English) for Preschool Children,*** Valencia Cardora Perry, MS, Howard University; Jay R. Lucker, EdD, Howard University

**Level of Instruction:** Introductory

There is a shortage in the availability of quick screeners that can be used with regard to investigating possible auditory processing issues in populations who speak Spanish. The aim of this study was to address this issue by modifying the published assessment, The Token Test for Children, 2nd Edition to be used with a bilingual (Spanish/English), preschool-aged population. The test was administered in English, and also in Spanish, to a sample of typically developing children, enrolled in a bilingual (Spanish/English) preschool. The data are currently being analyzed, as this study is still in process.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, compare and contrast the results of the administration of the modified assessment in Spanish and; in explain why dual language assessment is critical with bilingual populations; list cultural issues that may affect assessment in bilingual, Spanish-speaking children compared with mainstream, English-speaking children

***Treatments and the use of AAC With Patients With Severe Aphasia,*** Robin Gillespie, PhD, North Carolina Central University; Jessica Lynn Smith, BS, North Carolina Central University; Katrina Miller, MA, North Carolina Central University; Bria Shanese McCloud, BA, North Carolina Central University

**Level of Instruction:** Introductory

This poster session will explore the case of a 63 year old male who suffered two Cerebral Vascular Accidents. A variety of treatment approaches were explored including augmentative communication, gestures and photos. Graduate student clinicians will present therapy approaches that were utilized with this client and his family.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify at least two therapy methods that can be used with a patient with severe aphasia; list techniques that can be provided to the family to assist with the carryover of skills; describe the characteristics of a person with Broca's aphasia, apraxia and dysarthria.

## SCHOLAR TO SCHOLAR POSTER SESSIONS

**1:00 pm -2:30 pm**

***Bronchopulmonary Dysplasia: Impact on Communication, Cognition and Swallowing in Children,*** Patience Brennae Stephenson, North Carolina Agricultural & Technical State University; Carolyn M. Mayo, PhD, North Carolina Agricultural & Technical State University

**Level of Instruction:** Introductory

Bronchopulmonary dysplasia (BPD) is a chronic lung disease resulting in inflammation and scarring of the lungs (American Lung Association, 2011). BPD is one of the most common medical complications experienced by premature infants. Children with severe BPD tend to experience developmental delays in speech and language, swallowing disorders, and are often placed in special education settings as school aged children. This review of research literature informs SLPs about the specific characteristics of speech,

language, cognitive and swallowing issues found in infants and children who have experienced BPD. The study also suggests early assessment and intervention strategies that can be employed.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, define and describe characteristics of bronchopulmonary dysplasia; list the speech-language, cognitive and swallowing disorders seen in children; identify specific assessment and intervention tools useful with BPD children.

***Chronic Traumatic Encephalopathy in Athletes,*** Cherita Danese King, North Carolina Agricultural & Technical State University; Carolyn M. Mayo, PhD, North Carolina Agricultural & Technical State University

**Level of Instruction:** Introductory

Repetitive brain trauma associated with contact sports may produce a progressive neurological deterioration known as Chronic Traumatic Encephalopathy (CTE). Clinical features of CTE include various symptoms affecting the pyramidal and extrapyramidal tracts. Major manifestations of CTE include disturbed posture and coordination, slurred speech, tremors and cerebral dysfunction causing cognitive impairments and neurobehavioral disturbances (McKee, 2006). This study describes the specific cognitive-linguistic characteristics of CTE from early onset to its later stages. Additionally, identification of the prevention strategies and equipment being used by the sports industry to offset injuries in athletes that may lead to chronic cognitive and linguistic deficits is presented.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, define Chronic Traumatic Encephalopathy (CTE); list Prevention methods and equipment to prevent CTE; discuss the role of the SLP as preventor and intervener of CTE

***Nutritional Analysis of Food Additives: Implications for Communication Disorders,*** Keiofia Katasha Mitchell, North Carolina Agricultural and Technical State University; Carolyn M. Mayo, PhD, North Carolina Agricultural and Technical State University

**Level of Instruction:** Introductory

Numerous research studies have focused on food additives and their relationship to attention deficit/hyperactivity disorders as well as communication problems resulting from ADHD. However, there appear to be other diseases and disorders that can result from food additives that negatively affect body systems responsible for communication (i.e., nervous system, chromosomal system etc.) This research study investigates food additives (i.e. preservatives, food coloring, and flavor enhancers) and their relationship to a broad array of communication disorders. The need for SLPs to further enhance our knowledge of food additives and how long term ingestion of additives can impact communication is also presented.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, list and describe the different food additives; discuss how long term use of additives can negatively affect body system associated with communication; list and describe the broad array of communication disorders resulting from additives.

# Convention Program Schedule

## Friday, April 20 (continued)

**Special Educator Attitudes Toward Children With Communication Disorders in Caribbeans**, Shameka Nicole Johnson, MEd, Howard University; Ovetta Harris, PhD, Howard University

**Level of Instruction:** Introductory

The study's purpose was to sensitize educators to the world and educational experiences of a child with a communication disorder. This study utilized surveys, focus groups and a simulated workshop to address the culture/personal beliefs of special educators in the Caribbean.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, describe major elements of the study design; recognize and describe attitudes of participants represented in the study; discuss the authors' conclusions; identify possible implications for practice.

**Speech and Language Development in Children With Craniofacial Anomalies**, Shakia Je'Cole Forbes, North Carolina Agricultural and Technical State University

**Level of Instruction:** Introductory

The purpose of this presentation is to examine the effects Craniofacial Anomalies have on speech and language development in children in the Birth to Three populations. Archival research was conducted to review data involving craniofacial anomalies with a specific focus on cleft lip/palate within the Birth to Three populations. Outcomes of treatment for cleft lip and palate can be measured by intelligible speech, normalized facial appearance, normal hearing, and favorable facial and dental growth as well as development. Successful treatment often involves surgical reconstruction of the upper airway which is effective in most cases. This correction allows children to communicate more effectively.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify the outcomes of treatment for children diagnosed with cleft; identify the effects of early palate closure on speech and language development in children with cleft lip/palate; associate the timeliness of surgical correction and the increased ability to communicate more effectively.

**Step 2 Hear: Collaboration Among SLPs and the Community**, Danita K Washington, MBA, Step2Hear/Sigma Rho Zeta Chapter of Zeta Phi Beta Sorority, Inc.; Angela D. Brown, MEd, Shaw University/Sigma Rho Zeta Chapter of Zeta Phi Beta Sorority, Inc.; Leah Woods- Newton, MEd, North Carolina Central University

**Level of Instruction:** Introductory

The purpose of Step2Hear (S2H) is to work collaboratively with a group of professionals to accomplish the following: Increasing the awareness of hearing loss, providing financial assistance to residents with hearing-impairments that live in Raleigh, NC/local community and to promote awareness of the various styles of stepping (e.g., Greek letter organizations and Chicago Style Steppin'). The idea of Step2Hear was borne into reality by two sorority sisters, one of whom is a certified speech-language pathologist. This poster presentation will reveal and embrace the emotional and successful journey of collaboration between communication disorder professionals and the community to teach one and reach many.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify the three major types of hearing loss; identify the roles of the speech-language pathologist and audiologists as it relates to aural rehabilitation; identify additional financial resources for purchase of hearing aids; identify similar resources in their respective communities to raise awareness of speech-hearing impairments.

## Saturday, April 21

### SHORT COURSES

SC 3

State Ballroom C

**8:00 am - 11:00 am, Saturday, April 21**

**Removing the Training Wheels: A Round Table Forum on CFY**, Shameka Nicole Johnson, MEd, Howard University; Tinita Ortega, MS, Howard University; Alaina Sherrell Davis, MS, Howard University; Valencia Cordova Perry, MS, Howard University

**Level of Instruction:** Introductory

The CFY workshop 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:** At the conclusion of this presentation, participants will be able to, 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.

SC 4

Congressional B

**9:30 am - 12:00 pm, Saturday, April 21**

**NSIG Medical Technology Fair**

**Level of Instruction:** Intermediate

Evidence-based clinical practice is the expectation of all clinicians. Data collection during evaluation and treatment is the foundation of any prudent clinicians' routine to provide the evidence for the medical necessity of the services provided. Modern technology and advanced instrumentation are providing clinicians with new and improved ways to collect evidence and more efficient methods of documentation of care. During this fair, attendees will learn about various instrumentation available for evaluation and intervention, as well as receive hands-on, interactive experiences that will enhance service delivery in a variety of settings.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, describe two types of instrumentation for improved service delivery, describe three methods of improved documentation of service delivery using instrumentation.

**Mark Your Calendars**  
**2013 NBASLH Convention**

**April 18-21, 2013**  
**L'Enfant Plaza Hotel**  
**Washington, DC**



# Convention Program Schedule

## Saturday, April 21 (continued)

SC 5

State Ballroom C

2:00 pm - 5:00 pm, Saturday, April 21

**Using Therapeutic Music to Improve Listening in Children With Auditory Processing Deficits**, Jay R. Lucker, EdD, Howard University

**Level of Instruction:** Introductory

Some professionals believe that therapeutic music improves auditory processing, learning, language, and behavior factors in children. Others question the utility of such programs. This presentation will discuss a theory explaining why therapeutic music may help children and adolescents who have auditory sensitivity problems. The seminar will discuss research to support this theory including neurophysiological and behavioral evidence. Behavioral evidence relates to auditory sensitivities in children with APD, children in the autistic spectrum, and students diagnosed with emotional disorders and learning disabilities. Outcomes from this seminar will help clarify many questions and concerns professionals may have about listening and therapy programs.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, describe what are therapeutic music sound interventions; explain for students with what types of problems are such therapeutic music sound interventions appropriate; implement a therapeutic music sound intervention program in their clinic settings, in schools, and at home.

### MINI SEMINARS

MS 23

Congressional A

8:00 am - 9:00 am, Saturday, April 21

**"SLAM!!" High Impact Sports and Their Impact on Student-Athletes**, Laura T. Puryear, BA, University of North Carolina at Greensboro; Robert Mayo, PhD, University of North Carolina at Greensboro; Collin Drolet, BS, University of North Carolina at Greensboro

**Level of Instruction:** Intermediate

Traumatic brain injuries (TBIs) among high school student athletes during sports-related activities continue to grow in the United States. It is estimated that more than 130,000 concussions occurred among athletes in nine high school sports in 2008. Prevention and education may serve to reduce the incidence of these devastating injuries and their life-long consequences. The speech-language pathologist can serve as a valuable member in the campaign to abate TBI in this population. The purpose of this presentation is to promote awareness of TBI in high school populations, instruct SLPs on how to educate athletes, parents and teachers about TBI and underscore why prevention via education is the best option for reducing the number of sports-related TBIs.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, discuss the educational, functional and monetary impact of traumatic brain injury on adolescents and their families; describe how SLPs can educate students, parents, educators, and administrators about TBI; develop an in-service presentation on TBI and its effects to be offered to parents, teachers, coaches, and student athletes.

MS 24

Congressional B

8:00 am - 9:00 am, Saturday, April 21

**UNC- CH Health Affairs Partnership Initiative (HAPI)**, Brenda Everett Mitchell, MS, The University of North Carolina at Chapel Hill

**Level of Instruction:** Intermediate

The Health Affairs Pipeline Initiative is an exciting new collaboration formed by minority administrators at UNC Chapel Hill in Allied Health Sciences, Nursing, Pharmacy, Public Health, Social Work, Medicine and Dentistry. HAPI's goal is to increase retention of underrepresented students at UNC Chapel Hill in health careers. A number of dynamic strategies were created and utilized by HAPI partners to serve as informational portals for high school, undergraduate students and gatekeepers who seek information on health affairs degrees and pipeline programs.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify successful strategies utilized by the HAPI administrators; replicate similar strategies at other universities; distinguish between what students want and need in programs and what administrators perceive to be important.

MS 25

Chancellor

8:45 am - 9:45 am, Saturday, April 21

**It's a Matter of Trust: Promoting Integrity in Science**, Sharon E. Moss, PhD, American Society of Association Executives

**Level of Instruction:** Introductory

Central to the involvement of human subjects in research is the element of trust. An understanding of how trust is interpreted and manifested throughout the research enterprise is essential to maintaining integrity in science. This session will present ways in which trust may be manifested in the research arena. Particular attention will be given to delineating examples of "high trust" research environments; as well as consequences of the erosion of trust. The session will conclude with a discussion of some of the ways in which trust impacts an individual's and institution's ability to establish an ethical framework for research.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify ways in which trust may be manifested throughout the research enterprise; describe ways in which adherence to an ethical framework for research facilitates a "high trust"; describe consequences of a "low trust" environment on the integrity of science and the ethical, and responsible conduct of research; identify strategies that promote and enhance a high ethical framework for research.



# Convention Program Schedule

## Saturday, April 21 (continued)



### HIGHLIGHTED PRESENTATION

MS 26

Congressional A

Donn F. Bailey Lecture

9:15 am - 10:15 am, Saturday, April 21

**Music as a Mirror: A Relational Analysis of AAE & Hip Hop/Rap Music,** Iris Johnson Arnold, PhD, Tennessee State University; Cierra Love Baker, Tennessee State University; Daniel Flatt, BA, Tennessee State University; Owen Johnson, PhD, Tennessee State University; Jenna LaNier, Tennessee State University; Chareva McCullough, BS, Tennessee State University; Lauren Phillips, Tennessee State University; Lauren Prather, BS, 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 (e.g. race, age, geographical regions, education level, SES, etc.). The current research explores various linguistic aspects of AAE within Hip Hop/Rap Music as it takes a historical journey spanning from 1965-2012. It will focus on semantics/content and phonological content/changes within this genre of music. Popular past and present songs (as outlined within the Billboard.com category of Hip Hop/Rap Music) will be analyzed. The goals of the present study are: to quantitatively compare phonological patterns used within rap music by Longevity Era (Pioneers, Old School, New School & Contemporary) and Region (East Coast, West Coast & South), to qualitatively and quantitatively analyze rap music by categorizing topical content (political issues, misogyny, violence, materialistic boasting, etc) and comparing it to historical occurrences (natural disasters, presidents/elections, economic conditions, major headlines, etc.) by Longevity and Region. One can learn much about the culture of a period in history by listening its music for it serves to reflect and influence its listeners. Samples of Hip Hop/Rap music will be played during this presentation for three reasons: to illustrate the data/results obtained, for pedagogical purposes and for entertainment.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify characteristics of AAE (phonological) often used in hip hop/rap music by longevity and region; connect historical content as mirrored and reflected in the lyrics of hip hop/rap music; list and share hip hop/rap music that contains both AAE and stimulating content/delivery.

MS 27

Chancellor

10:00 am - 11:00 am, Saturday, April 21

**Enhancing College Student Athlete's Communication Wellness and Effectiveness,** Cherie McNeill Avent, MA, Guilford Technical Community College; Robert Mayo, PhD, University of North Carolina at Greensboro

**Level of Instruction:** Intermediate

Similar to their peers in the general student population, a number of student-athletes are less-than-effective communicators. For some student-athletes, this challenge may be attributable to dialectal differences and/or regional or foreign accents. Still, others may have clinically significant communication disorders such as stuttering, articulation errors, voice quality disturbances, or hearing loss. The purpose of this presentation is to describe Athletes Communicating Effectively (ACE), a collaborative program for university student-athletes that focuses on enhancing their communication wellness and interpersonal/public communication skills for successfully

communicating verbally and nonverbally in venues including athletic events, the classroom, meeting with professors, and job interviews.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, discuss the concept of communication wellness; describe the relationship between effective communication and academic/career success in college; implement a program of communication wellness and communication skills enhancement in their place of employment.

MS 28

Congressional A

10:30 am - 11:30 am, Saturday, April 21

**Treatment Methods and Considerations for the Right Hemisphere Brain Damaged Patient,** Jocelyn Fredricka Crawford, MEd, UNC Health Care

**Level of Instruction:** Introductory

This presentation will assist students and new professionals in establishing direction and foundations for the treatment of the Right Hemisphere Brain Damaged Patient. Demonstration of treatment techniques for Left inattention and Anosognosia, as well as compensatory strategy training for attention and distraction management will be presented in a clear and concise manner with an emphasis on functionality in the therapy, home and occupational environments. Clinical treatment methods gained from personal experience, as well as evidence based practice will be reviewed with focus on the patient's personal values and interest.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, recall the core deficits of Right Hemisphere Brain Damage; identify functional treatment methods and clinical considerations for the Right Hemisphere Brain Damaged recognize common behaviors of the Right Hemisphere Brain Patient and implement appropriate behavior management techniques; recognize the clinical importance of group treatment within this population and proper utilization of co-treatment opportunities.

MS 29

State Ballroom C

11:15 am - 12:15 pm, Saturday, April 21

**Assessment E-Portfolio: Where the Rubber Meets the Road!,** Robin Cox Gillespie, PhD, North Carolina Central University

**Level of Instruction:** Intermediate

In 2008, the H. M. Michaux School of Education (SOE) at North Carolina Central University adopted a new electronic assessment portfolio system, Foliotek. As an SOE unit, the Department of Communication Disorders developed their e-portfolio in alignment with the ASHA Standards and the requirement for formative and summative assessment by the CAA Standards for Accreditation. This presentation will describe the development and use of the system with specific attention to the need, advantages, and disadvantages.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, state the need for an assessment portfolio based on the Knowledge and Skills Acquisition for Speech-Language Pathology and CAA Accreditation Standards; explain the relationship of the KASA to the design and implementation of the Foliotek Portfolio; describe the similarities and differences between traditional assessment portfolios and the Foliotek electronic portfolio; describe the benefits and disadvantages of the Foliotek Portfolio system.

# Convention Program Schedule

## Saturday, April 21 (continued)

MS 30

Chancellor

1:00 pm - 2:00 pm, Saturday, April 21

**Using Service Learning Projects to Promote Language and Literacy Skills**, Maya R. Clark, PhD, Armstrong Atlantic State University; Ebony R. Brown, BA, Armstrong Atlantic State University

**Level of Instruction:** Introductory

Although diagnosis and treatment is at the foundation of our discipline, ASHA's Scope of Practice in Speech-Language Pathology mandates that SLPs engage in prevention and advocacy activities to educate families and work towards the prevention of communication disorders. Unfortunately, many CSD students graduate from training programs lacking experience with developing and implementing awareness and training programs for at risk groups. This seminar will discuss how service learning can be used as a tool for training future clinicians, developing educationally relevant skills in preschool children, and professional growth. Approaches to program development along with instructor and student perspectives will be shared.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, describe approaches for developing educational community programs; identify ways in which literacy and language skills can be promoted through community programs; recognize the usefulness of infusing service learning into graduate education and discover the impact of relevant, community service projects on students, instructors and local citizens; discuss service learning as a training tool for student clinician, community members and practicing clinicians.

MS 31

Congressional A

1:00 pm - 2:00 pm, Saturday, April 21

**Detecting Early Cognitive-Communicative Change in Mild Cognitive Impairment**, Valarie B. Fleming, PhD, Texas State University-San Marcos

**Level of Instruction:** Intermediate

Ten neurologically intact adults and ten adults with mild cognitive impairment (MCI) were assessed in terms of spoken discourse production and executive function (EF). The purpose of this study-in-progress is to explore the cognitive flexibility and planning components of EF and to understand how EF ability contributes to spoken discourse production. The research questions for the study are: what are the quantitative and qualitative characteristics of spoken discourse in cognitively normal individuals and individuals with MCI?; what is the relation between the spoken discourse production and the higher-order cognitive skills in cognitively normal individuals and individuals with MCI?

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify quantitative and qualitative differences in cognitively normal individuals and individuals with mild cognitive impairment (MCI); describe the relation between spoken discourse production and higher-order cognitive skills in cognitively normal individuals and individuals with MCI; summarize how tasks of varying difficulties detect subtle changes in spoken discourse production in MCI.

MS 32

Congressional B

1:00 pm - 2:30 pm, Saturday, April 21

**Wounded Warriors: Brain Injury and It's Impact on our Communities, a Panel Discussion (presentation by BIANC and NBASLH)**, Katrina Evette Miller, MA, CBIS, Brain Injury Association of North Carolina (BIANC)

**Level of Instruction:** Advanced

This Panel discussion will explore the challenges families and our communities face as our serve members who have suffered brain injuries, return home. Panel will include a variety of professionals, caregivers, veterans and others that assist with the transition.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify at least three community resources important to veteran's transition to their communities; identify the needs of family members of returning veterans; list challenges veterans with brain injury encounter; identify the financial impact of these injuries on our communities.

**This presentation will include a Wounded Warriors Panel Discussion from 2:00 pm - 2:30 pm.**

MS 33

Congressional A

2:15 pm - 3:15 pm, Saturday, April 21

**Language Sampling ... Deal or No Deal**, Cecelia H. Jeffries, PhD, South Carolina State University; Ensley S. Graves, BA, South Carolina State University

**Level of Instruction:** Intermediate

Language sampling, while an essential tool in language assessment, is not readily practiced due to the amount of time it takes to administer. Additionally there are many variables that can influence the reliability of the sample. However, when properly elicited, employing a variety of procedures such as, spontaneous elicitation, story-retelling, role-playing and object identification, can yield therapy altering results. Language sampling can be the key to remediating language and moving children forward in the educational arena.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, perform language sampling as a part of assessment and treatment; select elicitation techniques that will yield more natural spontaneous language; identify components within the language samples they obtain that will enhance their therapy techniques.

MS 34

Chancellor

3:00 pm - 4:00 pm, Saturday, April 21

**Am I Too Young to Start a Private Practice?**, Doanne L. Ward-Williams, MEd, Carolina Speech Consultants, PLLC

**Level of Instruction:** Introductory

As a young speech-language pathologist, the idea of starting your own private practice may seem overwhelming! This seminar will focus on the framework necessary for a speech-language pathologist to consider starting a private practice. There will be a discussion on challenges faced and strategies to help overcome these challenges. The presenter will also share resources that have been beneficial in the start-up process.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, discuss the necessary components to starting a private practice; explore the integration of delivering quality speech services with business management; identify the roles and responsibilities of a private practitioner; explain the importance of caseload management.

# Convention Program Schedule

## Saturday, April 21 (continued)



### HIGHLIGHTED PRESENTATION

MS 35

Congressional B

3:15 pm - 4:15 pm, Saturday, April 21

**Activation Likelihood Estimation: An Approach to Meta-Analysis in Imaging Research in CSD**, Charles Ellis,

PhD, Medical University of South Carolina

**Level of Instruction:** Advanced

Neuroimaging research has generated a vast amount of data identifying the neural effects of detailed mental processes in healthy and diseased populations. Due to this increase in neuroimaging research, there is an accessible abundant resource, appropriate for large-scale meta-analysis of data. The purpose of this presentation is to provide an overview of the use of Activation Likelihood Estimate (ALE) and the BrainMap database for studies in CSD. The goal of this presentation is to demonstrate how ALE and the BrainMap database can aid researchers in synthesizing vast amounts of neuroimaging data as a mechanism for describing brain structure and function.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, understand meta-analytic techniques for imaging data; understand the use of ALE in completing meta-analyses in CSD; understand the basic functions of the BrainMap database.

MS 36

Congressional A

3:30 pm - 4:30 pm, Saturday, April 21

**Showing Your Face in the Place After Your Data's Collected**, Brandi L. Newkirk, PhD, Jackson State University; Lekeitha R. Morris, PhD, Delta State University

**Level of Instruction:** Introductory

Language studies in Communication Disorders have drawn substantially on the data from the African-American speech community for its descriptive and theoretical development. Unfortunately, many researchers have given relatively little back to the African American community from which the data of many studies come. In this presentation, we will discuss the unequal partnership between researchers and the researched (Rickford, 1997). Using research experiences from Louisiana and Mississippi, we will discuss how two universities in Mississippi are equalizing the partnership between researchers and the African-American community. Suggestions will be made for establishing service in return as a general principle of research.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify contributions of the African American speech community in the field of Communication Disorders; identify instances of unequal partnerships and have examples of how to turn those situations into shared benefits for the researched; utilize "service in return" as a general principle of research.

### TECHNICAL SESSIONS

TS 7

Chancellor

8:00 am - 8:30 am, Saturday, April 21

**African American Families and End of Life Decision Making**, Sharon W. Williams, PhD, The University of North Carolina at Chapel Hill

**Level of Instruction:** Introductory

Speech-language pathologists (SLPs) increasingly work with families and older adults faced with life sustaining treatment (LST) decisions, including artificial nutrition and hydration. Unfortunately, African Americans are among the least likely to have formal and/or informal discussions regarding such medical choices and decisions. This presentation reports on interviews with 55 family caregivers who provided care for seriously ill older African Americans. Qualitative and quantitative data were analyzed to examine older adult's wishes related to LST, including feeding tubes. Given that SLPs increasingly provide EOL consultations to families and/or older adults and that African Americans often experience poor EOL outcomes, it is critical to better understand EOL preferences and communication within families of seriously ill older African Americans.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, explain current findings related to African American families and end of life outcomes; identify potential roles of speech language pathologists in palliative care; integrate cultural traditions related to end of life preferences and clinical involvement with palliative care decision making.

TS 8

Congressional B

2:45 pm - 3:15 pm, Saturday, April 21

**The Marginal Cost of Aphasia: The Impact of Race**, Charles Ellis, PhD, Medical University of South Carolina; Annie Simpson, MS, Medical University of South Carolina

**Level of Instruction:** Intermediate

Aphasia is a disorder that frequently occurs after stroke. We examined a cohort of SC Medicare beneficiaries who experienced an ischemic stroke in 2004 to determine the attributable cost of aphasia (the cost of caring for patients with aphasia after stroke that was over and above the cost of general stroke-related care. We found that 398 of 3,200 patients with stroke had post-stroke aphasia. Patients with aphasia experienced longer length of stays, greater morbidity, and greater mortality. The one-year attributable cost of aphasia was \$2,051. African American experienced longer LOS and greater costs when compared to their white counterparts.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, define marginal cost of aphasia; explain the contribution of aphasia to the overall cost of stroke-related care; explain the contribution of race to length of stay and costs in post-stroke aphasia.

# Convention Program Schedule

**Saturday, April 21** *(continued)*

## DOCTORAL STUDENT RESEARCH FORUMS

**DSF 7**

**Chancellor**

**11:15 am - 11:45 am, Saturday, April 21**

***The Impact of Prior Knowledge on Science Text Comprehension***, Mary Kristen Clark, MS, University of North Carolina at Greensboro

**Level of Instruction:** Intermediate

Purpose of study was to investigate the impact of misconceptions and missing/incomplete knowledge on science text comprehension; to determine whether disciplinary attitudes/dispositions play equally important roles in the two conditions of prior knowledge. Ninth grade students (n=36) completed assessments of reading comprehension, vocabulary, epistemological beliefs, interest, self-efficacy, and prior knowledge. They then read two refutation and two expository texts and completed comprehension tests. Learning was greater in the misconception than in the missing/incomplete knowledge condition. Students with more advanced epistemological beliefs, interest, and self-efficacy outperformed those with lower levels. Science text comprehension is facilitated by refutation text and disciplinary attitudes/dispositions.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, recall different types of prior knowledge that impact science text comprehension; distinguish refutation and traditional expository texts; recall disciplinary attitudes/dispositions that impact science text comprehension.

**DSF 8**

**Chancellor**

**2:15 pm - 2:45 pm, Saturday, April 21**

***A Phenomenological Study of Multicultural Infusion in Communication Sciences and Disorders***, Andrea Toliver-Smith, MS, AR Consortium for the PhD in Communication Sciences and Disorders; Gregory C. Robinson, PhD, AR Consortium for the PhD in Communication Sciences and Disorders

**Level of Instruction:** Intermediate

While the US has been culturally and linguistically diverse since its inception, communication disorder programs have only recently been mandated by the American Speech-Language-Hearing Association to include multicultural content throughout their curricula. A recent survey (Stockman, Boulton, and Robinson, 2008) revealed that many instructors don't readily recognize science-based courses worthy of multicultural information. In this phenomenological study, the manner in which instructors infuse multicultural issues into their science-based courses were explored. The participants were recruited during the 2011 NBASLH Conference. They completed an online questionnaire with 10 open-ended questions. Results of this study will be revealed during this presentation.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, obtain knowledge regarding infusion of multicultural issues into courses; explain current trends in multicultural infusion in the CSD curriculum; describe the results of this study, which is based upon information provided by their peers.

**DSF 9**

**Congressional A**

**4:45 pm - 5:15 pm, Saturday, April 21**

***Performance of African Americans With and Without TBI on RIPA-2***, Alaina S. Davis, MS, Howard University; Wilhelmina Wright-Harp, PhD, Howard University

**Level of Instruction:** Introductory

The ability to problem solve indicates an individual's level of independence as well as the ability to critically analyze abstract reasoning tasks (Lezak, Howieson, & Loring, 2004). This high-level cognitive activity is often assessed in standardized tests. However, cultural appropriateness of test items and scoring needs to be examined. This study administered the problem solving/abstract reasoning subtest of a popular standardized assessment to African Americans with and without mild traumatic brain injuries. Raw scores are compared to determine whether differences. Findings of the study will reveal whether differences exist between groups.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify cultural bias on the RIPA-2; describe cognitive styles in relation to cultural aspects of language; discuss modifications for assessment of culturally/linguistically diverse populations.

## SCHOLAR TO SCHOLAR POSTER SESSIONS

**8:00 am - 9:30 am**

***After Shock: Shaken Baby Syndrome***, Kristen Taylor Hobson, BA, North Carolina Agricultural & Technical State University; Deana Lacy McQuitty, SLPD, North Carolina Agricultural & Technical State University

**Level of Instruction:** Introductory

This research project is a meta-analysis of literature regarding the development of communication skills in young children diagnosed with Shaken Baby Syndrome. According to Ashton 2010, Shaken Baby Syndrome results in cognitive as well as communication deficits following infancy. Furthermore, the literature purports that there continues to be an increase of shaken baby syndrome among infants whose parents exemplify poor attachment styles. Due to the critical role the parent-child interaction dyad has on a child's communication development, it is critical that an investigation of best practices and the role of the SLP be explored when providing services to this population.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify the role of the SLP as an early interventionist as it relates to Shaken Baby Syndrome; identify communication characteristics and the cognitive functioning of young children affected by SBS; identify assessment and interventions for young children diagnosed with Shaken Baby Syndrome as well as understand the role of parent/caregiver counseling and education.

***Analysis of Current Literature: Arteriovenous Malformation and Communication Development in Children***, Kristyn Leah Sanders, North Carolina Agricultural and Technical State University; Deana Lacy McQuitty, SLPD, North Carolina Agricultural and Technical State University

**Level of Instruction:** Introductory

This current research project investigates scholarly literature regarding the incidence and prevalence of Arteriovenous Malformation (AVM) and its affect on communication development in young children. The practitioner must be aware that as the infant mortality rate continues



# Convention Program Schedule

## Saturday, April 21 *(continued)*

to decrease, the life expectancy of medically fragile infants and toddlers/ preschoolers with rare syndromes and disorders increases. This research will present a case study of a 4 year old diagnosed with AVM and the rehabilitative process regarding the areas of cognition, communication and motoric functions. Current findings, limitations of research, and best practices regarding speech- language assessment and intervention will be discussed.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, define and understand the underlying cause of Arteriovenous Malformation; identify cognitive, communication and motoric characteristics of young children diagnosed with AVM; identify and discuss the roles of the speech language pathologist regarding assessment and intervention best practices and the importance of family/caregiver education and counseling.

**ASD: A Review of Best Practices & Efficacy Studies for Speech-Language Pathologists**, Brenda Lynette Williams, BA, North Carolina Agricultural & Technical State University; Deanna McQuitty, SLPD, North Carolina Agricultural & Technical State University

**Level of Instruction:** Introductory

This research provides a meta-analysis of literature regarding best practices in the assessment and intervention for autism spectrum disorders (ASD). Based on a perusal of literature children with ASD are identified as early as infancy and the acquisition of early language skills is an important predictor for later speech and language development (Matson, 2008). Due to the role of the speech-language pathologist (SLP), it is imperative that SLPs have knowledge of best practices outlined in the research literature. This study will discuss current findings, limitations of research, and best practices regarding assessment and intervention strategies for children diagnosed with ASD.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify speech and language characteristics of young children and infants; diagnosed with ASD. The participant will be able to list key predictors of later language development in young children and infants diagnosed with ASD; identify and name best practices regarding effective speech and language assessment and intervention techniques for young children and infants diagnosed with ASD.

**Assessing Speech and Reading Fluency Performance in College Level Students**, WaNelle J. Anderson, PhD, Norfolk State University; Ronald C. Jones, PhD, Norfolk State University

**Level of Instruction:** Introductory

This presentation reports on the speech and reading fluency performance of 64 college freshmen screened using a voice recognition program. A speech-to-text (STT) ratio (i.e., time difference reading a passage with and without errors) was calculated by timing students reading, aloud, a passage guided by a computer program. Misread, mispronounced and/or omitted words slowed the progression of the passage. Students' STT ratios were compared with their silent reading rate of the same passage. Results suggest that assessing oral reading, using a speech-to-text computer program, provides a reliable method of determining actual speech and reading fluency performance, particularly, for college students.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, calculate speech-to-text ratios; discuss the implications of assessing reading performance in college; describe speech to text technology applications in academic and clinical settings.

**Telehealth: A Speech-Language Intervention For Adolescents With TBI**, Lauren E. Robinson, BS, Longwood University; Sara Betz, BA, Longwood University; Michele L. Norman, PhD, Longwood University; Shannon Salley, SLPD, Longwood University

**Level of Instruction:** Introductory

Adolescents are among the highest population at risk for head injury, especially males. Their involvement in contact sports and willingness to engage in high risk behaviors are just two of the reasons statistics show an increase in the number of traumatic brain injuries among male adolescents compared to females. Unfortunately, in rural communities, consistent therapeutic intervention may be inaccessible for long-term rehabilitation. This study will review the benefits of providing speech-language therapy to adolescents in these communities through web-based programs in order to improve patient outcomes.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, list three benefits of the use of Telehealth; identify four sequelae of adolescents with TBI; discuss two service delivery models for SLPs using web-based interventions.

**Variations in Value Orientations of Parents, Teachers and Speech-Language Pathologists**, Mona Bryant-Shanklin, PhD, Norfolk State University; Ronald C. Jones, PhD, Norfolk State University

**Level of Instruction:** Introductory

Presented are the results of a social values survey conducted on two groups: the parents and teachers of AA children (low academic achievement), and the parents and speech-language pathologists of AA children (language-impairments). Results show a strong relationship between the values of the two groups of parents, and a comparably strong relationship between the values of the teachers and the speech-language pathologists. Significantly less congruence was shown in values between the parents and the respective professionals. The findings suggest that when parents and professionals have divergent social values they risk conflict in the management of the children involved.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, assess the social values of parents, teachers and speech-language pathologists; discuss the implications of social values in the management of children with communication problems; develop strategies for improving the teaching and the delivery of therapy of children whose parents have divergent social value systems.

## SCHOLAR TO SCHOLAR POSTER SESSIONS

### 10:00 am - 11:30 am

**Auditory Processing Testing: Is There a Need to Use a Sound Treated Test Booth?**, Nicolle Franklin, Howard University; Brittani Hightower, Howard University; Martin Nyanzu, Howard University; Kierra Villines, Howard University; Jay R. Lucker, EdD, Howard University

**Level of Instruction:** Introductory

Audiologists state that tests of auditory processing must be administered in sound treated test suites. Many times, schools may be willing to have students' assessed for APD, but all they can supply is a quiet test room. This poster session looks at the auditory processing test results for a group of young adults tested in the sound treated booth and a quiet test environment. The same equipment and tests were used both times. Results identify what

# Convention Program Schedule

## Saturday, April 21 *(continued)*

differences, if any, in raw scores occurred when subjects were tested in each of these test environments.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, describe the two different test environments and the ambient sound factors found in each; identify any differences in auditory processing test performance between the two test environments; make more informed decisions regarding what should be an appropriate test environment for administering tests of auditory processing.

**Integration of Rhyming, Story Retelling and Kinesthetic Into Language Therapy,** Maggie Connelly, BA, South Carolina State University; Kerry Dorn, BA, South Carolina State University; LaTeka Kegler, BA, South Carolina State University; Sonya Shepard, BS, South Carolina State University; Mandy Stevens, BA, South Carolina State University; Regina Lemmon, PhD, South Carolina State University

**Level of Instruction:** Introductory

Rhyming is important to literacy since it helps children to understand word families. It helps children acquire phonological awareness skills and language. Songs and rhymes expose children to the rhythm of the language. Rhyme also prepares children to make predictions while learning words and gives them crucial decoding skills (Mascle, 2009). The purpose of this study is to determine the impact that storytelling, rhyming therapy, and kinesthetic play had on the rhyming abilities of twenty-eight language-delayed first and second graders. An experimental group received specific therapy for rhyming with the incorporation of kinesthetic play and storytelling over nine therapy sessions while the control group did not. Both groups were pre/post tested and the results showed significant gain in the rhyming abilities of the experimental group who received the therapy.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify three benefits of rhyming therapy; identify three benefits of story telling in therapy; identify three benefits of kinesthetics in therapy.

**Medical Professionals Perceptions of the Effectiveness of E-Stim for Dysphagia Therapy,** April Burris Chisholm, BA, South Carolina State University; Lorena Centurion, BA, South Carolina State University; Elizabeth Govan, BS, South Carolina State University; Lindsay Moore, BA, South Carolina State University; Kristina Smith, BA, South Carolina State University; Regina Lemmon, PhD, South Carolina State University

**Level of Instruction:** Introductory

The purpose of this study was to determine professionals' perceptions of the effectiveness of neuromuscular electrical stimulation (E-Stim). The surveys used by Crary et al. (2007) were adapted. The surveys ascertained information on practice patterns, clinical outcomes, complications, and perceptions of professionals. The survey consisted of two parts – one for professionals that practice E-Stim therapy and one for those who do not. Results revealed strokes are most commonly treated using E-Stim and 91.3% of respondents perceived E-Stim to be effective. The top four reasons respondents reported for not using E-Stim include: a lack of ASHA endorsement, safety outcomes for different ages, need for more data on group outcomes, and different authors.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify two pros and cons of using e-stim therapy; identify medical professionals perceived effectiveness of e-stim; identify medical professionals perceived weaknesses of e-stim.

**Past Marking in Narratives: Strategies Used by Young AAE Speakers,** Samantha Michelle Downie, University of Massachusetts, Amherst; Frances Burns, PhD, University of Massachusetts, Amherst

**Level of Instruction:** Introductory

This study examines the patterns and strategies young African American English (AAE) speaking children use to mark past events. The narratives of 41 typically-developing AAE-speaking children ages 5-6 were contextually analyzed for past marking strategies including preterite had, pluperfect, past tense –ed, and irregular past tense. Findings will be used to demonstrate the past marking strategies used; and how they may differ from those used by general American English speakers (GAE). Suggestions for how teachers and speech-language pathologists can use the strategies to enhance reading and writing instruction will be discussed.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify strategies young typically developing AAE speakers use to mark past events; identify ways young AAE speakers and GAE speakers differ in past marking strategies; identify ways teachers and speech-language pathologists can utilize past marking strategies intrinsic to AAE to enhance reading and writing instruction.

**SC Public Schools Teachers' Perceptions of Dialectal Differences,**

Robert Cox, BA, South Carolina State University; Jakiya Evans, BA, South Carolina State University; Jada Swan, BA, South Carolina State University; Valerie Bell, BA, South Carolina State University; Regina Lemmon, PhD, South Carolina State University

**Level of Instruction:** Introductory

This study determined the extent to which new teachers' perceptions about dialect could be improved through education of dialectal differences regarding African American (AAE) and Southern American (SA) dialects. This research was designed to discourage biased and unnecessary teacher referrals to special services for speakers of dialects. Seventeen elementary school teachers were asked to make judgments on 48 randomized sentences with grammatical dialect features (16 AAE, 16 SA, and 16 SAE) in a pre and post-survey. Between the surveys, the participants were given information dispelling biases about dialect speakers and offered information about the difference between dialect features and characteristics.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify three characteristics of nonstandard dialects and thus reduce erroneous referrals to SLPs; identify three differences normal dialectal variations and language impairments; identify grammatical features of Southern American dialect (SA), African American dialect (AAE) versus Standard American English dialect (SAE).

**Speech-Language Pathologists Perceptions of School-Based Dysphagia Therapy,** Felicia Cantey, South Carolina State University; Kelly Crowe, BA, South Carolina State University; Julie Kennedy, South Carolina State University; Regina Lemmon, PhD, South Carolina State University

**Level of Instruction:** Introductory

This study was conducted to determine the comfort level of school-based ASHA certified SLP's when managing a student who has a feeding and or swallowing disorder. Surveys were completed via e-mail by 118 school based SLP's in Georgia, North Carolina and South Carolina. Questions on the survey targeted formal education, Continuing Education Units (CEU's) /On-the-Job Training, Caseload and Self-Assessment. Results revealed that SLP's who have

# Convention Program Schedule

## Saturday, April 21 *(continued)*

support from their district, CEU's and support from a school-based dysphagia team feel strongly confident in treating students who have dysphagia. More than half of the participants said that they did not feel confident in treating students with swallowing disorders.

Findings revealed that SLP's need more support from the district.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, determine if additional coursework or training improves the SLP's confidence level when working with dysphagia clients in the schools; identify the SLP's perspective on having a school/district dysphagia team, and if teams increase confidence levels; determine the overall confidence level of SLPs in regards to treating dysphagia in the schools.

***The Effectiveness of the SACCA Model for Collaboration,*** Britany Burke, BA, South Carolina State University; Ashley Jones, BA, South Carolina State University; Shannon Mitchell, BA, South Carolina State University; Courtney Nesmith, BA, South Carolina State University; Regina Lemmon, PhD, South Carolina State University

**Level of Instruction:** Introductory

The purpose of our research is to verify the effectiveness of the Standards Aligned Communication Curriculum Assessment (SACCA) model and whether or not the model promotes teacher and speech-language pathologist (SLP) collaboration. The SACCA model is a curriculum standards and evaluation program that is aligned to the South Carolina Curriculum Standards. It has been used as a tool to assist the SLP with determining goals that are relevant to the general education classroom requirements. The participants of the study included 15 SLPs and 15 teachers. The participants completed the surveys online. The results of the surveys were compiled to determine the participants' perceptions of the SACCA model and SLP and teacher collaboration. Results show that SLPs agree that this model helps them in collaborating with staff, and therefore, shows that the SACCA model is effective.

**Learner Outcomes:** At the conclusion of this presentation, participants will be able to, identify three pros/ cons of SACCA model SLP/teacher collaboration and planning of therapy sessions; identify the purpose and effectiveness of the SACCA model in promoting SLP and teacher collaboration; look at the impact the SACCA model has on promoting student achievement based on the perspectives of both, teacher and SLP.

SAY CHEESE!



**Don't forget to submit your pictures from the 2012 Convention to NBASLH**

*Email all photos to [nbashl@nbashl.org](mailto:nbaslh@nbashl.org)*

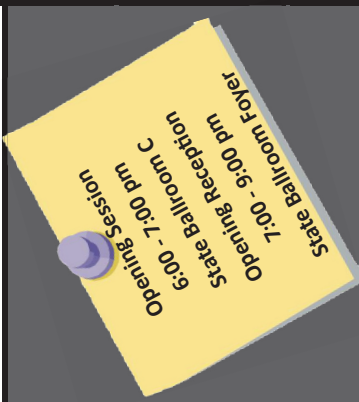
**Mark Your Calendars  
2013 NBASLH Convention**

**April 18-21, 2013  
L'Enfant Plaza Hotel  
Washington, DC**



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# Convention At-A-Glance – Thursday

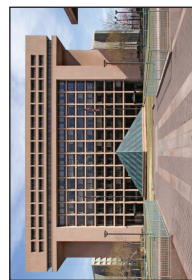
Thursday, April 19, 2012	CHANCELLOR Business Management and Professional Affairs	CONGRESSIONAL A Global/International Issues/Speech, Fluency, Language and Voice Disorders	CONGRESSIONAL B Audiology and Aural Rehabilitation/AAC
1:00 pm	<b>MS 2</b> <i>Working With Culturally Unenlightened Clients and Families</i> <b>1:00 pm - 2:00 pm</b> (Mayo, Aiken, Harris)	<b>MS 1</b> <i>Linking ASD Measures to the WHO's ICF-CY Framework</i> <b>1:00 pm - 2:00 pm</b> (Galla, Hawthorn, Cooley Hidecker, Ross, Rezze, Allen, Rosenbaum)	<b>DSF 1</b> <i>An Auditory Processing Screening Test for Children who are Bilingual English/Arabic Speaking</i> <b>1:00 pm - 1:30 pm</b> (Abulhamayel, Faquih, Lucker)
2:00 pm	<b>SF 1</b> <i>Success Strategies of Speech and Hearing Sciences Graduate Students</i> <b>2:15 pm - 2:45 pm</b> (Walton, Mitchell)	<b>MS 3</b> <i>A Sista in China: My Journey to Cultural Awareness and Sensitivity</i> <b>2:15 pm - 3:15 pm</b> (Miller)	<b>TS 1</b> <i>Dialect Density Variation by Parent Education and Age</i> <b>1:45 pm - 2:15 pm</b> (Jackson, Pearson)
3:00 pm		<b>DSF 2</b> <i>Phonological Awareness Skills In Undergraduate Students</i> <b>3:30 pm - 4:00 pm</b> (Ortega, Martinez, Lucker)	<b>MS 38</b> <i>The Federal and State Offices of Minority Health and Health Disparities (Equity): How NBASLH Can Collaborate</i> <b>2:30 pm - 3:30 pm</b> (Pullen-Smith, May)
4:00 pm	<b>SF 2</b> <i>Working With Nigerian-Language-Influenced English Speakers: What SLPs Need to Know</i> <b>4:15 pm - 4:45 pm</b> (Udoh, Mayo)	<b>TS 2</b> <i>Serving English Language Learners (SELL): A Professional Learning Experience Initiative</i> <b>4:15 pm - 4:45 pm</b> (Brown)	<b>MS 39</b> <i>Foreign Accent Syndrome</i> <b>4:00 pm - 5:00 pm</b> (Abulibdeh, Mayo)
5:00 pm	<b>TS 3</b> <i>Frontotemporal Dementias: Role of the SLP in Assessment &amp; Management</i> <b>5:00 pm - 5:30 pm</b> (O'Brien)	<b>DSF 3</b> <i>Conversational Discourse in Right Hemisphere Brain Damage</i> <b>5:00 pm - 5:30 pm</b> (Minga)	

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

**Thursday, April 19**  
8:00 am - 5:30 pm

**Friday, April 20**  
8:00 am - 4:45 pm

**Saturday, April 21**  
8:00 am - 5:00 pm  
in University ABC



**Mark Your Calendars**  
**2013 NBASLH Convention**

**April 18-21, 2013**

**L'Enfant Plaza Hotel**  
Washington, DC



# Convention At-A-Glance – Friday AM

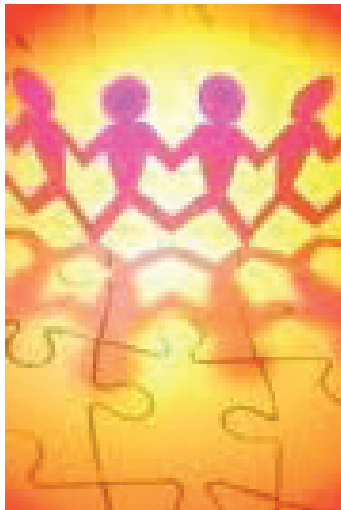
Friday, April 20, 2012	CHANCELLOR Business Management and Professional Affairs	CONGRESSIONAL A Global/International Issues/Speech, Fluency, Language and Voice Disorders	CONGRESSIONAL B Language Development and Disorders	STATE BALLROOM C Audiology and Aural Rehabilitation/AACs	STATE BALLROOM D Global/International Issues/Speech, Fluency, Language and Voice Disorders
8:00 am	<p><b>TS 4</b> Expertise of SLPs Who Work With Students Who Speak African American English 8:00 am - 8:30 am (LeRay, Fuste-Herrman, Grossman, Satake)</p> <p><b>SF 3</b> Pathways to the Profession: The College Scholar-Athlete 8:30 am - 9:00 am (Forbes, Mayo, Mayo)</p>	<p><b>MS 6</b> Dialectal Variations in Standardized Testing: A Classification Process 8:00 am - 9:00 am (Runnels)</p>	<p><b>MS 5</b> Assessing the System of Marking Past Events in AAE- Speaking Children 8:00 am - 9:00 am (Burns)</p>	<p><b>TS 5</b> Listener Judgment as a Method for Characterizing Children's Dialect 8:00 am - 8:30 am (Oetting, Richardson)</p>	
9:00 am	<p><b>Poster Sessions</b> 8:00 - 9:30 am 9:00 - 11:30 am</p>	<p><b>MS 7</b> Assessment, Diagnosis and Treatment of Cleft Lip/Palate and VPI and the African- American Population 9:15 am - 10:15 am (Gauvin)</p>	<p><b>SF 5</b> Emergent Literacy Content in Preschool Classrooms 9:15 am - 9:45 am (Johnson)</p>	<p><b>SF 4</b> Operationalizing Social Communication in ASD: A Scoping Review 8:45 am - 9:15 am (Reed, Curtis Stone, Cooley Hildecker, Ross, DiReze, Zwaigenbaum, Rosenbaum)</p>	<p><b>MS 8</b> Community Connections: The Key to (Re)Engagement for the Adult With Aphasia 9:15 am - 10:15 am (Silverman)</p>
10:00 am	<p><b>SC 2</b> Recession Proof Speech- Language Pathologist: Is it Possible? 9:15 am - 12:15 pm (Grimsley)</p>	<p><b>SF 6</b> Cognitive Rehabilitation Using Telehealth for Veterans With TBI 10:30 am - 11:00 am (Williams, Riegler, Neils-Strunjas)</p>	<p><b>MS 10</b> Mining Research of Pragmatic Language Behavior in African American Children: A Systematic Literature Review 10:00 am - 11:00 am (Hyter, Rivers, Delamette)</p>	<p><b>MS 9</b> Assessing Attention Deficit Disorders in Non-Traditional College Students 9:30 am - 10:30 am (Brady, Jones)</p>	<p><b>MS 11</b> Improving Client Outcomes: A University Clinic and Public School Collaborative 10:30 am - 11:30 am (Heggs)</p>
11:00 am			<p><b>MS 13</b> Culture, Caregiving and Communication Disorders 11:15 am - 12:15 pm (Payne)</p>	<p><b>MS 12</b> iTherapy: Discovering the Endless Possibilities With the iPad 10:45 am - 11:45 am (Ward-Williams)</p>	
12:00 pm					<p><b>TS 6</b> A Journal Content Analysis Study of Women Who Stutter 11:45 am - 12:15 pm (Mayo, McIntyre, Hedrick, Mayo)</p>

# Convention At-A-Glance – Friday PM

Friday, April 20, 2012	CHANCELLOR Business Management and Professional Affairs	CONGRESSIONAL A Global/International Issues/Speech, Fluency, Language and Voice Disorders	CONGRESSIONAL B Language Development and Disorders	STATE BALLROOM C Audiology and Aural Rehabilitation/AACs	STATE BALLROOM D Global/International Issues/Speech, Fluency, Language and Voice Disorders
1:00 pm	<b>MS 14</b> <i>A Man in a Woman's World: Advantages/Disadvantages of Being a Male Speech-Language Pathologist</i> <b>1:00 pm - 2:00 pm</b> (Jackson)	<b>SF 8</b> <i>Speech Language Pathology Shadowing Opportunities: Building a Strong Foundation</i> <b>1:00 pm - 1:30 pm</b> (Blaylock, Mitchell)	<b>MS 16</b> <i>Let's Talk Trash - A Cost-Efficient Approach to Intervention</i> <b>1:00 pm - 2:00 pm</b> (Catt)	<b>MS 15</b> <i>Clinical Supervision in the 21st Century: Students and Cyberspace</i> <b>1:00 pm - 2:00 pm</b> (Porter, Miller, Ponton)	<b>SF 9</b> <i>The Whole Client: Improving Intercultural Service Delivery Through Service Abroad</i> <b>1:00 pm - 1:30 pm</b> (Brown, Clark)
2:00 pm	<b>Men of NBASLH Panel Discussion</b> <b>2:00 pm - 2:30 pm</b>	<b>DSF 4</b> <i>An Investigation of the Spanish Phonetic Inventories of 3-5 Year Olds of Central American Backgrounds</i> <b>1:45 pm - 2:15 pm</b> (Perry, Martinez, Zapata)	<b>MS 17</b> <i>Developing Children's Language and Literacy Skills Using Book-Reading Activities</i> <b>2:15 pm - 3:15 pm</b> (Jackson, Holbrook, Browning, Carter, Flannery, Wade)	<b>DSF 5</b> <i>Head Start Teachers' Complex Syntax Input</i> <b>2:15 pm - 2:45 pm</b> (Fisher, Schuele)	<b>SF 10</b> <i>Comparing DELV Scores With Listener Judgments of AAE</i> <b>1:45 pm - 2:15 pm</b> (Cottrell, Williams, Talley, Taran)
3:00 pm	<b>MS 19</b> <i>Delivering an Online Praxis Preparation Course: Lessons from 10 Years Experience</i> <b>2:45 pm - 3:45 pm</b> (Payne)	<b>DSF 6</b> <i>Selective Visual Attention to Facial Expressions of Emotion</i> <b>2:30 pm - 3:00 pm</b> (Scott, Tompkins)	<b>MS 20</b> <i>Pudding Anyone?!?</i> <b>3:30 pm - 4:30 pm</b> (Thompson)	<b>MS 18</b> <i>Blast Injuries and Post-Traumatic Stress Disorder</i> <b>2:30 pm - 3:30 pm</b> (Brooks, Payne)	
4:00 pm	<b>MS 22</b> <i>ASHA's Compass: The Revised Code of Ethics</i> <b>4:00 pm - 5:00 pm</b> (Rao)	<b>MS 21</b> <i>Mentoring Isn't Just for Students</i> <b>3:30 pm - 4:30 pm</b> (Lucker)		<i>Student and Young Professional Chat</i> <b>3:00 pm - 4:30 pm</b>	
5:00 pm	<b>Annual Membership Meeting / A</b> <b>5:00 pm</b>	<b>Annual Awards Dinner</b> <b>7:00 - 9:00 pm</b> State Ballroom CDE <b>Dancing and Desserts</b> <b>9:00 - 11:00 pm</b>			

# Convention At-A-Glance – Saturday

Saturday, April 21, 2012	CHANCELLOR Global/International Issues/Business Management and Professional Affairs	CONGRESSIONAL A NSIG/Health Professions	CONGRESSIONAL B Speech, Fluency, Language and Voice Disorders	STATE BALLROOM C Professional Affairs/Audiology and Aural Rehabilitation/AAC
8:00 am	TS 7 African American Families and End of Life Decision Making 8:00 am - 8:30 am (Williams)	MS 23 "SLAMM!" High Impact Sports and Their Impact on Student-Athletes 8:00 am - 9:00 am (Puryear, Mayo, Drolet)	MS 24 UNC- CH Health Affairs Partnership Initiative (HAP) 8:00 am - 9:00 am (Mitchell)	SC 3 Removing the Training Wheels: A Round Table Forum on CFY 8:00 am - 11:00 am (Johnson, Ortega, Davis, Perry)
9:00 am	MS 25 It's a Matter of Trust: Promoting integrity in Science 8:45 am - 9:45 am (Moss)	MS 26 Donn F. Bailey Lecture Music as a Mirror: A Relational Analysis of AAE & Hip Hop/Rap Music 9:15 am - 10:15 am (Arnold, Love Baker, Platt, Johnson, LaNier, McCullough, Phillips, Prather)	Posters Sessions 8:00 am - 9:00 am 9:00 am - 10:00 am 10:00 am - 11:00 am 11:00 am - 12:00 pm	
10:00 am	MS 27 Enhancing College Student Athlete's Communication Wellness and Effectiveness 10:00 am - 11:00 am (Avent, Mayo)	MS 28 Treatment Methods and Considerations for the Right Hemisphere Brain Damaged Patient 10:30 am - 11:30 am (Crawford)	SC 4 Medical Technology Fair 9:30 am - 12:00 pm	MS 29 Assessment E-Portfolio: Where the Rubber Meets the Road! 11:15 am - 12:15 pm (Gillespie)
11:00 am	DSF 7 The Impact of Prior Knowledge on Science Text Comprehension 11:15 am - 11:45 am (Clark)			Student-Mentor Luncheon Def 12:30 - 2:00 pm
12:00 pm				
1:00 pm	MS 30 Using Service Learning Projects to Promote Language and Literacy Skills 1:00 pm - 2:00 pm (Clark, Brown)	MS 31 Detecting Early Cognitive-Communicative Change in Mild Cognitive Impairment 1:00 pm - 2:00 pm (Fleming)	MS 32 Wounded Warriors: Brain Injury and it's Impact on our Communities, a Panel Discussion (presentation by BIANC and NBASLH) 1:00 pm - 2:00 pm (Miller)	
2:00 pm	DSF 8 A Phenomenological Study of Multicultural Infusion in Communication Sciences and Disorders 2:15 pm - 2:45 pm (Toliver-Smith, Robinson)	MS 33 Language Sampling ... Deal or No Deal 2:15 pm - 3:15 pm (Jeffries, Graves)	Wounded Warriors Panel Discussion 2:00 - 2:30	SC 5 Using Therapeutic Music to Improve Listening in Children With Auditory Processing Deficits 2:00 pm - 5:00 pm (Lucker)
3:00 pm	MS 34 Am I Too Young to Start a Private Practice? 3:00 pm - 4:00 pm (Ward-Williams)	MS 36 Showing Your Face in the Place After Your Data's Collected 3:30 pm - 4:30 pm (Newkirk, Morris)	TS 8 The Marginal Cost of Aphasia: The Impact of Race 2:45 pm - 3:15 pm (Ellis, Simpson)	
4:00 pm		DSF 9 Performance of African Americans With and Without TBI on RIPA-2 4:45 pm - 5:15 pm (Davis, Wright-Harp)	MS 35 Activation Likelihood Estimation: An Approach to Meta-Analysis in Imaging Research in CSD 3:15 pm - 4:15 pm (Ellis)	
5:00 pm			NSIG Meeting 4:30 pm - 5:00 pm	



## Special Thanks to

**The students who volunteered to moderate sessions.**

**Students from North Carolina Central University and North Carolina Agricultural & Technical State University who built the attendee packets.**

**The students who performed at the Opening Reception.**

**Come check us out!**

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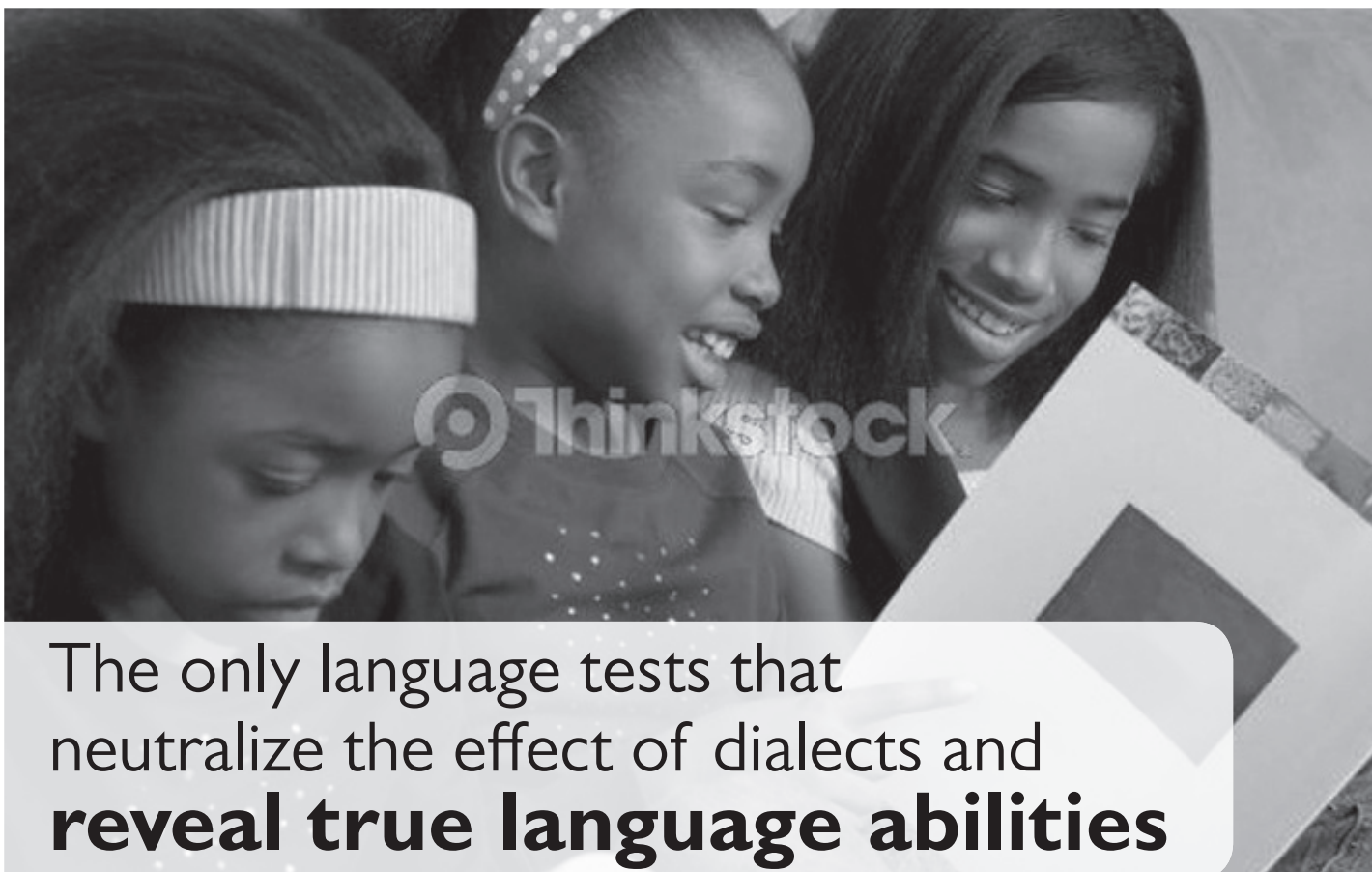
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**Department of Communication Sciences and Disorders**  
**Assistant/Associate Professor, Tenure-Track**  
**College of Health and Behavioral Sciences**



- Salary:** Competitive and commensurate with qualifications.
- Available:** Preferred start date is August, 2012 but flexible. Nine month, tenure-track position
- Qualifications:** Qualifications: PhD in speech-language pathology or related discipline; post-doctoral fellowship desirable; teaching experience; a research agenda and research publications desirable; CCC and eligibility for Arkansas licensure are assets.
- Responsibilities:** Responsibilities include undergraduate and graduate teaching, development of a dynamic research program, mentoring of masters' and doctoral students and service to the department and University. UCA Communication Sciences and Disorders is in the College of Health and Behavioral Sciences, is CAA accredited and offers the doctoral degree through a consortium in Communication Sciences with the University of Arkansas for Medical Sciences and the University of Arkansas Little Rock. The consortium has excellent opportunities for joint appointments and research collaboration with the associated Reynolds Institute on Aging, the Winthrop P. Rockefeller Cancer Institute and other affiliates.
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- Application:** Submit letter of application, vita, names and addresses of three references to search committee chair:  
Brent Gregg, PhD  
Search Committee Chair  
Department of Communication Sciences and Disorders  
201 Donaghey Ave., UCA Box 4985 Conway, AR 72035  
[bgregg@uca.edu](mailto:bgregg@uca.edu)

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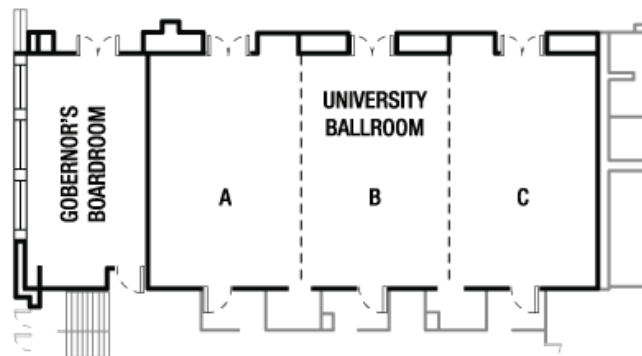
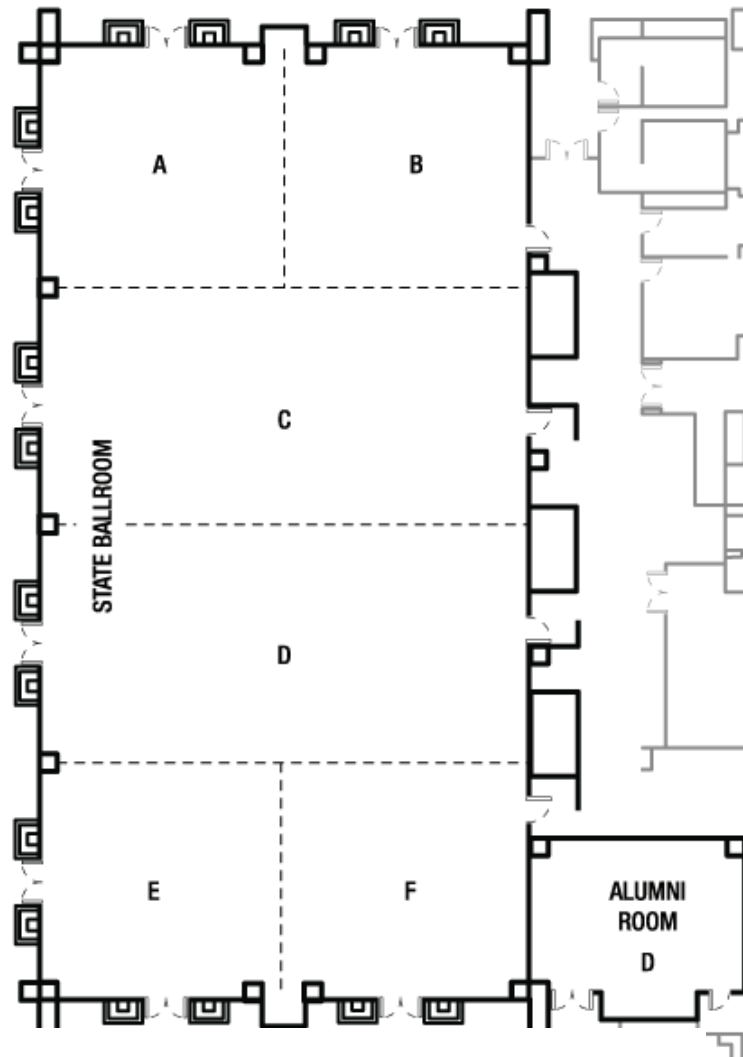
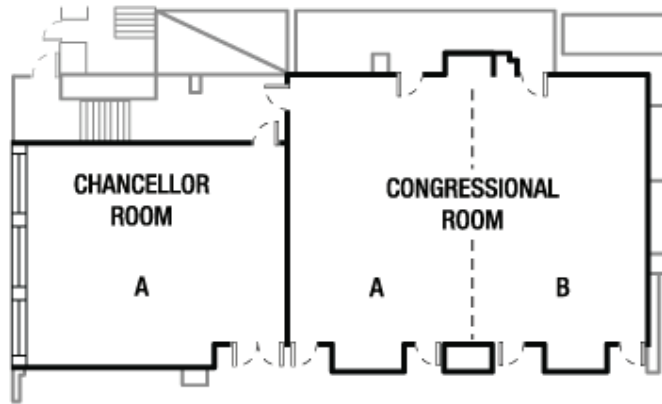
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# 2012 ASHA Conferences

## Live Conferences

### ASHA Health Care/ Business Institute 2012

April 28–29, 2012

Memphis Convention Center, Memphis, TN

Health Care 2012 focuses on clinical issues in dysphagia, adult neurogenic disorders, and voice for SLPs in health care settings

Business Institute 2012 focuses on topics in finance, marketing, and management for SLPs in private practice or executive/management roles

### ASHA Schools 2012



July 27–29, 2012

Milwaukee Convention Center, Milwaukee, WI

ASHA's annual conference for speech-language pathologists in schools, focusing on assessment, intervention, and service delivery issues in school settings

## Online Conferences

### ASHA Online Conference

#### PRIVATE PRACTICE INSTITUTE

January 18–30, 2012

Practical advice on financial planning, marketing, pricing, coding, and more for SLPs and audiologists in private practice. Recorded lectures, available on demand, are supplemented and extended with live, text-based chats with presenters. This is a repeat of the conference originally presented in June 2011.

### ASHA Online Conference

#### CASE STUDIES IN FLUENCY DISORDERS

May 9–21, 2012

Enhance your learning with this case-study format conference on fluency disorders for clients ranging from preschool age through adulthood. We'll provide assessment and treatment strategies on topics that include stuttering and concomitant issues, stuttering and new technologies, stuttering in unique populations, and cluttering. Plus, in this online conference, you'll enjoy the flexibility of on-demand, recorded lectures that are taught by well-known professionals, and you can extend your learning by interacting with them during the live, text-based chats.

### ASHA Online Conference

#### INSTRUCTING COMMUNICATION PARTNERS IN AAC

June 13–25, 2012

Gain the skills needed to provide comprehensive instruction to communication partners of clients who use AAC—one of the best ways to improve outcomes for these clients, regardless of age or setting. In this online conference, you'll enjoy the flexibility of on-demand, recorded lectures that are taught by respected leaders in the AAC field. Plus, extend your learning by interacting with them during the live, text-based chats.

### ASHA Online Conference

#### AUDIOLOGY 2012: MANAGING HEARING LOSS IN SCHOOL-AGE CHILDREN

October 17–29, 2012

Practical, applications-oriented information spanning legal and regulatory issues, school-based service delivery, amplification, literacy development, children with cochlear implants, and more. Recorded lectures, available on demand, will be supplemented and extended with live, text-based chats with presenters.

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