NBASLH

35th Anniversary

Washington, D.C.
1978 – 2013

VISION

MISSION

PURPOSE

ACHIEVING

April 18-20, 2013
L'Enfant Plaza Hotel
Washington, D.C.

NBASLH OFFICE
700 McKnight Park Drive, Suite 708, Pittsburgh, PA 15237
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Letter from the Chair

A warm welcome goes out to all that are attending the 2013 Annual Convention of the National Black Association for Speech-Language and Hearing (NBASLH). This year we have gathered in our nation's capital city, Washington D.C., to tell our story. As we tell our story this year we will be highlighting the fact that we are also celebrating 35 years of existence. We must tell our story so we can remember the path that we have traveled. If we forget how we have gotten to this point, we increase the risk of the association failing the future generation of professionals. The elders of the association, those that have been around for most of those 35 years, must tell their stories because in those stories is power. Those stories about our history, have the power to protect and guide the next generation of professionals. The elders have a long history of working in the profession and they must tell their story, even if the next generation doesn't want to hear it.

In 1968, the year Dr. Martin Luther King Jr. was assassinated, ASHA held its annual convention in Denver, Colorado, and some of ASHA's Black professionals at the convention met and organized a Black Caucus. "The caucus members recognized their responsibilities as Black professionals to take those steps necessary to urge their professional organization to utilize imagination and potential political and economic power to (a) change its white, middle-class character at all organizational levels and (b) bring about equal employment, educational and clinical opportunities for all Black Americans, and (c) encourage appropriate research and curriculum revisions in the area of urban language behavior, most of which is Black language, to the extent that more intelligent clinical and educational services can be made available to Black children." (Special Report by Black Caucus leaders, Orlando L. Taylor, R. Vernon Stroud, Charles G. Hurst, Ernest J. Moore II, Ronald Williams). "Those five guys really had the vision about how they perceived the inclusion of Blacks in the profession, at all levels of the profession…" (Eugene T. Wiggins).

On June 30, 1978, NBASLH was incorporated in Washington D.C. The members wanted to establish a viable mechanism through which the professional needs of the Black professionals, students, and the communicatively handicapped community could be met.

Today, we are standing on the shoulders of many noteworthy multicultural professionals and students that have kept this association alive and viable. As we move into the future, and let the next generation take over, we hope they keep the focus and build on our service to professionals, students and the communicatively handicapped community. We must caution the next and new generation to not be servants to self-centeredness and money as they learn and practice the profession because, that will not give you peace of mind and the creativity you will need to succeed. Learn from the people that came before you and hold your head up high, so you can see where you are, who you are. Enjoy the convention.

Arnell Brady
Arnell Brady, MA, CCC-SLP/L
NBASLH Chair

Welcome from the Convention Chair

Welcome to the 35th Annual Convention of the National Black Association for Speech-Language and Hearing in the historic city of Washington, D.C. We are excited about this year's theme, ***NBASLH: Achieving our Mission, Vision and Purpose*** as we return to our "birthplace!"

On Thursday, we invite you to celebrate NBASLH's mission of meeting the needs of black professionals, students and individuals with communication disorders through Advocacy on Capitol Hill! Then make your way back to the convention to hear our Opening Session Speaker, Ms. Barbara Fernandes compel you with her own personal story of moving from Brazil to the United States teaching herself English and Spanish and now business owner of Smarty Ears with more than 50 apps for speech pathologists around the world. After Ms. Fernandes' inspiring presentation, relax and network with fellow attendees at the opening reception, sponsored by **EBS Healthcare**.

On Friday, jumpstart your day with the **Annual Membership Meeting** at its **new morning meeting time!** We encourage you to enjoy a day full of educational sessions including our highlighted presentations *Bridging Accent Modification and Public Speaking: Overlapping Training for SLPs* by Ms. Cathy Runnels and *What's New for Language Therapy on Your iPad* with Ms. Barbara Fernandes. Later that evening, we will gather for our Annual Awards Dinner with our honored keynote speaker Mr. Eugene Wiggins. Mr. Wiggins is a founding member of NBASLH and was the creator of the PRAXIS Review Course. Mr. Wiggins' presentation will surely encourage us to achieve the vision of NBASLH in his presentation, *Making a Difference*. Following our keynote speaker, we will honor our awards recipients and scholarship winners. At the end of the night, we will have our social gathering "Dancing and Desserts" sponsored by **Howard University**.

Saturday is a jam-packed day, so get your day started with an exhilarating Zumba exercise session with Dr. Kia Johnson. After that, there are several options for you to appreciate the purpose of NBASLH. For our healthcare and rehabilitation service providers, we have teamed up with the National Aphasia Association to present the National Aphasia Association's Regional Speaking Out Conference. We encourage other service providers to attend this year's Donn F. Bailey Lecture Series presentation, *Young Child AAE Speech Acts: Cultural Roots, Transmission, Developmental Trends* by Dr. Glenda DeJarnette, Dr. Yvette D. Hyter, Dr. Kenyatta O. Rivers, and Dr. Toya A. Wyatt. Later that afternoon, you may want to attend another highlighted presentation *Components of a Well-Rounded Treatment Plan for Children and Adolescents Who Stutter* by Dr. Tommie L. Robinson. Also, Saturday is a day for students to attend the annual ASHA co-sponsored Student-Mentor Luncheon. To close out the day, we will have a final reception at ASHA's National Office.

On Sunday, take a moment to say "farewell until next year" over a cup of coffee to old friends and new at the Sunday Farewell.

Finally, we would like to say thank you to our sponsors ASHA/NSSHLA, EBS Healthcare, Howard University, Progressus Therapy, Staffing Options & Solutions and The Columbus Organization. We would also like to thank and commend all of our presenters, student volunteers, moderators, and conventioneers for choosing to attend and participate at this convention.

Once again welcome to Washington, D.C. and we hope you will thoroughly enjoy the convention. We guarantee that by the end of the convention you will witness that we are truly ***Achieving our Mission, Vision and Purpose***!

Doanne Ward-Williams

Doanne Ward Williams, MEd
NBASLH Convention Co-Chair

Jamila Perry Foreman

Jamila Perry Foreman, MEd
NBASLH Convention Co-Chair

Mark Your Calendars
2014 and 2015 NBASLH Conventions

April 10-13, 2014
Charlotte Marriott City Center
Charlotte, NC

April 16-19, 2015
Doubletree Hotel Nashville
Nashville, TN

Thursday, April 18

Thursday Morning Capitol Hill Visits

The 2013 NBASLH Convention taking place in Washington, D.C., provides an excellent opportunity for NBASLH members to meet with their Members of Congress and advocate for their profession. A personal meeting is one of the most effective ways to get to know your lawmakers and their staff, establish or maintain relationships, and communicate your viewpoints. With new legislators having taken office in January and many competing interests out there, it is extremely important for your Members of Congress to hear about the importance of our professions and to have us in mind when deciding important legislation. *Thank you to all who participated in the Capitol Hill visits.*

Opening Session, Featuring Barbara Fernandes

6:00 pm – 7:00 pm, **Grand Ballroom CD**

Ms. Fernandes will proudly kick off this year's Convention by sharing her compelling story of moving to the United States from Brazil. While studying in the US to become a speech therapist, she simultaneously taught herself both English and Spanish. Later after graduating, she became an innovator in her field by developing a successful business with more than 50 apps for speech therapists around the world.

Opening Reception

7:00 pm – 9:00 pm, **Grand Ballroom AB**

After enjoying the Opening Session, unwind with colleagues of old, and meet new ones, while enjoying music and light hors d'oeuvres.

The Opening Reception is sponsored by EBS Healthcare.

Friday, April 19

Annual Membership Meeting

8:00 am – 9:00 am – **NEW TIME! Grand Ballroom C**

Join the NBASLH Executive Board for the Annual Meeting at its new time! This will be your opportunity to share in the achievements of the past year. Also gain insight on the new and exciting ventures for the upcoming year.

Student Chat

3:45 pm – 5:00 pm
Caucus

NBASLH Annual Awards Dinner

7:00 pm, **Grand Ballroom**

Keynote Speaker: Mr. Gene Wiggins, presenting Making A Difference

Enjoy Desserts and Dancing after the Awards Dinner, sponsored by Howard University.

Check at the registration desk to see if space is still available.

Saturday, April 20

Speaking Out Conference

9:00 am to 4:00 pm, Grand Ballroom CD

NBASLH is pleased to team up this year with the National APHASIA Association to present the ***National Aphasia Association's Regional Speaking out Conference***.

This Conference offers the expertise of leaders in the field of aphasia rehabilitation who will be presenting the latest perspectives on aphasia research, community aphasia programs and living with aphasia through presentations and hands-on demonstrations. The Conference offers a unique integration of views from professionals and people living with aphasia.

You may choose to attend the entire conference which includes breakfast and a film screening of *After Words*. This conference provides .5 CEUs is an additional cost of $30.

Or, you may choose to attend the following presentations that will occur during the Speaking Out Conference:

11:30 – 12:30, *The Cost of Aphasia: More Than Just $$$$ and In the Meanwhile ... Connecting Without Words*.

1:45 – 4:00 pm, *Empower: A Panel of People Living Successfully With Aphasia and Aphasia Intervention Models*.

Saturday, April 20

Zumba

8:00 am – 9:00 am, **Caucus**

Student Mentor Luncheon

12:30 pm – 2:00 pm, **Grand Ballroom AB**

Sponsored by ASHA and NSSLHA

The Student-Mentor Luncheon devotes a special time for students and mentors to enjoy a gathering specifically designated for students. During the luncheon, the Student Research Award recipient will present a synopsis of their research.

Check at the registration desk to see if space is still available.

AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

Special Invitation ASHA National Office

5:00 pm – 8:00 pm

The American Speech-Language-Hearing Association (ASHA) cordially invites NBASLH Convention participants to attend a reception celebrating NBASLH's 35th Anniversary

*The ASHA National Office
2200 Research Blvd
Rockville, MD 20850*

Transportation and tours of the ASHA National Office to be provided. Space is limited; check at the registration desk to see if space is still available.

Sunday, April 21

Sunday Farewell

8:30 am – 9:30 am, **Solarium**

Bid a fond farewell to old friends and new while enjoying a cup of coffee.

Barbara Fernandes, MS

Ms. Fernandes is the founder and director of *Smarty Ears*. She received her masters degree in Speech and Language Pathology with an emphasis in bilingualism from Texas Christian University. Barbara speaks three languages (English, Spanish and Portuguese), and she has worked with children from a variety of ethnic backgrounds and native languages in several countries. In addition to her passion for working with bilingual children, Barbara's passion for technology has led her to become an active blogger known as *GeekSLP* for www.geekslp.com and the blog of the American Speech-Language-Hearing Association known as the AshaSphere. As GeekSLP, Barbara has been invited as a guest speaker in universities and International conferences, and given workshops and presentations around the world on how technology can be implemented to improve the speech and language skills.

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, D.C. 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, D.C., 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.

Tommie L. Robinson, Jr., PhD

Dr. Robinson is director of the Scottish Rite Center for Childhood Language Disorders in the Children's Hearing and Speech Center at Children Hospital in Washington, D.C. and is an associate professor of pediatrics at The George Washington University School of Medicine and Health Sciences. He specializes in communication disorders in children, with a specific focus on children who stutter. Dr. Robinson's research and writings have focussed on normal fluency behaviors in children and adults as well as service delivery to children from culturally and linguistically diverse backgrounds. Dr. Robinson received his AA degree from Coahoma Community College in Clarksdale, Mississippi, BA and MS degrees from The University of Mississippi in Oxford, Mississippi and his PhD degree from Howard University in Washington, D.C.

Cathy Runnels, MS

Ms. Runnels, president and lead SLP of Accent on Speech, LLC, brings multiple years of experience gained in corporations, non-profit, medical, and educational settings. Ms. Runnels is presently a faculty associate at Johns Hopkins University and a national consultant for Western Psychological Services (WPS). She is a former Chair of the Board of the National Black Association for Speech-Language and Hearing and former Board of Ethics member for the American Speech-Language-Hearing Association. She was a featured Alumnus of the Year for Syracuse University (2011-2012). Ms. Runnels works with professionals to modify their accents and to improve their public speaking skills. She also maintains a clinical caseload of students from independent schools with mild to moderate communication needs. Ms. Runnels is a graduate of Chapman University for undergraduate studies and Syracuse University for the master's degree.

Gene Wiggins, MS

Mr. M. Eugene Wiggins is former Director of the Speech and Hearing Clinic at the University of the District of Columbia (UDC). He earned his BS from Hampton University and his MS from the University of Michigan. He is a founding member of NBASLH and initially served as its Administrative Assistant and Financial Manager before taking on the position of Executive Director, which he held from 1988 to 2002. During his tenure, Mr. Wiggins implemented a variety of proceedings with a focus on multicultural issues in speech-language pathology and audiology, which included spotlighting issues related to the recruitment and retention of African American students in communication disorders programs, generally, and the underrepresentation of blacks in the professions, specifically. Mr. Wiggins also created NBASLH's PRAXIS Review Course. He received the William T. Simpkins, Jr. Service Award from NBASLH; he is an ASHA Fellow, and a recipient of the ASHA Certificate of Recognition for Special Contributions in Multicultural Affairs. He also served as a delegation member of the People to People Citizen Ambassador Program that included connecting with communication sciences and disorders professionals and students in South Africa. He is a recipient of the Paul Phillips Cooke Lifetime Achievement Award from UDC. He served as a grant reviewer for the U.S. Department of Health and Human Services, and was project director (and co-director) of numerous federally funded programs. Mr. Wiggins retired from UDC in 2008.

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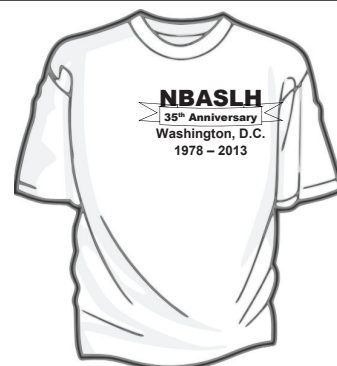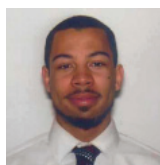
twitter

facebook

Support the Student Fundraiser!

Remember Saturday is T-shirt Day.

Get yours today!

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2013 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 **Evan Christopher Douglas.**

As a senior attending the School Without Walls in the Washington D.C. Public Schools, Mr. Douglas organized a support group for teens who stutter. He conducted a marketing campaign for this support group by connecting with the directors of speech-language pathology in the DC Public Schools and Prince Georges County Public Schools districts and sending flyers to all speech-language pathologists in the area who worked with adolescents who stutter. His meetings included five to seven adolescents who stutter and three supervising speech-language pathologists. Mr. Douglas also arranged to have snacks available for the waiting parents. Today he is a criminal justice major at Temple University, in Philadelphia, Pennsylvania.

2013 M. Eugene Wiggins Leadership Award

NBASLH is pleased to introduce this year the M. Eugene Wiggins Leadership Award. This award acknowledges the importance of leaders and leadership development that support NBASLH's Mission of addressing the needs of black professionals, students and individuals with communication disorders. This award recognizes individuals who have demonstrated outstanding leadership skills in carrying out the goals of the organization in different settings.

This year's recipient will be announced at the Annual Awards Dinner.

Student Travel Stipend Recipients

Asha Shelton
Erica Roberson
Dovonna Lowe
Patrice Mayo

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

Congratulations to the recipient of the Progressus Therapy Award, Tresyri Williams. Progressus Therapy has already provided this award to Ms. Williams.

2013 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 recipient is is Kenya Sudler. Ms. Sudler is a student at Teachers College, Columbia University.

Ms. Sudler's research is titled Speech-Language Pathologists with Nonstandard Accents: Minimal Intelligibility Ratings and the Effect of Accent on Clinical Populations. Following is the abstract for her research:

Seventy speech-language pathologists (SLPs) and SLP students provided opinions about the intelligibility of SLPs with nonstandard accents and the effect of nonstandard accents on clinical populations. The majority believed that SLP's speech should be fully intelligible, but few expected near-native proficiency. Clients enrolled in accent modification and those with auditory difficulties were expected to be most affected by accent. Four types of responses predominated. Some significant differences arose for SLPs and students. Implications are discussed.

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

2013 William T. Simpkins, Jr. Service Award

The William T. Simpkins, Jr. Service Award was designed as a mechanism for recognizing an individual in the organization who has distinguished himself/herself through service to NBASLH. The recipient of this award exemplifies the mission and goals of the organization through notable contributions. This year's recipient is Dr. Ronald Jones.

Dr. Jones became a member of NBASLH in 1979, a few months after NBASLH's creation. Since then, he has been an integral part of the Association. Following are a few of the items that he has developed for NBASLH. In 2002, Dr. Jones suggested an E-Mentoring program for students and established CEU education for this same venue. In 2003 when NBASLH was really struggling to survive Dr. Jones took over the operation of the NBASLH web site. In 2004 Dr. Jones was elected Vice-Chair of the Board of Directors and he also started a trial run of an electronic version of *ECHO* (NBASLH's scholarly journal). In 2005 Dr. Jones became the managing editorship of *ECHO* and *RESOUND)))* (NBASLH's newsletter). This same year he proposed the "Ambassador Project", where NBASLH members would be involved as speakers spreading the word about NBASLH. In 2006 Dr. Jones became the Chairman of NBASLH and in 2007 he visited four universities with the Ambassador Project. He also participates each year in teaching at the PRAXIS Review. Today he continues his works with NBASLH as a current Board Director and as a Board liaison for the NBASLH Foundation development committee.

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

Exhibitors

Cobb Pediatric Therapy Services
1925 Vaughn Road, Suite 200
Kennesaw, GA 30144
770-218-6274
jgregory@cobbpediatric.com

EBS Healthcare
200 Skiles Blvd
West Chester, PA 19382
800-578-7906
amie.robillard@ebshealthcare.com

Fulton County Schools
(Metro Atlanta, GA)
786 Cleveland Avenue, SW
Atlanta, GA 30315
404-763-5539
maxsonr@fultonschools.org

Howard University School of Communications
525 Bryant Street, N W
Washington, DC 20059

National Aphasia Association
350 7th Avenue, Suite 902
New York, NY 10001
212-267-2814
ganzfried@aphasia.org

Progressus Therapy
2701 N. Rocky Point Drive, Suite 650
Tampa, Florida 33607
800-239-7979
lauren.erickson@progressustherapy.com

Staffing Options & Solutions, Inc.
6249 S. East Street, Suite E
Indianapolis, IN 46227
317-791-2456
doug@traveltherapy.com

The Columbus Organization
1012 West Ninth Avenue
King of Prussia, PA 19406
800-229-5116
djuliano@columbusorg.com

Turtle Speech Communications
1713 South 26th Street #4
Arlington, VA 22206
202-905-6309
ddenerville@gmail.com

University of Houston
100 Clinical Research Services
Houston, TX 77204
713-743-5502
blross@uh.edu

University of North Carolina at Chapel Hill
Depart of Allied Health, Campus Box 7190
Chapel Hill, NC 27599
919-966-9038
shwillia@ad.unc.edu

Sponsors

Dancing and Desserts
Howard University

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

Opening Reception
EBS Healthcare

Attendee Bag
EBS HealthCare

Attendee Folder
The Columbus Organization

Attendee Lanyard
Progressus Therapy

Convention Program Schedule

Thursday, April 18

SHORT COURSE

SC 1   **Lafayette**
1:00 pm - 4:00 pm
Esophageal Dysphagia: What Can We Do? A Case Study
Beverly A Williams, MHS, Brian Center Cabarrus Concord - Sava Senior Care; Darragh Fertitta-Boutis, MS, Swallowing Diagnostics; Steven H. Diggs, RT, Swallowing Diagnostics; Cassandra Wade, BA, North Carolina Central University
Level of Instruction: Introductory

The role of the speech pathologist is expanding to include patients presenting with esophageal dysphagia. While we cannot diagnose or actively treat these patients, we can manage the disorder and reduce the risks of aspiration. This presentation will discuss normal esophageal function, esophageal dysfunction, associated diagnoses and risks, and management strategies. An illustrative case study of a patient with severe esophageal echalasia will be presented and discussed.

Learner Outcomes: At the conclusion of this presentation, participants will be able to identify disorders of the esophagus; develop a treatment paradigm for management of disorder; make appropriate referrals and recommendations to manage disorder; identify and establish collaborative team for management of disorder.

MINI-SEMINARS

MS 1   **Marquette**
1:00 pm - 2:00 pm
What You Won't Find In Textbooks...Tips For A Successful CFY
Jennifer R. Myers, MS; Sulare Telford, MS
Level of Instruction: Introductory

As students transition from the classroom to the professional realm of speech-language pathology, the true role of the clinical fellow is often times generalized and unclear. Although students leave their respective universities with the foundation of clinical knowledge, many lack an in-depth understanding of the expectations of the work place. The following interactive presentation is to take a realistic and honest approach at the clinical fellowship process in both the skilled nursing facility and school environments. Key concepts will include effective documentation of services, maintaining an open and positive relationship with the CF supervisor, goals and deadlines during the CF process, salary, how to address concerns that may arise during the fellowship year, and developing a confident work character.

Learner Outcomes: At the conclusion of this presentation, participants will be able to identify individual goals and objectives as a clinical fellow and professional in the field, develop skills for a positive working relationship with CF supervisor and other staff members in the work environment, distinguish roles and expectations between a clinical fellow and a graduate clinician, develop effective strategies to address common concerns and questions regarding the clinical fellowship.

MS 28   **Caucus**
2:15 pm - 3:15 pm
Speech-Language Pathology Graduate Students' Knowledge of African-American English
Sharlene M. Wilson Ottley, MS, Howard University; Linda Bland-Stewart, PhD, Howard University
Level of Instruction: Intermediate

The purpose of this project was to determine the knowledge, awareness, and experience that speech-language pathology graduate students have had with African-American English (AAE). A questionnaire was utilized to determine curricular and clinical within speakers of AAE and the students' ability to identify the linguistic features of AAE. A questionnaire was utilized in order to determine this information. Demographic information about the participants was collected as well as their curricular background and clinical experience in working with individuals from diverse backgrounds, specifically speakers of AAE. In addition, the students' ability to identify the linguistic features was also determined. Finally, the findings described if curricular training and clinical experience had an impact on the students' ability to distinguish AAE from a disorder of language.

Learner Outcomes: At the conclusion of this presentation, participants will be able to identify features characteristic of African-American English (AAE), indicate challenges associated with the diagnosis and treatment of AAE speakers, distinguish features characteristic of AAE versus features that are characteristic of a disorder.

MS 3   **Marquette**
2:15 pm - 3:15 pm
NIH 101 – What You Need to Know
Lana Shekim, PhD, National Institue on Deafness and Other Communication Disorders; San Sklare, PhD, National Institute on Deafness and Other Communication Disorders
Level of Instruction: Intermediate

This presentation seeks to demystify the process of applying for and obtaining research training, career development, and research grant funding from the National Institutes of Health (NIH). The National Institute on Deafness and Other Communication Disorders (NIDCD), of the NIH, has distinguished itself in its efforts at nurturing new and emerging investigators in the sciences of human communication. Two experienced NIDCD scientific program officers will provide guidance on: Launching an NIH-funded independent research career: Rewards and challenges therein; Missions of NIH & NIDCD; Extramural NIH; Programs of the NIDCD and the NIH aimed at attracting promising budding health professional investigators in human communication, and transitioning these individuals to research independence; NIDCD/NIH initiatives outreaching to diverse members of its health professional communities; and the NIH application's journey from submission to award.

Learner Outcomes: At the conclusion of this presentation, participants will be able to describe the rewards and challenges of launching an NIH-funded independent research career and answer the question: "Is it for me?, explain the missions and fundamental operations of the NIH and NIDCD, describe the primary research training, career development and new investigator programs of the NIDCD/NIH.

Thursday, April 18 *(continued)*

MS 4   **Caucus**
3:30 pm – 4:30 pm
Seizure and Epilepsy Disorders: Implications on Speech and Language Development
Sarah Ghaleb Abulibdeh, BA, North Carolina Agricultural & Technical State University; Deana Lacy McQuitty, PhD, North Carolina Agricultural & Technical State University
Level of Instruction: Introductory

This research project is an investigation of the relationship between seizure and epilepsy in the birth to three population and the implication on speech and language development. A meta-analysis of current literature was examined. Based on a perusal of the literature the following information was reviewed: medical history, EEG recordings and developmental milestones of children with seizure and/or epilepsy disorders. Findings revealed these children experience delayed language development and deterioration and regression of language modalities, have a lower IQ score, poor working memory and slow auditory processing speed (Selassia, 2010). The role of the speech-language pathologist working with this population will be explored. Best practices in assessment and intervention strategies will also be investigated. Further research implications will be discussed.

Learner Outcomes: At the conclusion of this presentation, participants will be able to define and describe seizure and epilepsy disorders and the prevalence and incidence in the birth to three population, discuss the role of the speech-language pathologist when working with children who have a medical diagnosis of seizure and/or epilepsy disorders, discuss the speech and language characteristics and school performance of students diagnosed with seizure and/or epilepsy disorders.

MS 5   **Marquette**
3:30 pm - 4:30 pm
Caregivers' Perception of Burden When Providing Care
Shatonda S. Jones, MA, Rockhurst University
Level of Instruction: Introductory

An important but sometimes overlooked social concern is that managing the needs and providing care for a person with a chronic neurological health condition may lead to heightened distress on the part of the caregiver. This presentation will explore current literature pertaining to the perceptions of caregivers about factors contributing to their own sense of burden and to changed needs once becoming a caregiver. Strategies for limiting negative impact on caregivers will be provided.

Learner Outcomes: At the conclusion of this presentation, participants will be able to define caregiver burden and discuss the influence of caregiver burden on providing care to a person with a neurologic health condition, identify factors that contribute to caregivers' perceived sense of burden, identify strategies that limit the negative impact of perceived burden on caregivers.

MS 6   **Caucus**
4:45 pm - 5:45 pm
Disproportionality of African-Americans Diagnosed With Speech-Language Impairments in the Schools
Gregory Cagle Robinson, PhD, University of Arkansas at Little Rock; Pamela Norton, PhD, Oakland Scottish Rite Childhood Language Center
Level of Instruction: Intermediate

This study aimed to test the premise in our field that African American students are overrepresented in the speech-language impairment (SLI) category in public schools. The risk-ratio statistical method was used with 99% confidence intervals to evaluate school population and enrollment data from online databases for five different years to determine proportionality in the category of SLI. Significant disproportionality was found in 70% of the states and the capitol: 62% of states underrepresented African American students in the primary category of SLI, 8% overrepresented African Americans, and 30% demonstrated proportional representation. Conclusions: Across most of the U.S., African Americans are significantly less likely to be given the primary diagnosis of SLI as students than other racial/ethnic groups. This trend was consistent across the five years studied. The study raises the question of the reasons for, and consequences of, underrepresentation in the primary diagnosis of SLI in the schools, especially in light of overwhelming evidence of concurrent overrepresentation of African American students in the categories of learning disabilities, emotional disturbances and intellectual disabilities.

Learner Outcomes: At the conclusion of this presentation, participants will be able to describe best methods for determining disproportionality of African Americans in special education, discuss the historical, legal and ethical issues relevant to the topic of disproportionality in the Speech-Language Impairment category, differentiate special education categories included in the Individuals with Disabilities Education Act (2004) according to varying levels of subjectivity vs. objectivity and relative social stigma vs. prestige, discuss and evaluate four different hypotheses for underrepresentation of African American students in the primary diagnosis of Speech-Language Impairments in the schools.

MS 7   **Marquette**
4:45 pm - 5:45 pm
Bilingualism in Children Who Stutter: Implications for Assessment and Treatment
Sarah Ghaleb Abulibdeh, BS, North Carolina Agricultural & Technical State University; June Graham-Bethea, MA, North Carolina Agricultural & Technical State University
Level of Instruction: Introductory

More than 31 million people in the United States speak a language other than English (U.S. Census,2010). The Stuttering Foundation estimates that at least half a million people in the U.S. who are bilingual also stutter. Studies have shown that stuttering is more likely to occur in bilingual children than in monolingual children; therefore, it is imperative that speech-language pathologists have a comprehensive knowledge base and understanding of stuttering in this population. This literature review will focus specifically on factors that influence the diagnosis and treatment of stuttering in the bilingual population. Implications of findings will be presented.

Learner Outcomes: At the conclusion of this presentation, participants will be able to describe the prevalence rates of stuttering in the bilingual population, describe how stuttering is manifested in the bilingual population, identify evidence-based diagnostic and treatment methods used for bilingual persons who stutter, identify cultural influences that may have an impact on persons who stutter.

TECHNICAL SESSIONS

TS 1   **Lafayette**
4:15 pm - 4:45 pm
Mild Cognitive Impairment: Determining Linguistic Change Over Time
Valarie B. Fleming, PhD, Texas State University
Level of Instruction: Advanced

Mild cognitive impairment (MCI) is a diagnostic category reserved for individuals with impaired cognitive performance beyond that expected in normal aging, but without significant dysfunction in most daily activities (Albert et al., 2011). MCI carries a risk of progression to dementia at an annual rate of between 6% and 25% (Holsinger, et al., 2007). Individuals with MCI should be reassessed frequently in order to detect cognitive and cognitive-linguistic changes that may signal the onset of dementia. As an extension of a pervious study, this research-in-progress investigates qualitative and quantitative differences in discourse production between typical cognitive aging individuals and individuals with a diagnosis of MCI six-months after an initial evaluation. Nine adults with MCI (M age = 76.00; SD = 6.10) and nine cognitively intact, age and education matched adults (M = age 72.44; SD = 6.00) participated in the current study and were assessed in terms of general cognition, components of executive function, and spoken discourse production. Data collection and coding of data has been completed, but analyses are ongoing. Nonparametric statistics will be used throughout to analyze the data for relationships between initial and follow-up results and to compare group performance on initial and follow-up performance. The expectation is that these data will form the basis for the continued development of a valid, reliable instrument for early detection based on a minimal set of linguistic markers that can be used to support a diagnosis of MCI or progression to dementia.

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 individuals with MCI performed on cognitive and linguistic takes at a six-month follow-up.

TS 2   **Lafayette**
5:00 pm - 5:30 pm
An Investigation of Central American Parents of Children With Communication Impairments
Nancy Martino, PhD, Xavier University; Taylore Che, Xavier University; Tiffany Ransom, Xavier University; Leslie Verret, Xavier University
Level of Instruction: Intermediate

Having a child with a communication impairment paired with the unfamiliarity of language, culture and available services are real and serious issues for Latino families living in the U. S. It is well- established that culture shapes parents' perceptions, attitudes, and behaviors towards disabilities (Lujan & Campbell, 2006; Maestas & Erickson, 1992). Yet, research on this topic remains scant when focusing on Central Americans and more specifically on Hondurans. This particular cultural group, among other recent Hispanic immigrants, is relevant to any research endeavors because it is changing the demographic, social, health related and educational landscape of communities around the United States. Yet, it has received little attention from scholars in the field of communication disorders. In the state of Louisiana alone, there is an estimated population of 51,722 individuals of Central American descent, many of whom are Hondurans (30,617, U.S. Census, 2010). Hence, the purpose of this presentation is to expand research in the area of Central American parents of children with communication impairments. In this presentation, we will focus on the information we received concerning the education and social stigma of children with communication impairments from teachers and parents in Honduras, as well as survey results from the New Orleans, Louisiana area from Honduran-American parents who have children with communication impairments.

Learner Outcomes: At the conclusion of this presentation, participants will be able to identify three areas of concern of Honduran teachers who teach children with disabilities, identify three areas of concern of Honduran-American parents of children with communication impairments, identify three cultural differences when working with Honduran-American parents of children with communication impairments.

SCHOLAR TO SCHOLAR POSTER SESSIONS

2:00 pm – 3:30 pm

A Critical Review of Research Using Writing Samples
Johanna Price, PhD, Mississippi University for Women; Sandra C. Jackson, PhD, North Carolina Central University; Samantha Wood, BA, Mississippi University for Women; April Holbrook, BA, North Carolina Central University
Level of Instruction: Intermediate

Assessment of writing is within the scope of practice of speech-language pathologists, yet, consensus regarding the collection and interpretation of written language samples has not been reached. Written language skills are essential for students' academic and social success. ASHA's Guidelines for Roles and Responsibilities of Speech-Language Pathologists (SLPs) with Respect to Reading and Writing in Children and Adolescents (2001) indicate that SLPs are expected to assess reading and writing abilities (including gathering writing samples) and relate them to spoken communication, academic achievement, and other areas. It is the SLP's responsibility to select diagnostic methods that are consistent with evidence-based practice. Writing assessments should be based on scientific support and have psychometric adequacy. We are expected to choose assessment materials and methods that are appropriate for a given student and to consider varied disability types (ASHA, 2001). The purpose of our research is to review studies within the discipline of speech-language pathology that utilize written language samples and to provide a critical analysis of them. This investigation has revealed a variety of methodologies that have been used to assess students' writing skills. We characterize the use of written language samples in the research literature, including type and length of writing tasks, and characteristics of students in the studies. We also describe dependent variables used to measure writing skills. We characterize the use of written language samples through a critical review of the research literature, and discuss clinical implications of this research.

Learner Outcomes: At the conclusion of this presentation, participants will be able to describe procedures for collecting written language samples, distinguish between standardized and non-standardized writing tasks, summarize the results of research using writing samples.

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SCHOLAR TO SCHOLAR POSTER SESSIONS

2:00 pm – 3:30 pm (continued)

An Approach to Literacy Development for Adults

Candace E. Moore, BA, North Carolina Central University; Nicole Doria, BA, North Carolina Central University; Katrina Miller, MA, North Carolina Central University

Level of Instruction: Intermediate

According to the U.S. Department of Education, it is estimated that 93 million U.S. adults age 16 and older have basic and below basic literacy skills. These individuals often are presented with significant challenges related to these skills. Unfortunately, a high number of students in school are misdiagnosed with a special need when they simply cannot read. This poster will demonstrate proven results related to adult literacy. These findings were based on increased motivation and persistence.

Learner Outcomes: At the conclusion of this presentation, participants will be able to create three to five activities related to client career interests, identify challenges associated with adults with low literacy skills, implement activities that will motivate and ignite client interest.

Assessment of Code Switching Awareness in African American College Students

Alicia Thompson, BS, Howard University; Shameka Johnson, MS, Howard University; Tracey Calvo Clark, BA, Howard University; Sheena Newson, BS, Howard University

Level of Instruction: Introductory

Code switching is the ability to adapt behavior in response to a change in context. For African Americans, linguistic code switching means having both SAE and AAE for use as appropriate. For almost every professional, possession of "good communication skills," that is SAE, is a requirement. This is especially true for speech-language pathology wherein the professional becomes the speech model for the client. The process of code switching requires the desire to speak the alternative variety plus an awareness of one's speech. It is herein posited that many African Americans are unaware of the AAE features in their speech. As a result they may not code switch as desired. The aim of this investigation was to examine the attitudes and perceptions of African Americans toward code switching. The study also assessed participants' awareness of their code switching practices. Research questions included: Are there relationships among attitude, self-code switching perception, peer code switching perception and observed speech behavior in African American college students? Is there a significant difference between African American college students' self-perception of the presence of AAE features in their speech and their peers' perceptions? Is there a significant difference in self-perception, peer perception and observed speech behavior as a function of gender, academic major and geographic origin? Three surveys were completed by students, including a Speech Attitude Survey, Self-Evaluation and a Peer Evaluation completed by classmates following an extemporaneous speech.

Learner Outcomes: At the conclusion of this presentation, participants will be able to identify attitudes of African American college students toward code switching, relate African American college students' attitudes toward code switching to the self-evaluation AAE features in their speech, relate African American college students' self-perception of AAE features in their speech to peer perceptions.

Auditory Processing Testing In the Booth vs. Outside the Booth

Kierra Villines, BS, Howard University; Brittani Hightower, BS, Howard University; Nicolle Franklin, BS, Towson University; Jay R. Lucker, EdD, Howard University

Level of Instruction: Intermediate

Audiologists are often asked if they can evaluate children in schools for auditory processing disorders. Most audiologists state that they cannot because schools do not have sound proof booths for audiological testing. Thus, the question arises what would be the differences in APD test results if people were assessed in a sound proof booth vs. outside the booth in a quiet test room. This poster session presents the results of APD test findings in a group of college students who were tested in an audiological test booth vs. outside the test booth. The equipment for testing was identical, the tests remained the same, with the only difference whether the test environment was an IAC booth vs. a quiet test room. A counterbalanced protocol was used so that half the subjects were tested booth vs. room and the other half room vs. booth. Testing took place at least one week apart if not greater. Results indicated no significant differences between testing in the booth vs. outside the booth. All test results were similar whether the person was evaluated in the sound proof booth or the quiet test room. The conclusion drawn from this research is that there is no need to do APD testing in a sound proof booth so long as a quiet test room is used. Therefore, there should be no problems for audiologists to evaluate students in their schools so long as a quiet room can be used for testing.

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 that no significant differences were found in the auditory processing test results for the same subjects in each of these test environments, agree that students in schools can be tested for APD in quiet test rooms within their schools and not have to use sound proof booths for such testing.

Communication Intervention for Cleft Lip and/or Palate: Birth-Three Population

Keiofia Katasha Mitchell, BA, North Carolina Agricultural and Technical State University; Deana Lacy McQuitty, PhD, North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

This is a meta-analysis research project which sought to examine the relationship of speech-language and swallowing deficits for the birth-three population with cleft lip and/or palate. Scholarly research suggests that children with repaired cleft lip and/or palate should participant in early intervention services to enhance communication outcomes (Scherer, D'Antonio & McGahey, 2008). This research project investigated speech and language assessment and intervention strategies, parental involvement and best practices for providing clinical speech and language services. Future research needs will also be discussed.

Learner Outcomes: At the conclusion of this presentation, participants will be able to discuss speech and language deficits often associated with cleft lip and/or palate, discuss the importance and role of the speech-language pathologist when providing services to this population, identify the incidence and prevalence of cleft lip and/or palate regarding the birth to three population.

SCHOLAR TO SCHOLAR POSTER SESSIONS

2:00 pm – 3:30 pm (continued)

The Impact of Using Code Switching Among African Americans
Jasmyne Chay Speller, BA, North Carolina Central University
Level of Instruction: Introductory

Code switching in using English language among African Americans has been viewed as a powerful tool in communication. Studies show that African Americans have been successful in using code switching in educational settings and everyday life (i.e. workforce and everyday life). This study explores perceptions on code switching and its effectiveness in higher institutions of learning. The study will investigate how undergraduate students use code switching in the classroom and outside of the classroom, its effectiveness as an ability to perform in using code-switching. Code switching can be defined as possessing an ability to alternate between two or more dialects when placed in a formal setting vs. an informal setting. Research suggests that code switching is a powerful tool if utilized correctly. The perception of code switching has been viewed as a negatively by some people in the society. Some individuals have viewed this action as losing one's identity or what is called "selling out". Research has also indicated that code-switching has some limitation. A likert scale survey will be designed to collect data from students who have attended or attending college in Historically Black Universities (HBCU) and Predominantly White institutions (PWI). The analysis of the study will be shared at conference presentation and will lead to publication.

Learner Outcomes: At the conclusion of this presentation, participants will be able to raise awareness on the use of code switching among African Americans and how it impacts their cultural answer is there a benefit on using code switching while using English Among African Americans?, describe what is the impact of using code switching on identity among African Americans and how do we eliminate stereotypes regarding African American cultural identity?

Prevalence of Minority Males on SLPs Caseloads: What are Contributing Factors?
Robert M. Screen, PhD, Hampton University; Nwakaego O.V. Iwenofu, MA, Hampton University
Level of Instruction: Intermediate

The purpose of this poster is to determine which contributing factors correlate with the prevalence of minority males on the caseloads of speech-language pathologists in the school setting. Speech-Language Pathologists were asked to complete an online survey through surveymonkey.com. The survey asked them to state whether they agree, disagree or have no opinion regarding one of the ten factors. The results of the study suggest that parental involvement and socioeconomic status are key contributing factors that result in the over representation of minority males of the caseloads of speech-language pathologist. In conclusion, speech-language pathologists working with minority children should consider all factors that contribute to communication disorders such as, lack of teacher support or behavioral problems.

Learner Outcomes: At the conclusion of this presentation, participants will be able to explain how SLPs play role in supporting students, identify the contributing factors, understand the importance of interdisciplinary approach to problem solving.

SHORT COURSES

SC 2 **Grand Ballroom D**
9:00 am - 12:00 pm
Confronting Health Disparities in Minority Populations With Communication Disorders
Wilhelmina Wright-Harp, PhD, Howard University; Robert Mayo, PhD, University of North Carolina at Greensboro; Silvia Martinez, EdD, Howard University; Joan C. Payne, PhD, Howard University; Regina Lemmon, PhD, South Carolina State University
Level of Instruction: Intermediate

Health disparities refer to the differences in disease risk, incidence, prevalence, morbidity and mortality and other adverse conditions, such as unequal access to quality health care, that exist among specific population groups in the United States. Population groups may be based on race, ethnicity, age, gender, socioeconomic status, language, disability, etc. Racial and ethnic minority populations, in particular, tend to have poorer health outcomes, more chronic disease, and higher mortality than the White, majority population. These issues exist in the profession of speech-language pathology with racial and ethnic minorities and low-income non-minorities being at greater risk for the precursors leading to stroke and the resultant disabilities of aphasia, motor speech impairments and swallowing disorders. While our profession has made tremendous advances in developing evidence-based treatments for neurogenic communication and related disorders, lack of access to these rehabilitation modalities by specific populations and the question of whether these treatments are culturally appropriate remain problematic. Moreover, even when access to rehabilitation services is available, the lack of cultural competency among caregivers may compromise service outcomes. The purpose of this short course is to address the health disparities that affect minorities with communication/cognitive/swallowing disorders and the need for further research in these areas. Some of these health disparities include cultural competence, cultural considerations in service delivery, under-representation of minorities in the professions, caregiving, and health literacy. Participants will receive information to assist in identification of risk factors that lead to the higher incidence of speech, language and cognitive disorders among minority populations.

Learner Outcomes: At the conclusion of this presentation, participants will be able to define health disparities as it relates to culturally and linguistically different populations, identify five areas of health disparities for culturally and linguistically different populations, identify quantitative and qualitative research to address the health disparities in culturally and linguistically, different populations in communication sciences and disorders.

SC 3 **Grand Ballroom D**
1:00 pm - 4:00 pm
Respecting Diversity: Speech Therapy Strategies for Working With Diverse Students
Constance Birute Russell, MA, Katy Independent School District
Level of Instruction: Intermediate

The position of the American Speech-Language-Hearing Association stipulates that it is the duty and responsibility of today's speech and language pathologists to provide services that are culturally relevant. As our society becomes more diverse, it is imperative that

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speech and language pathologists' are culturally competent and learn to culturally respond to this challenge by valuing diversity, and consciously equipping themselves with the knowledge, and instructional strategies essential in meeting the needs of diverse student populations in speech therapy. To continue the tradition of inclusion of diverse students in our classrooms, we need to "widen our circle" and bring our speech pathologists to the forefront in helping to nurture rich perspectives that children bring into the classroom. This short course will offer innovative hands-on strategies for speech pathologists' to use in therapy in the areas of articulation, fluency and language, that will ensure that all students have the opportunity to bring to class their unique cultural experiences through the teaching and learning process, while eliminating communication disorders.

Learner Outcomes: At the conclusion of this presentation, participants will be able to identify and define cultural competence as defined by the American Speech-Language-Hearing Association (ASHA), identify pedagogy concerning diversity, define the meaning of diversity, concepts of culture and multicultural education in the speech therapy room, develop and perform hands-on interactive activities that embrace diversity through each of the following: articulation, fluency and language.

SC 4   **Marquette**
2:15 pm - 5:15 pm
Issues in Neurogenic Communication Disorders: Past, Present and Future
Joan C. Payne, PhD, Howard University; Joyce L. Harris, PhD, The University of Texas at Austin; Valarie B. Fleming, PhD, Texas State University-San Marcos; Charles Ellis, Jr., PhD, Medical University of South Carolina; Michele L. Norman, PhD, Longwood University
Level of Instruction: Intermediate

The burden of neurogenic communication disorders remains a key issue for NBASLH. Of special interest to NBASLH members are minority adults who suffer a significantly greater burden of chronic diseases than their non-minority counterparts that are also associated with neurogenic communication disorders. Understanding and unraveling the longstanding disparity gap that exists related to the diseases that cause neurogenic communications and the communication disorders themselves is of significant importance to researchers and practicing clinicians. To address this issue, the NBASLH Neurogenic Special Interest Group has selected a panel of senior and mid-career members to examine issues related to neurogenic communication disorders. The objective of this presentation is to provide a historical perspective of neurogenic communication disorders, provide an overview of current research and discuss future directions for research and clinical practice. The panel will discuss future research needs, the challenges of research with minority participants and key issues related to advancement of culturally sensitive clinical management of minority adults with neurogenic communication disorders. Finally, the panel will discuss issues related to doctoral education of the next generation of minority investigators and educators.

Learner Outcomes: At the conclusion of this presentation, participants will be able to discuss key issues related to neurogenic communication disorders in minority adults, discuss contemporary research issues related to neurogenic communication disorders in minority adults, discuss future directions related to neurogenic communication disorders in minority adults.

MINI SEMINARS

MS 8   **Lafayette**
9:00 am - 10:00 am
Bridging Accent Modification and Public Speaking: Overlapping Training for SLPs
Cathy Runnels, MS, Accent On Speech, LLC
Level of Instruction: Intermediate

Frequently, professional adults seeking accent modification services do so in order to improve overall public speaking and delivery impact for career-related presentations. The SLP seeking to support these clients must utilize principles of accent modification in addition to public speaking/vocal delivery training in order to effectively assure carryover of desired behaviors and maintain client motivation for services. This presentation will address the key elements involved in training for accent modification and vocal delivery/presentation skills, and how combining elements of each will optimize supports for professional adults seeking accent modification services.

Learner Outcomes: At the conclusion of this presentation, participants will be able to identify areas of formal training in speech-language pathology that connect to training in accent modification and public speaking, describe advantages of combining these two training areas, explain specific training techniques.

MS 9   **Marquette**
9:00 am - 10:00 am
Minimal Competency Core of Pragmatic Behaviors During Preschool Peer Interactions
Yvette D. Hyter, PhD, Western Michigan University
Level of Instruction: Introductory

The purpose of this proposed mini-seminar is to identify the minimal competency core (Stockman, 1996) of pragmatic language and social communication skills used by preschoolers from low-income backgrounds during peer interactions. METHODS: Forty-six typically developing and diverse (African American, Latino, Arabic, Asian, and Euro American) preschool children ages 3 – 5 were observed interacting with peers during free and dramatic play activities. The Classroom Observation Form of the Beta 1 version of the Assessment of Pragmatic Language and Social Communication (APLS) Battery (Hyter & Applegate, 2012) was used to identify pragmatic language and social communication behaviors of this population. RESULTS: A common core of pragmatic language and social communication behaviors was identified, which included communication functions (speech acts), conversational skills, as well underlying cognitive skills that support pragmatic language such as executive functions and perspective taking. CONCLUSIONS: The minimal competency core of pragmatic language and social communication behaviors identified in this study has formed the basis of the Beta 2 version Classroom Observation Form of the APLS.

Learner Outcomes: At the conclusion of this presentation, participants will be able to explain the relationship between pragmatic language and social communication, describe the range of pragmatic language and social communication skills exhibited by preschool children from low-income backgrounds, identity the types of pragmatic language and social communication skills that typically resulted in a communication breakdown between the preschool peer interlocutors.

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MS 10   **Caucus**
9:00 am - 10:00 am
Relationship Between Teacher's Cultural Competence and Referrals for CLD Students
Deana Lacy McQuitty, SLPD, North Carolina Agricultural and Technical State University; Carl Robert McQuitty, BA, North Carolina Agricultural and Technical State University
Level of Instruction: Introductory

This research project sought to examine classroom teacher's cultural competency and teaching pedagogies as it related to providing instruction to culturally and linguistically diverse (CLD) students at a middle school (grades six-eight) in a rural portion of North Carolina. Additionally, this project also investigated the relationship between the classroom teacher's cultural competence knowledge and the occurrence of CLD students being referred for exceptional children services within this school district. A review of current literature was explored to provide a frame of reference for this research study. Preliminary findings were consistent with scholarly literature which revealed a relationship between the classroom teacher's cultural sensitivity, teaching styles and their referral of students who represent culturally and linguistically diverse backgrounds. A detailed discussion of findings will be provided in addition to implications for future research studies.

Learner Outcomes: At the conclusion of this presentation, participants will be able to discuss the factors regarding whether or not the classroom teacher consider cultural values and systems as part of their instructional practices when teaching CLD students, discuss the relationship between a classroom teacher's cultural competency skill set and the occurrence of referrals for CLD students in an EC program, define the term cultural competency among classroom teachers.

MS 11   **Caucus**
10:15 am - 11:15 am
What's New for Language Therapy on Your iPad?
Barbara Fernandes, MS, Smarty Ears
Level of Instruction: Introductory

There are nearly one million apps on the app store, many of which have been used by speech pathologists over the last three years to deliver therapy in order to improve one's language skills. According to Wakefield & Schaber (2011) " many app' descriptions are lacking a research base and evidence". This presentation is designed to discuss newly released iPad apps that can be used for promoting language development. This presentation will address the evidence behind the apps and discuss rationale for how to optimize the use of the iPad in therapy. Apps such as Adjective Remix, Language Empires, Categories Leaning Center, Fun & Functional, iName it, Common Core Early Language Screener and Language Adventures will be examined and discussed. This presentation will discuss evidence practice and how speech pathologists can analyze apps, seek the evidence about its need and evaluate effectiveness of the apps demonstrated on this presentation. This presentation will discuss the need for careful examination of the apps' descriptions on iTunes and how to examine if the app's methodology has any evidence to support or refute it.

Learner Outcomes: At the conclusion of this presentation, participants will be able to list at least three evidence-based applications, identify the research behind the development of language adventures for iPad, list the skills targeted on the Common Core Early Language Assessment.

MS 12   **Marquette**
10:15 am - 11:15 am
GED Teaching Model as a Vehicle to Develop Executive Functioning
Camye E. Allen, MA, Norfolk Redevelopment and Housing Authority (NRHA); Katrina Evette Miller, MA, CBIS, North Carolina Central University/Nova Southeastern University
Level of Instruction: Advanced

Speech and language professionals are constantly in need of new and innovative ways to teach and introduce cognitive concepts. This presentation explores the teaching model of a General Education (GED) program and its use of executive function task to teach curriculum goals. We will discuss ways these activities can be used in a speech therapy delivery model.

Learner Outcomes: At the conclusion of this presentation, participants will be able to identify skills needed to be a successful GED student, discuss GED curriculum guidelines for the state of Virginia, list Executive Function activities that can be utilized in speech and language intervention.

MS 13   **Lafayette**
10:45 am - 11:45 am
Importance of the Family in Speech, Language and Hearing Services
Jay R. Lucker, EdD, Howard University
Level of Instruction: Introductory

As communication specialists, we are trained to focus on clients we serve. We may include family members, but their inclusion is typically related to how they can help the client with the communication disorder. This presentation discusses the importance of focusing on the needs of the families of people we serve. Not only are people with communication problems affected by their disorders, but the family as individuals and as a whole is affected. Thus, we need to understand how communication problems affect each individual member of the family, how it affects the family as a whole, and identify what interventions may be needed for those affected by the communication problem, not merely the person with the disorder. The presentation will discuss a family systems model that views families as systems which strive for homeostasis. When something disrupts that homeostasis, such as a communication disorder in a family member, the entire family system is disrupted. As care givers, the success of their caregiving relies on the integrity of the homeostasis within that family system. Understanding that families need to be treated as clients can lead to great success in the services we provide. This presentation will discuss how we can recognize problems within the family. The presentation will provide participants how to identify when we can provide services through counseling for family members and when we need to make referrals. Discussion will pursue regarding how to make appropriate referrals and follow-up on such referrals.

Learner Outcomes: At the conclusion of this presentation, participants will be able to describe the family systems model discussed in the presentation, explain the importance of applying a family centered approach to working with our clients who have communication disorders, describe how one can recognize possible problems within the family as a whole as well as for individuals within the family, describe appropriate referral sources professionals can offer when problems are identified within families or individuals within the families.

Convention Program Schedule

MS 14   **Grand Ballroom C**
11:30 am - 12:30 pm
Silence to Communication: Strategies for Working With the Nonverbal Student
Tiffany A. White, MEd, District of Columbia Public Schools; Deanna T. Longino, MS, University of Texas at Austin
Level of Instruction: Introductory

Communication is essential and is the foundation for successful relationships and for building connections with those around us. We communicate using verbal language and nonverbal language (gestures, facial expressions, body language). Children with autism or developmental disabilities may lack the foundational prelinguistic or preverbal skills that are necessary for effective communication. As the number of children with autism and developmental disabilities increase, many clinicians are faced with providing services to children that are nonverbal or have difficulties expressing their basic wants and needs. This presentation is to assist the school-based clinician with understanding how to work with the non-verbal student. It will address evidence based intervention strategies, prompting techniques and other tools that can be implemented within the classroom setting to facilitate functional communication skills. It will also address the hierarchy of language development and expression using pictures and devices to make comments and request. To be effective clinicians, communication goals and objectives should be specifically tailored to meet the individual needs of each student thereby increasing independence and success within the school environment.

Learner Outcomes: At the conclusion of this presentation, participants will be able to define the term "non-verbal", discuss the precursors for language expression, identify modes of communication tools and interventions for the non-verbal student, develop goals and objectives that are appropriate and tailored to the student's strengths and weaknesses.

MS 15   **Lafayette**
1:00 pm - 2:00 pm
The Effectiveness of a Response to Intervention Co-Teaching Training Model for Special Educators of Children With Critical Communication Needs in the Bahamas
Shameka Nicole Johnson, MEd, Howard University
Level of Instruction: Introductory

The purpose of this study was to measure the effectiveness of a co-teaching training model intended for special educators in the Bahamas who work with children demonstrating a critical communication need (CCN) and who can benefit from augmentative and alternative communication (AAC). The participants of the study were comprised of a total of six special educators employed at Every Child Counts (ECC) Abaco Special Needs School. All participants are citizens of and reside in Abaco, Bahamas. Participants ranged in age from 20 to 64 years, teaching kindergarten through twelfth grade.

Learner Outcomes: At the conclusion of this presentation, participants will be able to list five benefits of integrating AAC intervention into the classrooms, recognize the need for Special Educators to be an active participant in AAC intervention, utilize techniques addressed to introduce response to critical communication needs within their educational settings.

MS 16   **Marquette**
1:00 pm - 2:00 pm
Navigating the Faculty Interview
Kay T Payne, PhD, Howard University; Wilhelmina Wright-Harp, PhD, Howard University
Level of Instruction: Advanced

This presentation is targeted to prospective and incipient PhD graduates, junior faculty, and professionals seeking a career transition into academia. The academic interview is comparable to no other job seeking experience. In this presentation, the presenters will discuss the details of how to select the type of institution that is suitable to you, what to expect from the interview, and how to present your credentials using a digital portfolio. In addition, you will be informed about what questions will be asked, how to present your best response and the questions you should ask.

Learner Outcomes: At the conclusion of this presentation, participants will be able to identify the various types and levels of academic institutions, prepare a digital portfolio, present the most positive image of themselves to prospective employers.

MS 17   **Grand Ballroom C**
1:00 pm - 2:00 pm
Neurogenic Communication Disorders: Assessment and Treatment
Davetrina Seles Gadson, MS, Medstar National Rehabilitation Network
Level of Instruction: Intermediate

A Neurogenic Communication Disorder (NCD) impairs a person's ability to exchange information because of hearing, speech or language problems, caused by nervous system pathologies. These specific abnormalities to the nervous system create impairments of Aphasia, Cognitive-Communication, Dysarthria, and Apraxia of Speech. The assessment and treatment of NCD in adults should be tailored to the clinical setting and target the patient's immediate communication needs. This process is lead through differential diagnosis. The speech-language pathologist (SLP) must compare and contrast critical findings of disorders, with similar symptoms and determine which disorder impacts the patient. This customized approach is a prerequisite in establishing a skilled rehabilitation treatment program, to restore functional communication.

Learner Outcomes: At the conclusion of this presentation, participants will be able to identify and define neurogenic communication disorders treated by speech-Language pathologist (SLP), classify differential diagnosis techniques used during a neurogenic communication disorder evaluation, design a skilled rehabilitation program to treat neurogenic communication disorders identified through the differential diagnosis process.

MS 18   **Grand Ballroom C**
2:15 pm - 3:15 pm
Working With Students Who Speak AAE and SWE: What SLPs Need to Know
Kyomi Dana Gregory, MA, Louisiana State University; Ryan Lee, MS, Louisiana State University; Janna B. Oetting, PhD, Louisiana State University
Level of Instruction: Introductory

This presentation will highlight the morphosyntactic and contrastive phonological features of child African-American English (AAE) and Southern White English (SWE). Participants will be able to learn the importance of understanding these two nonstandard dialects, the major challenges of identifying these features in children, and how

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to approach language assessment and intervention. Clinicians will be provided with resources regarding language sample analysis and a list of assessment tools that have been developed for children that speak a variation of Standard American English (SAE).

Learner Outcomes: At the conclusion of this presentation, participants will be able to understand the differences between AAE and SWE; describe the morphosyntactic and contrastive phonological features of child AAE and SWE, differentiate between children with language disorders that speak a nonstandard dialect and those that are typically developing.

MS 19   **Lafayette**
2:15 pm - 3:15 pm
Mentorship: Leaving a Legacy and Making a Difference
Paul Richard Rao, PhD, Medstar National Rehabilitation Hospital; Vicki Deal-Williams, MA, American Speech-Language-Hearing Association
Level of Instruction: Intermediate

This presentation describes the importance of mentoring novice and experienced clinicians and leveraging diversity. The benefits and challenges of mentoring a student to a practicing clinician and of mentoring each along the continuum will be outlined. The presentation will feature experienced mentors who will describe two types of mentoring programs along the aforementioned continuum. The first type of mentorship that will be illustrated is the Student to Empowered Professional (STEP) STEP is an online program that pairs self-motivated students with experienced mentors in meaningful, one-to-one mentoring relationships. The program provides support for the mentoring relationships through guided learning experiences and provides online resources for students and mentors seeking tools, information, and inspiration. STEP was developed as a mechanism to facilitate the recruitment and retention of racial/ethnic minority students in Communication Sciences and Disorders, and is open to all students. The formal and informal mentorship program will then be described wherein a mentor protects and sponsors a willing mentee along his or her career path. The major roles of a career mentor are to educate, consult and coach a mentee to be all that they can be. This brief summary then leads into putting a face on each type of mentee. The presenters will introduce and host two panelists who represent both ends of the mentorship continuum and are mentees of the faculty. Panelists will describe their experiences with mentoring, pros and cons and suggested modifications that might enhance a mentorship relationship even more. Faculty and panelists will then entertain questions.

Learner Outcomes: At the conclusion of this presentation, participants will be able to define Mentorssship in the context of a diverse discipline, list at least three advantages and disadvantages of being a mentor and mentee, outline three functions of a mentor, describe the STEP Program.

MS 20   **Grand Ballroom C**
3:30 pm - 4:30 pm
Connecting Cultures Across Disciplines and the Atlantic
Yvette D. Hyter, PhD, Western Michigan University
Level of Instruction: Introductory

This presentation describes the development and outcomes of a study abroad program that takes place in Senegal, West Africa. This interdisciplinary study abroad program is designed to explain the effects of global monetary and cultural process on systems including health care, language and literacy practices, education, and ecological systems in West Africa and in the U.S. Midwest. As the world continues to quickly change all around us through increased migration and collapsing borders, most colleges, universities and professional fields recognize the importance of facilitating their students' efforts to become globally engaged. Students are demanding opportunities to understand intercultural relations and to acquire cultural and linguistic competence through first-hand experience abroad. Travel abroad having constructed a framework of study and a critical lens is one way one learns to recognize social responsibility for underserved populations and those without access to adequate resources, as well as the increased need for cultural and linguistic competence at home. This mini-seminar will describe in detail the process and framework used to develop this study abroad program and it's subsequent

Learner Outcomes: At the conclusion of this presentation, participants will be able to explain the impact of global processes on health, language and literacy, education, and ecological systems, explain the strategies for developing and implementing a study abroad program in the field of speech-language pathology, identify some ways to develop international collaborations.

MS 21   **Lafayette**
3:30 pm - 4:30 pm
Publish or Perish: Strategies for Successful Publishing in Academia
Wilhelmina Yolanda Wright-Harp, PhD, Howard University; Joan C. Payne, PhD, Howard University
Level of Instruction: Introductory

In the academia, faculty constantly face the looming mantra of "publish or perish" which places the primary emphasis on research and publishing versus teaching. The purpose of this presentation is to provide an overview of the culture of the publishing world as well as the journal and book writing process. Several areas will be addressed including the different types of research and scholarly publications; the preference for peer-refereed publications; strategies for approaching a publisher; how best to submit a manuscript to capture the interest of journal and book editors as well as how to respond to reviewer and editor suggestions for a manuscript. Other areas to be addressed include types of book publishers and finding the peer-refereed journal that offers the best fit for a manuscript in terms of journal focus, impact factors and ranking.

Learner Outcomes: At the conclusion of this presentation, participants will be able to list four considerations for selecting a journal, describe the importance of journal impact factors, list the components of a book prospectus, indicate best strategies for marketing a book proposal.

MS 22   **Lafayette**
4:45 pm - 5:45 pm
Auditory Processing Disorders in Special Populations
Jay R. Lucker, EdD, Howard University
Level of Instruction: Intermediate

Many professionals believe that there are certain groups for whom one cannot assess their auditory processing even if there are great concerns regarding whether they have APD. These groups may include people who have cognitive limitations, people with hearing loss, people with attention problems, and people who may "fake" or present with "functional" auditory processing deficits. Yet, the ASHA Technical Report (2005) and the AAA Guidelines (2010) for

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evaluating APD in children merely state that care should be taken when testing children for APD who have possible confounding variables. This presentation presents the issues underlying how we can evaluate people with cognitive limitations, people with hearing loss, people with attention deficits such as ADHD, and identify when a person may have a functional auditory processing disorder (fAPD). Case studies will be presented to illustrate how the proposed recommended assessment and interpretation guidelines can be used in evaluating APD in these special populations. The presentation will present personal recommended guidelines for how APD results should be evaluated and interpreted for people with cognitive limitations. Additionally, recommended modifications in testing and test interpretation will be presented for evaluating APD in people with hearing loss, especially those with cochlear implants. Furthermore, an emphasis will be made on the use of formal, standardized tests used in the APD evaluation to help differentiate between people having APD vs. possible attention problems such as ADHD. Last, specific findings for cases in which APD was identified as a functional factor will be discussed.

Learner Outcomes: At the conclusion of this presentation, participants will be able to describe how to evaluate and interpret the APD test findings in people with cognitive limitations, describe how to evaluate and interpret the APD test findings in people with hearing loss, describe how to evaluate and interpret the APD testing findings in people with possible attention disorders such as ADHD, describe what unusual findings might be observed in people who present with possible APD problems but really have functional listening issues due to some other underlying problems.

TECHNICAL SESSIONS

TS 3   **Lafayette**
10:15 am - 10:45 am
Post-Stroke Discharge and Use of Rehabilitation Services
Sharon W. Williams, PhD, UNC-CH; Kim Faurot, MS, UNC-CH; Ana Felix, MD, UNC-Chapel Hill; Angela Johnston, BS, UNC-Chapel Hill
Level of Instruction: Introductory

Strokes are a leading cause of disability in the United States. Among the approximately 795,000 individuals who experience stroke each year, approximately half will have moderate to severe levels of disability. While these survivors of strokes often face complex transitions that involve moving from one setting to another, intensive multidisciplinary rehabilitation after hospital discharge maximizes recovery of function and is associated with higher patient and family satisfaction. Unfortunately, similar to other stroke outcomes, disparities also exist in use of rehabilitation services after an acute stroke with minorities historically receiving less intensive rehabilitation and being more likely to be discharged home, with or without follow-up rehabilitation. We use a biospsychosocial framework to identify and categorize the variables that affect post-hospital disposition and to examine the relationship between variables. Recruitment for the Stroke Telemedicine Access Recovery (STAR) Project resulted in 154 patients from a rural community hospital. The racial representation of 37% white, 34% African American, and 29% American Indian closely reflected the community's tri-racial population. Rehabilitation discharge destination was inpatient rehabilitation for 22% of the participants,

home with no rehabilitation services for 39%, home with rehabilitation services for 29%, and the other 10% were discharged to a skilled nursing facility. Given the importance of early intensive rehabilitation after hospital discharge, more studies are needed to better understand rehabilitation discharge after acute stroke.

Learner Outcomes: At the conclusion of this presentation, participants will be able to incorporate findings, along with other empirical evidence, to improve post-stroke discharge planning, develop strategies for decision making related to post-stroke rehabilitation outcomes in rural communities, discuss ways to organize and disseminate findings to community based groups.

TS 4   **Grand Ballroom C**
4:45 pm - 5:15 pm
The Impact of Arteriovenous Malformation on Speech and Language Development
Da'Nisha Shonte' Strong, BA, North Carolina Agricultural and Technical State University; Deana Lacy McQuitty, PhD, North Carolina Agricultural and Technical State University
Level of Instruction: Introductory

This research paper is a meta-analysis of current literature examining the occurence of AVM and the effects of speech and language development in the preschool population. Arteriovenous Malformation (AVM) is a tangle of weakened blood vessels in the brain. When the normal circulation of blood emerges, it directly diverts blood from the arteries to the vein (National Stroke Association, 2012). This research study examined a case study of a 4.0 year old African-American female with a medical diagnosis of Arteriovenous Malformation. To enhance understanding of the speech-language pathologist's role, the assessment and intervention strategies during her rehabilitative process was investigated. A discussion of the rare incidence and prevalence in the early intervention population as well as best practices for assessment and intervention strategies will be explored.

Learner Outcomes: At the conclusion of this presentation, participants will be able to define AVM and identify the incidence and prevalence rates of Arteriovenous Malformation in the early intervention population, identify best practices regarding speech and language assessment and intervention strategies based on case study analysis, discuss future research needs regarding AVM on the early intervention population.

DOCTORAL STUDENT RESEARCH FORUMS

DSF 1   **Caucus**
2:00 pm - 2:30 pm
Phonological Processes in Central American Children
Miguelina Zapata, MS, Howard University; Silvia Martinez, EdD, Howard University; Jay R. Lucker, EdD, Howard University
Level of Instruction: Intermediate

The purpose of this study is to describe phonological development of Spanish speaking children from Central American backgrounds. Another purpose is to determine if dialectal differences play an important role when diagnosing children from Spanish-speaking backgrounds. 40 participants mainly from El Salvador were selected to participate in the study. Children ranged from 3-11 years old. Participants were given the Martinez Articulation Test for Spanish

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Speakers (MATSS) to label pictures to assess their articulation abilities. Data was collected and a percentage of phonological processes was computed (taking dialectal differences into account) to determine which phonological processes were present at what age. Another percentage of phonological processes was computed (without taking dialectal differences into account) to identify differences and determine how dialectal differences may be accounted for when performing non-biased assessments. Findings of this study suggest that children from Spanish-speaking backgrounds a) present with phonological processes identified in the literature, b) develop phonological repertoire later than children from English-speaking backgrounds, and c) dialectal differences may account for misdiagnosing this population. Furthermore, age of disappearance of phonological processes are identified.The results of this study proved that the group of children studied have similar phonological processes previously identified in other children speaking different Spanish dialects. Nevertheless, in order to be able to evaluate the development, and reduce discriminatory assessment practices, particular dialectal features must be considered. This study also concluded that clinicians cannot use developmental data of English speaking children, since Spanish speaking children developed and eliminated phonological processes differently.

Learner Outcomes: At the conclusion of this presentation, participants will be able to identify phonological processes that can be confused with phonological differences, determine which evaluation methods to use when evaluating bilingual children, compare and contrast phonological processes in the General Spanish Referent and the Salvadorian.

DSF 2   **Caucus**
2:30 pm - 3:00 pm
Early Predictors of Pragmatic Language Skills in Children With ASD
Belinda Lynette Williams, MA, Los Angeles Speech and Language Therapy Center, Inc.
Level of Instruction: Intermediate

Objectives are to assess if joint attention and symbolic play skills in children with autism spectrum disorders (ASD) ages 3-4 predict conversation quality at ages 8-9. Participants in this longitudinal study include 23 children with ASD assessed at 3-4 years and later at 8-9 years. At age 3-4 children received a battery of evaluations including the Structured Play Assessment (SPA) to assess pre-verbal communication and play skills. At ages 8-9 these same children were administered Module 3 of the Autism Diagnostic Observation Schedule (ADOS) which involves several presses in which pragmatic language can be assessed. For the current study, portions of the evaluation that did not call for materials were assessed to analyze pragmatic language skills within unstructured contexts without visual cues. Significant associations were found between symbolic play types and frequency on the SPA at age 3-4 and conversation quality scores and pragmatics ratings obtained via the ADOS at age 8-9. Associations between joint attention and conversation quality were non-significant. Symbolic play types represent flexibility in play skills. The presence of flexibility in play may allow children to further develop their representational, and social conversational abilities through multiple interactions with adults and peers. The extent to which specific aspects of pragmatic language are influenced by earlier social communication skills should be further investigated.

Learner Outcomes: At the conclusion of this presentation, participants

will be able to list five different pragmatic areas frequently reported as adversely impacted in ASD, describe the difference between functional and symbolic play, describe the primary criteria in selecting a candidate for administration of the ADOS- Module 3.

DSF 3   **Caucus**
3:00 pm - 3:30 pm
Recognition and Comprehension of Figurative Language From Culturally-Related Music
Alaina Davis-Brooks, MS, Howard University; Jay Lucker, EdD, Howard University; Wilhelmina Wright-Harp,PhD, Howard University; Joan C. Payne, PhD, Howard University
Level of Instruction: Advanced

A culturally competent clinician should modify or substitute existing figurative language stimuli with stimuli that are age-appropriate and culturally recognizable instead of those used in standardized tests if they are not appropriate (Payne, J., 2011). This study attempts to provide an alternative to assessing figurative language comprehension in African American adults with mild traumatic brain injury who have cognitive-communicative impairments. Normative data will be collected from healthy African American adults by utilizing familiar and popular figurative expressions from culturally-related music genres including Gospel, R&B Soul, and Hip Hop/Rap. This is done by first determining the levels of familiarity of the figurative musical expressions. Secondly, we analyze the interpretations of the expressions to determine appropriateness of the responses. Assessing individuals with items that are familiar in regards to cultural background will provide more opportunities for increased performance and accurate diagnosis when determining cognitive abilities. The results will provide more in depth information for dynamic assessment of African American adults from culturally and linguistically diverse backgrounds who have cognitive-communicative impairments.

Learner Outcomes: At the conclusion of this presentation, participants will be able to identify the importance of cultural competence in assessment of cognitive-communicative impairments in culturally and linguistically diverse populations, identify figurative expressions from culturally-related music that are recognizable within the African American community, Identify figurative expressions from culturally-related music that are easily interpreted within the African American community, determine which genres of culturally-related music are appropriate to extract figurative expressions for assessment of African American adults.

STUDENT RESEARCH FORUMS

SF 1   **Grand Ballroom C**
9:30 am - 10:00 am
Life and Death of Neuron: Future Implications for CSD Professionals
Melisa Aberrnathy, North Carolina Agricultural and Technical State University; Carolyn M. Mayo, PhD, North Carolina Agricultural and Technical State University
Level of Instruction: Introductory

Adults ages 65 years and older currently comprise 12.8% of the U.S. population. As the Baby Boomers continue entering into this age cohort, increased demands will be placed upon health systems to

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keep this age cohort free of diseases and disorders, especially chronic ones. Recent research by the NIH has concluded that most, if not all of diseases are caused by the unnatural death of a neuron—in effect, neurotransmitters not being made. This unnatural, sudden death of neurons can severely damage the different parts of the brain associated with speech, language, hearing and swallowing. With these parts of the brain affected, patients often cannot engage in cognitive-linguistic processing, have difficulty with verbal expression and comprehension, and may experience sensory-neural hearing loss and dysphagia. The intent of this NIH research is to decrease the number of people being affected by progressive degenerative neurological diseases that may lead to communication disorders. Since neurons are responsible for producing neurotransmitters, when a group of neurons die that produce specific neurotransmitters (i.e., dopamine, glutamate or serotonin), the inhibitory or excitatory function of these neurotransmitters is compromised, resulting in various neurological diseases. This presentation will discuss how researchers are conducting investigations that determine what causes neurons to die unnaturally, especially since neurons are purported to be the longest living human cells; and identify strategies employed by researchers to replenish dead/dying neurons (e.g., successful neuron duplication). Implications for the future role of CSD specialists in this era of neuronal genetic duplication/manipulation will be discussed.

Learner Outcomes: At the conclusion of this presentation, participants will be able to present the entire life cycle of a single neuron as well as its structural parts, name and state the function of the various neurotransmitters and their relationship to normal and abnormal cognitive-linguistic and motor functions, discuss state-of-the-art National Institutes of Health (NIH) research investigations designed to replenish dying neurons, state the future roles of SLPs and AUDs in an era where the ability to duplicate or manipulate the genetics of neurotransmitters by research scientists may become an everyday reality, State the future roles of SLPs and AUDs in an era where the ability to duplicate or manipulate the genetics of neurotransmitters by research scientists may become an everyday reality.

SF 2   **Grand Ballroom C**
10:00 am - 10:30 am
African American English: The Evolving Views of ASHA
Kelsey Blasingame, University of Central Arkansas; Valentina Taran, PhD, Iris Speech Solutions
Level of Instruction: Introductory

In 1968, with the creation of the Black Caucus, perspectives on African American English (AAE) began changing in the American Speech-Language-Hearing Association (ASHA). The change was from one considering AAE a disorder to one considering it a difference. In the 1960s and before, AAE speakers were treated for language disorders simply because of the dialect they spoke and the stigma attributed to it. However, as more knowledge has been gained on the subject, linguists and then speech-language pathologists have come to realize that this dialect is not a disorder but instead simply a different way of speaking that was in no way inherently wrong and did not need to be treated as such. Over the last 45 years, this understanding has improved and needs to be firmly accepted within ASHA and the field of Communication Sciences and Disorders (CSD) through diagnosis and treatment that takes this difference into account and focuses only on true speech, language, and hearing disorders. Today,

the transition is still in progress, but perspectives in ASHA are very different. Reviewing the relevant historical events that influenced this change helps one to understand the positive impact this change had and is still having on ASHA for the benefit of clients who are AAE speakers. But this transformation also needs to be continued because there is still much work to be done – ASHA has not yet been fully infused with the difference perspective and it is important for AAE speaking clients that this happens.

Learner Outcomes: At the conclusion of this presentation, participants will be able to recall the major events that lead up to ASHA's change in perspective about AAE, describe the necessity for continuing change within ASHA, apply their new knowledge about the difficulties with using many common diagnostic tools when working with culturally and linguistically diverse clients to enhance their own practice habits, explain that AAE is a speech and language difference, not a speech disorder, language disorder, or bad English.

SF 3   **Grand Ballroom C**
10:30 am - 11:00 am
Play that Funky Music! Do College Student Musicians Experience Noise-Induced Hearing Loss?
Khalyn Jones, North Carolina Agricultural and Technical State University; Kathryn Barrett, PhD, North Carolina Agricultural and Technical State University; Carolyn M. Mayo, PhD, North Carolina Agricultural and Technical State University
Level of Instruction: Introductory

Adolescents (ages 10 to 19) and young adults (ages 20 to 24) make up a little over one-fifth (21 percent) of the U.S. population. Lifestyle and other behavioral patterns established during these developmental periods help determine young people's current health status and their risk for developing chronic diseases in adulthood. (Healthy People 2020, USDHHS). Although adolescence and young adulthood are generally healthy times in a person's life, several important public health and social problems either peak or begin during these years. One such health concern is this ~~~~tion's potential to acquire a noise induced hear~~~~ ~~~~tion to a heightened hearing loss potential ~~~~ ~~general environmental noise exposure; the use ~~~~ electronic devices (i.e., IPODs, MP3s, etc.) and individual 'noise blocking' earphones (e.g., Skullcandy Ink'd Buds, frequency range of 20-20K Hertz); and 3) other forms of social behavior such as 'clubbing' where excessively loud music is played continuously, collegiate student musicians may experience a noise induced hearing loss to an even greater extent by being constantly exposed to musical instruments with varying sound frequencies played at extreme decibel levels in order to be heard by the audiences sports stadiums or concert halls. Using a sound dosimeter, this student researcher captured the essence of auditory challenges associated with playing her musical instrument in front of various sections of the marching or concert bands (i.e., drumline, tubas, trombones, clarinets, flutes, etc.). Research findings and implications for primary prevention practices in the area of hearing among college musicians will be discussed.

Learner Outcomes: At the conclusion of this presentation, participants will be able to present information about Healthy People 2020's new emphasis on adolescent and young adult health and its relationship to healthy hearing across the lifespan. Additionally, link prevention of hearing loss directly to ASHA's 'Listen to Your Buds' public2, discuss the consequences

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that continuous exposure to instrumental music at varying frequency and decibel levels may have on the hearing mechanism, discuss the consequences that continuous exposure to instrumental music at varying frequency and deEducate young musicians about how their hearing can be negatively affected by constant exposure to musical instruments, and how to minimize their potential for noise-induced hearing loss.

SF 5   **Caucus**
11:30 am - 12:00 pm
Efficacy of the iPad as AAC With Developmental Disability Populations
Melanie Velvet Wallace, BA, North Carolina Agricultural and Technical University; Patience B. Stephenson, BA, North Carolina Agricultural and Technical University; Deanna Lacy McQuitty, PhD, North Carolina Agricultural and State University
Level of Instruction: Introductory

This research project sought to examine the effectiveness of the iPAD as a high tech AAC device when targeting daily communication goals of persons with developmental disabilities. A review of current literature revealed that the iPad has been an effective AAC device for people who have limited verbal and/or are non-verbal communicators. Most of the current research utilized participants diagnosed with autism. There has been limited research done on the efficacy of the iPad for people with other developmental disabilities such as cerebral palsy and other rare syndromes. This research investigated five case studies of male participants who presented with varied developmental disabilities. The iPAD was utilized to assess the client's ability to meet functional communication needs across natural settings. Communication goals were selected from the participants Individual Service Plans. Over a three month period, low tech AAC devices and the iPads as high tech AAC devices were utilized. Qualitative and quantitative data was collected and the results were compared when targeting communication goals utilizing both AAC means. Results suggested increase accessibility, increase in frequency of use across the natural environment, increase in usage of staff for common effectiveness. The methodology, procedures and communication contexts will be discussed in this research presentation. Additionally, implications for future research needs will also be explored.

Learner Outcomes: At the conclusion of this presentation, participants will be able to describe the use of the iPad as an AAC device for an array of developmentally disabled adolescents, discuss the effectiveness of targeting functional communication goals with the use of the iPad; define and discuss the differences between high tech versus low tech AAC devices, discuss the role of the SLP regarding implementation of a high tech AAC device at a residential facility.

SF 6   **Caucus**
1:00 pm - 1:30 pm
Item Analysis of Minority Students' Performance on the PRAXIS
Shara Eunice Boykin, BS, Howard University; Alysha Marie Karen Lawrence, BS, Howard University; Shameka Nicole Johnson, Med, Howard University
Level of Instruction: Introductory

Nationwide there is a differential pass rate of minority students on the PRAXIS (ASHA,2005). For many years, Howard University has addressed the issue through a concerted PRAXIS preparation course that has exhibited positive results. However, it has not

fully addressed the differential pass rate. More research is needed to determine the exact nature of this issue. Toward this end, the present study will discuss an item analysis of students' performance on questions from the PRAXIS. The students were given a 143-item PRAXIS simulation composed of actual former PRAXIS questions. The item analysis entailed an inspection of the difficulty level of each question as defined by 30% or more students providing incorrect answers. Items were classified by courses, undergraduate or graduate, and by content area of the Praxis. Results will reveal those courses and content areas most difficult for minority students. Suggestions will be provided on how best to resolve this issue.

Learner Outcomes: At the conclusion of this presentation, participants will be able to identify the reasons for differential performance, identify content areas of the PRAXIS most difficult for minority students, identify course subjects most difficult for minority students.

SF 7   **Caucus**
1:30 pm - 2:00 pm
Electronic Apps as a Supplement to Language Therapy
ShaVon Johnson, BA, South Carolina State University; Regina Lemmon, PhD, South Carolina State University
Level of Instruction: Intermediate

Electronic devices have begun to change the way we interact with the world and the way many speech-language pathologists engage with their clients to meet their targeted goals (Dunham, 2011). Apps are rapidly becoming the intervention of choice for many speech-language pathologists. With the usage of these apps comes a responsibility to ensure their effectiveness (Gosnell, 2011). However, there is minimal empirical evidence of the efficacy of apps in language therapy. Therefore, it was hypothesized that the use of apps on these electronic devices would significantly enhance a client's rate of progress toward targeted goals. The participant (a Hispanic male) received language therapy for two 60-minute sessions per week over the course of six weeks. Prior to each therapy session, the clinician developed a therapy plan for each of the client's targeted goals. The supervising SLP provided suggestions and approved the therapy plans prior to each session. For each of the goals, the clinician developed an activity that incorporated a literacy-based language therapy and an activity using apps. The clinician recorded correct and incorrect responses from using literacy tools and apps; then, compared the client's progress over the length of the study. The results from this experiment suggest that the use of apps did not significantly increase the client's rate of progress toward the targeted goals. When using apps in therapy, clinicians should choose apps that are appropriate for the individual client and should be aware that all goals may not be able to be most appropriately addressed using apps.

Learner Outcomes: At the conclusion of this presentation, participants will be able to identify the benefits of using electronic apps in language therapy, identify the risks of solely using electronic apps in language therapy, identify strategies to enhance language therapy sessions by incorporating electronic devices.

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SCHOLAR TO SCHOLAR POSTER SESSIONS

9:00 am – 10:30 am

An Analysis of Konglish (Korean English) in K-Pop Music
Natalia Mendez, BA, Tennessee State University; Ashley Tyler, Tennessee State University; Iris Johnson Arnold, PhD, Tennessee State University
Level of Instruction: Introductory

Phonological and semantic changes within a language can be initiated and affected by many factors (e.g. historical, nature, political, economic and cultural). Historical occurrences such as wars, natural disasters and international trade encourage and, in most instances, force the intermingling, borrowing and combining of words. Cultural aspects which may influence a language include literature, visual arts and performing arts (i.e. music and dancing). Korean Pop Music or K-Pop is currently Asia's hottest music industry. K-Pop is similar to American pop music, with rhythm and blues, dance and hip-hop being very popular genres. From its inception in 1992 with the artist Seo Taiji, K-Pop has been characterized by high style, cutting edge fashion, dance skills and many values popular in American music. Korean English or Konglish is often an element in many of the popular songs in the K-Pop genre of music contributing to the music's crossover appeal. Twelve popular songs within the K-Pop genre were analyzed to determine: the amount of Konglish used and semantic themes prevalent within the music.
Learner Outcomes: At the conclusion of this presentation, participants will be able to understand the evolution of a new dialect of a language, knowledgeable about the evolving Konglish language and its use in K-Pop music, identify semantic elements in K-Pop music.

Differences in Language Abilities: High-Functioning Autism & Asperger Syndrome
Christina Diana Martinez, AA, University of Houston; Byron Ross, PhD, University of Houston
Level of Instruction: Introductory

Currently, the Autism spectrum Disorder has two separate subgroups for High-Functioning Autism and Asperger Syndrome. Research suggests that both subgroups should be merged into one, as the only difference between the two is their severity in symptoms. Other literature indicates the need to further research language impairment in both disorders, as some studies have found a lack of data in their own study, and in the field of study in general. Furthermore, the terms have been said to be interchangeable, due to their high degree of likeness. This has caused confusion among researchers, clinicians, and even those who they themselves have, or have family members, with either disorder. The results of this study will either support the proposal of the separation, or provide support to the contention that both disorders are essentially the same. Additionally, the results of this study could have implications on the effect of treatment efficacy by clarifying the role of language abilities as a factor in distinguishing the two disorders. In either case, the main priority is to provide additional data to our field of study.
Learner Outcomes: At the conclusion of this presentation, participants will be able to identify the differences between High-Functioning Autism and Asperger Syndrome, recognize the language impairments that are present in Autism Spectrum Disorders and consider the implications on the effect of treatment efficacy for individuals with High-Functioning Autism and Asperger Syndrome.

Educating Hispanic Elders About Stroke With Computers
Sugey Calderon, BS, Howard University; Pamela Vora, BS, Howard University; Silvia Martinez, EdD, Howard University
Level of Instruction: Introductory

Hispanic are at a greater risk of experiencing strokes and being more profoundly impacted than their white counterparts. Among the reasons leading to health disparities in some Hispanics are the literacy rates below the readability levels of typically disseminated written materials, such as brochures. To address health gaps *Healthy People 2010* has reported that the professions must develop culturally appropriate and alternate communication methods to increase health literacy in minority populations. This study assessed the literacy levels of elderly hispanics, assessed their knowledge about stroke (prevention, symptoms, and management, and carried out an education program using Talking Photonovelas. The Talking Photonovelas are computer-based materials that educates the learner using stories with pictures, dialogue bubbles and voice-overs.
Learner Outcomes: At the conclusion of this presentation, participants will be able to explain the knowledge areas about stroke needed to be addressed with elderly Hispanics, describe what is a Talking Photonovela, aand its use for educational purposes, describe the effectiveness of using Talking Photonovelas for stroke education with Hispanic elders.

Effects of Bilingualism on Cognitive Control in Language Learners
Chanice Brown, Howard University; Silvia Martinez, EdD, Howard University
Level of Instruction: Intermediate

Whether or not bilingualism in individuals is positive or negative has long been debated. One major positive found in previous studies is increased cognitive control. The objective of this study is to determine the differences in cognitive control—specifically inhibitory control—in advanced language learners compared to beginning language learners. The study will consist of approximately 30-44 undergraduate students at Howard University ages 18-22. Fifteen to twenty-two participants will be Spanish majors and minors (advanced language learners) and 15-22 participants will be in Spanish I (beginning language learners). A language background questionnaire will be administered to obtain the language level of the participants. Also, the Stroop Color and Word Naming Test will be used to assess inhibitory control.
Learner Outcomes: At the conclusion of this presentation, participants will be able to determine the benefits of bilingualism on inhibitory control, identify differences in inhibitory control in beginning and advanced language learners, recall the significance of increased inhibitory control.

The Speech and Language Development of Children With Spina Bifida
Patience Brennae Stephenson, BA, North Carolina Agricultural and Technical State University; Deana McQuitty, PhD, North Carolina Agricultural and Technical State University
Level of Instruction: Introductory

This meta-analysis research project examines speech and language characteristics and cognitive function of infants and toddlers diagnosed with spina bifida. Spina bifida is one of the most common congenital disabilities often affecting 1,500 to 2,000 babies born in the United States. There is no cure for spina bifida (National Institute

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of Neurological Disorders and Stroke [NINDS], 2012). Normally, children born with spina bifida will have fetal surgery which will close the defect and minimize infection. Scholarly literature suggests that early intervention services for these children have provided optimal outcomes regarding later receptive and expressive language skills. The role of the speech-language pathologist as a member of the early intervention team as well as best practices for speech and language assessment and intervention will be discussed. Implications for future research will also be explored.

Learner Outcomes: At the conclusion of this presentation, participants will be able to define spina bifida and identify the incidence and prevalence rates of spina bifida in the early intervention population, identify the role of the speech-language pathologist as a member of the early intervention team and best practices regarding speech and language assessment and intervention strategies, discuss future research needs regarding spina bifida in the early intervention population and the relationship with early communication skills.

Distance Education Recommendations Using Learning Style Profiles of CSD Students
Folasade Falana, BS, Howard University; Silvia Martinez, EdD, Howard University
Level of Instruction: Introductory

Distance Education has grown drastically in popularity in our fields and other fields as well. While in many instances, Distance Education has been quite successful for several demographic sectors, for others it has not. In particular, it has been shown that some Distance Education formats have not been favored by African American students. Therefore, it incumbant upon university settings to look at their demographics and to develop coursework that will ensure that the educational needs of their students are met. One first step to follow is to identify the learning styles of their student population and from there develop appropriate educational methods and materials that would best favor these learning styles. The Distance Education recommendations offered in this paper are based on the data collected regarding the learning styles of undergraduate and graduate students in a Communication Sciences and Disorders program. The data pointed to particular styles, which were also similar for both groups of students.

Learner Outcomes: At the conclusion of this presentation, participants will be able to describe eight learning styles, describe the different learning styles of students in a CSD program,

SCHOLAR TO SCHOLAR POSTER SESSIONS

11:00 am – 12:30 pm

Effects of Repetition Therapy on Patients With Dementia
Magan Argenta, BA, Howard University; Jay R. Lucker, EdD, Howard University
Level of Instruction: Intermediate

Speech-language pathologists may provide therapy for patients identified as having immediate and short-term memory problems. A question arises whether "repetition therapy" may be helpful in improving these memory problems in patients with dementia. Three patients from the same nursing home were seen for a two month

period of time for speech-language therapy by a masters level student clinician (MA). They were assessed on the immediate and short-term memory parts of the RIPA. Then, they were seen for therapy four times a week for a period of two months. At the end of this time, the same memory parts of the RIPA were re-administered and pre-post therapy differences were compared. Repetition therapy was used as the focus for the training in these three subjects. Repetition therapy required the patients to repeat their answers to questions about information presented to them during the course of therapy (immediate recall) vs. things that happened to them just prior to starting therapy (short-term memory recall). The patients repeated what the clinician said which was either the answer to the questions asked, if the patients did not understand the question, or a repetition of what the patient said. Results for the two memory subtests of the RIPA indicated no observable changes after the two months of therapy. Thus, this student did not support a conclusion that repetition training would improve immediate and short-term memory in these patients with dementia.

Learner Outcomes: At the conclusion of this presentation, participants will be able to describe immediate and short-term memory problems in patients with dementia, describe what is involved in repetition therapy and why it may help improve the memory abilities of patients with dementia, explain the results of repetition therapy on the immediate and short-term memory abilities in the experimental subjects based on their RIPA test findings, describe some of the factors which may explain why the repetition therapy may not have been successful in the present study.

Genetics of Stuttering: New Insights Into an Old Phenomenon
Tiffany Carson, North Carolina Agricultural and Technical State University; June Graham-Bethea, MA, North Carolina Agricultural and Technical State University
Level of Instruction: Introductory

Genetics is one possible cause for stuttering. Recent research has provided additional insight into the link between genetics and stuttering. Twin studies, for example, have shown that approximately 50-70% of stuttering can be attributed to genes (Drayna, 2011). It is important that practicing speech-language pathologists remain cognizant of findings related to this topic as it may influence stuttering treatment. This literature review will shed light on new research findings involving the genetics of stuttering. Implications of findings will also be presented.

Learner Outcomes: At the conclusion of this presentation, participants will be able to describe the link between stuttering and genetics, identify possible genes/chromosomes associated with stuttering, describe how findings involving genetics and stuttering might affect the assessment and treatment of fluency disorders.

HIV/AIDS UPDATE! Neurological Manifestations and the Role of the CSD Professional
David L. Dean, North Carolina Agricultural and Technical State University; Carolyn M. Mayo, PhD, North Carolina Agricultural and Technical State University
Level of Instruction: Introductory

The focus and outreach of educational, clinical and pharmaceutical services for persons with HIV/AIDS have been extended globally through such agencies as the World Health Organization. Research and monetary efforts have been primarily concentrated

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on populations affected by HIV/AIDS in sub-Saharan Africa and China. Within the United States, however, this viral disease continues to affect communities of color far more often than the Caucasian population. While initially inflicting health havoc in LBGT communities (particularly Gay males), current epidemiological studies show that HIV/AIDS has increased its presence in heterosexual women, children and the elderly especially those belonging to racial/ethnic minorities. Further, the stigma associated with HIV/AIDS remains a point of contention in religious sectors of Black and Hispanic communities, where alternative lifestyles are often looked down upon and/or at best, not discussed. This presentation provides an update on current antiretroviral therapy regimens that are allowing patients with HIV/AIDS to live longer productive lives. The presentation will also review the role of the CSD specialist in assessing and treating neurocognitive disorders as a sequela to HIV/AIDS.

Learner Outcomes: At the conclusion of this presentation, participants will be able to present information on the changing demographic of persons with aids (i.e., women, the sexually active elderly) and compare and contrast the neurogenic symptoms (cognitive-linguistic, motor speech, and Cite the specific subclinical and clinical cognitive-linguistic and other related communicative and swallowing) associated with HIV/AIDS as seen in children and adults with HIV/AIDS, state the assessment, treatment and counseling roles of the communication disorders professional in working with persons with HIV/AIDS, in collaboration with other healthcare team members (i.e. best practices in pharmaceutical 'super drug' packets), list and use universal precautions when working with clients who are HIV positive or have full-blow AIDS.

Identifying Core Vocabulary for Urdu Language Speakers Using AAC
Abdul Samad Mukati, MA, Howard University; Ovetta Harris, PhD, Howard University
Level of Instruction: Advanced

The purpose of this research is to identify a core set of vocabulary - used by native Urdu Language (UL) speakers during social interaction and relationship building. The identification and establishment of high frequency word usage lists will be utilized to construct and select core vocabulary for use in an Augmentative Alternative Communication (AAC) system. The descriptive study uses observational methods to explore the reliability of transcribing Urdu Language (UL) for utterance and word identification. This study will attempt to generate a UL word frequency list to support AAC interventions. The study will replicate methods from similar past studies in English by collecting and analyzing language samples from native UL speaking adults. The goal is to establish a core vocabulary list to support the development of AAC applications in UL. This cannot be accomplished until a systematic and reliable approach to analyzing conversational language samples in UL is demonstrated.

Learner Outcomes: At the conclusion of this presentation, participants will be able to identify Urdu Language vocabulary for use with AAC users, list 250 frequently words used by Urdu Language speakers, identify words in hierarchical order for use in SGD's of Urdu Language.

Inadequate Caregiver Attachment and it's Effects on Early Communication Development
Adria Brianna Troy, BA, North Carolina Agricultural and Technical State University; Deana Lacy McQuitty, PhD, North Carolina Agricultural and Technical State University
Level of Instruction: Introductory

Child neglect is the most prevalent type of child maltreatment in the United States. This research provided a meta-analysis of literature regarding caregiver neglect and its impact on early communication development in infants. According to current literature those children neglected often times have trouble with pragmatics, syntax, semantics, and discourse (Stacks, Beeghly, Partridge, & Dexter, 2011). Caregiver neglect is driven by many factors but there are many intervention programs to help parents understand proper caregiver and infant attachment patterns. This research will provide a detailed review of how communication is impacted by neglect and the role of the speech-language pathologist. Further research on the communication delays exhibited by this population and intervention strategies will be explored.

Learner Outcomes: At the conclusion of this presentation, participants will be able to identify specific communication delays associated with child neglect in the early intervention population, discuss factors related to caregiver neglect and intervention programs for parental education regarding optimal attachment patterns, identify the role of the speech-language pathologist regarding this population as it relates to best practices and efficacy studies.

Telehealth Services for Speech Pathology
Michele L. Norman, PhD, Longwood University; Shannon Salley, SLPD, Longwood University
Level of Instruction: Intermediate

Telehealth may be the optimal method for service delivery to meet the challenges in providing necessary care to patients with distance and time issues in receiving healthcare. Speech-Language Pathologists (SLPs) are in high demand to serve patients with a variety of disorders in various settings. Despite the number of qualified, certified SLPs available, serving patients who reside in rural communities and remote areas with limited access to healthcare continues to be difficult. Likewise, home health agencies consistently seek SLPs to meet the growing caseloads of persons requiring care in the home, especially those with limited mobility, but there are specific guidelines that govern eligibility for these services. In addition to these issues, some patients may benefit from a higher intensity of speech-language pathology services, but are unable to attend sessions with the recommended amount of frequency due to distance and/or cost. Although home exercise and maintenance programs are designed for these patients, compliance and effectiveness of following the programs are inconsistent. While SLPs are excited about using telehealth methods in order to better serve patients with specific needs, reimbursement for the services from third-party payers may be just as challenging.

Learner Outcomes: At the conclusion of this presentation, participants will be able to list three disorders that can be treated by SLPs using telehealth as a method of service delivery, list two ways SLPs can use telehealth as a method of service delivery, identify a challenge of reimbursement for services from third-party payers

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Use of IPad Apps for Children With Autism

Jill A Redo-Joseph, BA, Howard University; Dr. Ovetta Harris, PhD, Howard University

Level of Instruction: Introductory

Children with autism often do not communicate to express needs, wants and emotions. Recently, these children are reportedly communicating through the use of the iPad, and other tablet devices through the use of specific apps to communicate needs, wants, and emotions. This study presents a review of the literature of the lack of communication among children with autism, parents' experiences with their children who have autism when the iPad is used, the emergence of the iPad and other tablet computers, the development of specific apps for children with autism, and specific apps that are being used by parents and by those in the field of speech-language pathology. This study explores iPad Apps, specifically, the two Apps are Autism Xpress and Grace App, to communicate needs, wants, and emotions.

Learner Outcomes: At the conclusion of this presentation, participants will be able to describe how easy are the Apps made accessible, list which Apps are best for your child, list which Apps cost and which Apps are free and describe the benefits to the child and the parents or caregivers.

SCHOLAR TO SCHOLAR POSTER SESSIONS

1:00 pm – 2:30 pm

Maternal Depression and Early Communication Development in Young Children

Deana Lacy McQuitty, PhD, North Carolina Agricultural and Technical State University; Megan Wheeler Mills, BA, North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

The purpose of this research was to investigate the correlation between maternal depression and early communication development in young children. Current literature suggests there is an accelerating delay in milestone development with lasting consequences in language acquisition(Keefe,Leiferman,Paluson,2008). This project investigated the role of the speech-language pathologist in providing best practices regarding prenatal education and involvement to enhance communication patterns of the young child. Future research needs in this area will also be explored.

Learner Outcomes: At the conclusion of this presentation, participants will be able to discuss the role of the SLP in providing prenatal education to families and caregivers regarding optimal attachment patterns, identify the relationship between maternal depression and early communication skills in young children, identify best practices regarding assessment and intervention strategies for parents and very young children.

OM and OME: Speech /Language Implications in Birth-3 Population

Cherita Danise King, BA, North Carolina Agricultural and Technical State University; Deanna Lacy McQuitty, PhD, North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

This meta-analysis research paper sought to examine the implications of otitis media on early language development. Otitis media (OM) and Otitis Media Effusion (OME) are two of the most common illnesses during the early childhood years. Children with developmental disabilities are at an increased risk for delays in language learning and may be at an even greater risk for language learning difficulties due to OM and OME (Roberts, 2003). Further research on the risks of speech and language delays of children with these two disorders and the role of the speech-language pathologist regarding best practices in assessment and intervention strategies will also be discussed.

Learner Outcomes: At the conclusion of this presentation, participants will be able to differentiate the differences between otitis media (OM) and otitis media effusion (OME), identify the role of the speech-language pathologist regarding assessment and intervention strategies for children identified with OM and OME, identify the incidence and prevelance of OM and OME on the Birth-Three population as well as the occurrence regarding gender and ethnicity.

Spanish Word Shapes of Preschoolers

Silvia Martinez, EdD, Howard University; Kierra Villines, BS, Howard University

Level of Instruction: Introductory

Measurement of phonological abilities in children usually comprises the analysis of segments such as phonemes in isolation and context such as words. Nevertheless, for those cases where more in-depth analysis is required, it has been proposed that whole-word analysis may also offer clinicians information about complexity, variability and intelligibility of usage to help with treatment development. Whole-word pattern analysis and its applications have been recommended by Ingram (2000), Ingram and Ingram (2001), and others. One particular whole-word analysis addresses Word Shapes which involves looking at monosyllabic and multisyllabic shapes of word in spontaneous speech. The end goal is to analyze proportions, the production of consonants and consonant clusters, variability and complexity, and deletion of syllables. Ultimately it will veer the clinician to identify appropriate target words for treatment. This research looks at the development of word shapes in Spanish speaking typically developing children in order to describe developmental profiles that will serve in the process phonological evaluations. Using the CHILDES databank, the analysis of the speech of 200 Mexican Spanish speaking preschoolers will offer the opportunity to look at word and syllable shapes (i. e. CV monosyllables) in order to describe trends. This information is almost absent in the literature and therefore Spanish speaking clinicians lack basic information in order to perform word shape analysis as recommended by the literature.

Learner Outcomes: At the conclusion of this presentation, participants will be able to define word shape analysis, explain different types of word shape analysis, describe word shapes in Spanish speaking preschoolers.

Students Oriented to Doctoral Attainment (SODA) Buddy System

Nayda Torres-Soto, MS, Howard University; Wilma Benitez-Rivera, MS, Howard University

Level of Instruction: Intermediate

The value and benefits of mentoring doctoral students in speech-language pathology, particularly students from underrepresented racial/ethnic groups, has been found to be an effective tool in increasing the successful completion of doctoral degrees by students from these groups. Still, few mentoring programs have been designed to provide doctoral students with the guidance and assistance needed to complete their programs of study (Wright-Harp, W., & Cole, P., 2008). An alternative to a lack of such programs is the implementation of an effective buddy system for doctoral students in the same stage of their program called

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Students Oriented to Doctoral Attainment (SODA) Buddy System. Consequently, the benefits of friendship and collaboration of two doctoral candidates in Speech-Language Pathology at Howard University, how their teamwork has resulted in exceptional success in their doctoral program and their use of SODA buddy system are presented. Steps and real life examples of how to develop and implement SODA buddy system early in a doctoral program which results in completion of a doctorate degree are discussed.

Learner Outcomes: At the conclusion of this presentation, participants will be able to list various components of the SODA buddy system for successful completion of a doctoral program in Speech-Language Pathology, describe how to implement SODA buddy system for doctoral students, define the benefits of SODA buddy system for doctoral students.

The Effect of African American English Dialect on the Employability of Individuals Within the Mass Communications Field

Tabia S. Alexander, BS, Howard University; Kay Payne, PhD, Howard University
Level of Instruction: Introductory

Individuals identified with African American English (AAE) dialect have been described as having certain phonological features that differ from Standard American English (SAE), also known as Midwestern dialect (Bland-Stewart, 2005). Midwestern dialect is spoken particularly by many National newscasters and other broadcast personalities (American English, 2000). Even after accounting for differences in skills, gaps persist which disadvantage African Americans from being actively employed within the mass communications field. According to Craig and Grogger, (2012), linguistic discrimination may play a role in labor markets employability of African-Americans. This presentation will discuss individuals in media related concentrations who consistently produce phonological features of AAE when communicating in all settings. The researcher will discuss comparisons and differences between AAE and Midwestern dialect and how it impacts employability within the mass communications field.

Learner Outcomes: At the conclusion of this presentation, participants will be able to identify phonological features of African American English and Standard American English (Midwestern Dialect), identify the factors that result in limited African American employability within the mass communications, identify the necessity for Speech-Language Pathologist to provide elective accent modification services.

The Impact Of Stuttering on Male and Female Relationships

Cheryl Paulette Higgs, West Carolina University
Level of Instruction: Introductory

Being able to effectively communicate in an intimate relationship is very important. When a person who stutters (PWS) is placed in a stressful situation, they may not be able to communicate in an effective manner. These failures in fluency can add strain to the relationship, when one partner is a (PWS). However stuttering needs not be an obstacle to achieving a healthy loving relationship. Many (PWS) are happily married to people who do not stutter. The purpose of this presentation is to discuss the impact and challenges that stuttering can have on male and female relationships, and effective ways of meeting these challenges.

Learner Outcomes: At the conclusion of this presentation, participants will be able to define stuttering, identify impacts of stuttering on intimate relationships, discuss ways of effectively meeting the challenges of fluency failures seen in many relationships between males and females who stutter.

Saturday, April 20

SPEAKING OUT CONFERENCE

9:00 am - 4:00 pm   **Grand Ballroom CD**

This conference offers the expertise of leaders in the field of aphasia rehabilitation who will be presenting the latest perspectives on aphasia management, research, treatment models, technological advancements, and advocacy through presentations and hands-on demonstrations. The conference offers a unique integration of views from professionals and individuals with aphasia, and their loved ones.

Learner Outcomes: At the conclusion of this conference, participants will be able to advocate for persons with aphasia and discover ways to help educate the public and other professionals on aphasia, state and describe three different aphasia treatment models available to persons with aphasia, explain the newest developments in hardware and software technology oriented toward people with aphasia, list various aphasia research opportunities and provide examples of future research questions.

9:00- 9:15 am   *Welcome* by Ellayne Ganzfried, National Aphasia Association and Don Weinstein, National Aphasia Association

9:15-10:15 am   *National Aphasia Association and Aphasia Research Update*, Ellayne S. Ganzfried, National Aphasia Association and Dr. Peter Turkeltaub, Georgetown University

10:15- 11:15 am   *After Words*, Documentary Film Screening

11:15-11:30 am   Break

11:30- 12:30 pm   *The Cost of Aphasia: More Than Just $$$$*, Dr. Charles Ellis, Medical University of South Carolina

In the Meanwhile … Connecting Without Words, Dr. Joyce Harris, The University of Texas at Austin

12:30-1:45 pm   Lunch/ Networking/Exhibits

1:45-4:00 pm   *EMPOWER: A Panel of People Living Successfully With Aphasia*, Moderator: Don Weinstein
Aphasia Intervention Models
Intensive Comprehensive Aphasia Programs, Elizabeth Hoover, Boston University
Aphasia Center Concept, Darlene Williamson
Aphasia Community Groups, Cynthia Nichols, National Aphasia Associate
Technology, Joan Green, Innovative Speech Therapy

You may choose to attend the entire conference which includes breakfast and a film screening of After Words. This conference provides .5 CEUs is an additional cost of $30.

Or, you may choose to attend without cost just the following presentations that will occur during the Speaking Out Conference:

MS 31 – 11:30 am - 12:30 pm – Grand Ballroom CD
The Cost of Aphasia: More Than Just $$$$ and *In the Meanwhile … Connecting Without Words.* Presenters are Dr. Charles Ellis and Dr. Joyce Harris.

MS 32 – 1:45 – 4:00 pm – Grand Ballroom CD
Empower: A Panel of People Living Successfully With Aphasia and Aphasia Intervention Models. Presenters are Mr. Don Weinstein and Ms. Elizabeth Hoover, Ms. Darlene Williamson, Ms. Cynthia Nichols and Ms. Joan Green.

SHORT COURSE

SC 5 **Lafayette**
8:00 am - 11:00 am
Cogs in the Wheel: An Evolving SLP Private Practice
Lori Elizabeth Vaughn, MS, Speech by Design
Level of Instruction: Introductory
  This presentation will discuss the evolution of a speech-language pathology private practice through good and bad economic climates. Strategies of starting up an early intervention practice will be presented as well as discussing the warning signs of an industry downturn. Participants will be able to identify and develop new sources for contacts, contracts and clients. Maintaining current clients, staff, and keeping abreast of current trends in the ever changing educational atmosphere will be discussed.
Learner Outcomes: At the conclusion of this presentation, participants will be able to develop strategies to start a speech-language pathology private practice in early intervention, recognize the warning signs of an economic downturn, identify new target areas for streams of income in a speech-language pathology private practice, identify strategies to maintain staff morale during tough economic times.

MINI SEMINARS

MS 23 **Quorum**
8:00 am - 9:00 am
Tele-Practice Therapy and Treating Patients With Cleft Lip and Palates
Nancy Marie 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 using tele-practice as its mode of therapy delivery to the areas of the world where SLP's do not exist. The participants will be able to understand the importance of conducting and/or recognizing an appropriate evaluation. Recognizing the social stigmas related to cleft lip/palates and VPI as they pertain to populations where cleft lip and palates are considered taboo. 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 participants will learn to prepare informal assessments, as well as modify formal evaluation tools in using tele-practice when reading an evaluation report, participants will be able to distinguish if proper steps have been taken into consideration for an evaluation.
Learner Outcomes: At the conclusion of this presentation, participants will be able to understand and identify how to conduct tele-practice therapy and how to provide a concise assessment that addresses all of the needs of the cleft lip and palate patients, identify how to correctly assess these patients diagnosed with cleft lip/palates and VPI using Tele-practice, understand the etiology of cleft lip/palate and VPI and the social stigmas that various communities internationally.

MS 24 **Quorum**
9:15 am - 10:15 am
DKQ: Incorporating Drama to Social Skills Therapy Across Childhood
Ashley Danielle Wiley, MA, Los Angeles Speech and Language Therapy Center; Pamela Wiley Wells, PhD, Los Angeles Speech and Language Therapy Center
Level of Instruction: Intermediate
  Authors will present a drama social skills group treatment program designed for children diagnosed with autism spectrum disorders (ASD). Suggestions will be given for implementation in both public and private clinics, identifying appropriate students for the group, planning intervention, and sample lessons for different age groups with video support. The purpose of this presentation is to demonstrate and discuss a treatment program that uses a dramatic medium to foster the development of social skills for children 4 -15 years of age. The program also includes typical peers as participants. The Drama Social Skills (DSS) intervention techniques and strategies have had practical applications in programs offered by the Los Angeles Speech and Language Therapy Center and Paramount Unified School District SDC pre-k classrooms. Suggestions will be given during the seminar for starting a drama group that can be replicated in a private clinic as well as a public school setting, identifying appropriate students, lesson plans, and parental involvement. Video evidence will be shared to demonstrate techniques. The DSS group sessions are designed around functional thematic units and areas of concerns as expressed by students and parents. Additionally, opportunities for generalization will also be discussed. Clinicians who need more information about autism spectrum disorders, how to incorporate a dramatic medium to an existing social skills group, and/or specific social skill intervention program for children ages 4-15 of age with autism spectrum disorder will benefit from this presentation.
Learner Outcomes: At the conclusion of this presentation, participants will be able to develop a drama social skills intervention program for children 4-15 years of age diagnosed with ASD, explain specific drama social skill lessons for younger and older children, explain the developmental milestones for pragmatics development.

MS 25 **Quorum**
10:30 am - 11:30 am
Young Child AAE Speech Acts: Cultural Roots, Transmission, Developmental Trends - Donn Bailey Lecture
Glenda DeJarnette, PhD, Southern Connecticut State University; Yvette D. Hyter, PhD, Western Michigan University; Kenyatta O. Rivers, PhD, University of Central Florida; Toya A. Wyatt, PhD, California State University-Fullerton
Level of Instruction: Intermediate
  This presentation reviews past as well as more recent research on the acquisition of cultural-specific speech acts by African American English (AAE) child speakers. Theoretical, clinical and future research implications for the study of pragmatic speech acts, conversational discourse and perspective taking in AAE child speakers will be addressed. SIGNIFICANCE: Existing literature on the socio-cultural, sociolinguistic and historical bases of African American speech community language use has identified several speech acts typically used by speakers within the community that serve specific communicative functions for AAE speakers. These acts have been shaped, passed on and maintained, according to Smitherman

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(2000, p. 17) through "historical memories" of African language and culture as well as the traditional Black Church, Black music, and a history of "servitude and oppression." Competent performance and interpretation of these acts require culturally sensitive intuition and perspective taking. Children learning to use these acts must learn the cultural nuances of context and be able to infer or intuit both as a hearer of what is spoken by another and as a speaker. Given this cultural history, African American children who are speakers of African American English (AAE), may express communicative intentions in ways that differ from the styles expected in a school classroom, increasing the likelihood that they may be over identified (or under identified) as having communication difficulties (Hwa Froelich, Kasambira, & Molesky, 2007). Therefore, it is imperative for speech-language pathologists to understand typical pragmatic language produced by African American children.

Learner Outcomes: At the conclusion of this presentation, participants will be able to discuss historical basis, socio-cultural tradition and discourse structure of varied culture-specific speech acts produced by AAE speakers, identify developmental trends in the transmission, nature and use of these culture-specific acts by emerging AAE speakers, discuss clinical implications for the assessment of pragmatic and cognitive perspective taking skills in AAE child speakers and future research.

MS 26   **Lafayette**
11:15 am - 12:15 pm
Using Popular Technology to Build an E-Course in Communication Sciences & Disorders
Kay T. Payne, PhD, Howard University; Shameka Johnson, MEd, Howard University
Level of Instruction: Introductory
Are you all thumbs when it comes to technology? Do your students know more about the latest gadgets than you? Then why not let the students be your guide? This presentation will explore a unique partnership between a professor and student to launch an online course. We will discuss how an online course can be created using the most popular electronics and technology preferred by students.
Learner Outcomes: At the conclusion of this presentation, participants will be able to identify various platforms for e-course presentation, identify the technology and software needs for easy capture and uploading of video lectures, recognize methods of troubleshooting and preventing problems, describe the most recent trends and devices used by students to access course material and content.

MS 27   **Quorum**
1:00 pm - 2:00 pm
Summarizing Meta Analyses: Pragmatic Language of African American Child
Yvette D. Hyter, PhD, Western Michigan University; Glenda DeJarnette, PhD, Southern Connecticut State University; Kenyatta O. Rivers, PhD, University of Central Florida
Level of Instruction: Intermediate
This presentation will summarize meta analyses conducted in three areas of pragmatic language development for African American children. The ultimate goal is to build a theory of pragmatic language of African American children. A systematic literature review conducted by Hyter, Rivers and DeJarnette (2010a, 2010b) showed that the majority of research on the pragmatic language skills of African American children conducted over a 31-year period (1971

– 2010) primarily focused on narrative discourse skills. Much less of the research focused on three foundational areas of pragmatic language: speech acts, conversational skills, and perspective taking. These areas require a more in-depth review to begin to develop a theory of African American pragmatic language development, which will be useful in guiding assessment development and facilitating knowledge and skills that speech-language pathologists need to effectively provide services to this population. This presentation extends on our 2012 NBASLH systematic literature review and 2012 ASHA meta analysis presentations on the pragmatic language and social communication behaviors in African American children. This 2013 NBASLH presentation continues to drill down through the literature on African American children with a specific focus on three foundational components of pragmatic language and social communication: speech acts, conversational skills, and perspective taking. We will share the final conclusions of the extensive meta analyses conducted on the aforementioned areas, and our initial efforts to build a unifying taxonomy of pragmatic language behaviors in this population.

Learner Outcomes: At the conclusion of this presentation, participants will be able to explain the cumulative data analyses, methodological, and theoretical evidence pertaining to perspective taking produced by African American children, explain the cumulative data analyses, methodological, and theoretical evidence pertaining the speech acts produced by African American children, explain the cumulative data analyses, methodological, and theoretical evidence pertaining the conversational skills produced by African American children, critique the theoretical paradigms used to explain perspective taking, speech acts, and conversational skills produced by African American children.

MS 29   **Quorum**
2:15 pm - 3:15 pm
Components of a Well-Rounded Treatment Plan for Children and Adolescents Who Stutter
Tommie L. Robinson, Jr., PhD, Scottish Rite Center for Childhood Language Disorders
Level of Instruction: Intermediate
Managing speech fluency is one of the greatest challenges for the average speech-language pathologist. This presentation is designed to address the basic components that are a part of treatment for individuals who stutter. Clinicians' knowledge and skills, as well as the components of an appropriate plan will be addressed.
Learner Outcomes: At the conclusion of this presentation, participants will be able to describe the knowledge needed to manage speech fluency disorders, give examples of speech fluency treatment strategies and techniques, prepare and effective treatment plan to manage speech fluency,

MS 30   **Lafayette**
3:30 pm - 4:30 pm
Graduate School Admissions: A Behind the Scenes Dialogue
Iris Johnson Arnold, PhD, Tennessee State University; Kia Johnson, PhD, James Madison University; Valerie Johnson, PhD, Montclair State University; Silvia Martinez, EdD, Howard University; Michele Norman, PhD, Longwood University; Rachel Williams, PhD, Nova Southeastern University
Level of Instruction: Introductory
The admissions process for graduate school is composed of many requirements and expectations. Admissions committees consider

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overall grade point average, major grade point average, standardized test scores, letters of recommendation, personal statement and a variety of other factors when making admission selections. There are other factors that applicants may or may not be aware of (e.g., programs designated number of students admitted annually, funding opportunities, rubrics used to guide the admittance selection process, etc.). Faculty from six universities with graduate programs in speech language pathology will participate in a candid discussion about the factors that influence the difficult admissions decisions. The panel will discuss their specific selection process including rubrics, factors that may weigh more heavily than others, as well as participate in a question and answer segment with seminar attendees.

Learner Outcomes: At the conclusion of this presentation, participants will be able to compare and contrast various speech pathology graduate school requirements, explain the role rubrics and weighting systems play in the admissions process view the admissions process from the perspective of faculty and the admissions committee, determine the most important factors during the admissions process when selecting a speech pathology graduate program.

TECHNICAL SESSIONS

TS 5   **Quorum**
3:30 pm - 4:00 pm
Addressing Disparities in Services for Children With Autism
Yolanda D. Keller-Bell, PhD, North Carolina Central University
Level of Instruction: Introductory

Early identification and intervention services play a critical role in determining the degree of communication development in children with autism. However, researchers have reported that African-American and Latino populations experience longer periods of time to receive an initial diagnosis and access to services. Studies have also documented lower participation rates of minorities in research studies of autism. These differences have contributed to disparities in services for children with autism from culturally, linguistically, and economically diverse backgrounds. This presentation will summarize current research on health disparities for African-American and Latino children with autism. It will discuss the role of speech-language pathologists and describe strategies to reduce the disparities in services for children from diverse populations.

Learner Outcomes: At the conclusion of this presentation, participants will be able to discuss research on health disparities in services for African-American children with autism, describe research on health disparities in services for Latino children with autism, discuss strategies to reduce the disparities in services for children with autism.

TS 6   **Quorum**
4:00 pm - 4:30 pm
Say What: Assessment and Treatment of Childhood Apraxia of Speech
RaDiah Simone Reynolds, MS, Arkansas Board of Examiners for Speech Pathology and Audiology
Level of Instruction: Introductory

This presentation is intended to provide functional and evidence-based information regarding the assessment and treatment of Childhood Apraxia of Speech (CAS). A clinician's knowledge and skills regarding the characteristics of CAS are directly related to their ability to distinguish CAS from a phonological or articulation disorder. According to the Childhood Apraxia of Speech Association of North America (CASANA),

about 3-5% of preschoolers are affected by CAS, a motor speech disorder. Children with CAS have problems saying sounds, syllables, and words absent of muscle weakness or paralysis. The brain has problems planning to move the articulators needed for speech. Children know what they want to say; however, their brains have problems coordinating the muscle movements needed to produce those words.

Learner Outcomes: At the conclusion of this presentation, participants will be able to identify children affected by CAS, discuss characteristics of CAS, differentiate between CAS and other motor speech disorders, provide effective assessment and treatment of CAS.

TS 7   **Quorum**
4:30 pm - 5:00 pm
SLP's View: Use and Effectiveness of Anti-Stuttering Devices
Keiofia Katasha Mitchell, North Carolina Agricultural and Technical State University; June Graham-Bethea, MA, North Carolina Agricultural and Technical State University
Level of Instruction: Introductory

This research addresses the speech-language pathologist's view of the use and effectiveness of electronic devices used to treat fluency disorders. A survey of the SLP's perspective on anti-stuttering devices was conducted in the state of North Carolina. Descriptive information and specific findings related to stuttering devices and how the SLP views their use and effectiveness will be presented. Implications of findings will also be discussed.

Learner Outcomes: At the conclusion of this presentation, participants will be able to describe various anti-stuttering devices used in the treatment of stuttering, describe how anti-stuttering devices are viewed by practicing SLPs, describe how anti-stuttering devices are used in conjunction with other therapy techniques.

SCHOLAR TO SCHOLAR POSTER SESSIONS

9:00 am – 10:30 am

Comprehension of Idioms From Culturally and Linguistically Diverse Populations
Kelli Uitenham, BS, North Carolina Central University; Donalyn Bennett Gorham, BA, North Carolina Central University; Yolanda Feimster-Holt, PhD, North Carolina Central University; Yolanda Keller-Bell, PhD, North Carolina Central University
Level of Instruction: Introductory

Beat around the bush or *who let the cat out of the bag* are examples idioms in the American culture. Idioms play an important role in the development of language in school age children. Research has indicated that the frequency of idioms increase as the child's education level increases that is why it is imperative children have the fundamental skills to interpret idioms (Nippold, et al. 2001) The purpose of this study is to examine the comprehension of idioms in young adults from culturally and linguistically diverse populations.

Learner Outcomes: At the conclusion of this presentation, participants will be able to define "idiom" and discuss the role of idiomatic speech in language development, describe the cross-cultural influences on the usage and comprehension of idiomatic speech, describe the ability of young adults to comprehend idioms from different cultures.

Saturday, April 20 *(continued)*

Early Communication Development Delays of Drug-Exposed Infants

Deana Lacy McQuitty, PhD, North Carolina Agricultural and Technical State University; StarKenya Andrea Glenn, BA, North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

This research project sought to examine the relationship between drug-exposed infants and the development of early communication development. A review of scholarly literature suggests that drug-exposed infants demonstrate poorer performance on specific language and auditory comprehension assessment (Key, Ferguson, Molfese, Peach, Lehman & Molfese, 2008). Further research on the risks of speech and language delays and the role of the speech-language pathologist as an early interventionist, will be discussed.

Learner Outcomes: At the conclusion of this presentation, participants will be able to discuss the relationship between drug exposed infants and the development of early communication, discuss language performance and determine the role of the speech-language pathologist as an interventionist, dissect through scholarly literature that suggest drug-exposed infants demonstrate poor auditory comprehension.

Efficacy of Teachback Method in Speech-Language Conferences

Eva Jackson Hester, PhD, Towson University; Mercedes Benitez McCrary, MS, Center for Medicare and Medicaid Services

Level of Instruction: Introductory

Health literacy involves speaking, listening, reading and writing of healthcare information. However, providers often fail to clearly explain health information to clients and clients often do not ask questions to get clarification of their diagnosis and treatment. The teachback method has been recommended to facilitate clients' understanding of their diagnosis and treatment and to confirm patient understanding to healthcare professionals. The purpose of the present study was to examine the efficacy of the teachback technique as used in speech-language conferences.

Learner Outcomes: At the conclusion of this presentation, participants will be able to describe the teachback method, explain efficacy in using teachback in evaluation conferences, identify differences in clients' teachback skills for diagnostic and treatment information.

Assessing the Readability of Parental Special Education Procedural Safeguards

Regina D. Lemmon, PhD, South Carolina State University; J'Mia K. Alston, BA, South Carolina State University

Level of Instruction: Introductory

The purpose of this research is to assess the readability of procedural safeguards given to parents. Documents from New York, New Jersey, North Carolina and South Carolina were analyzed using the SMOG (Simple Measurement of Gobbledygook) and FRE (Flesch Reading Ease) readability formulas. Results indicated that all documents were written above the recommended reading levels. Limitations and implications for future research are discussed.

Learner Outcomes: At the conclusion of this presentation, participants will be able to discuss current research literature, utilize the SMOG and FRE formula, distinguish and modify documents to improve readability

Cultural Competency for Speech Language Pathologists and Physician Assistants

Danielle N. Scott, BA, South Carolina State University; Regina D. Lemmon, PhD, South Carolina State University

Level of Instruction: Introductory

This study examined the awareness, skills and application of cultural competency by speech-language pathology (SLP) graduate students and physician assistant (PA) graduate students prior to working with culturally diverse populations. An online survey was emailed to evaluate their perceptions regarding cultural competency. Thirty-two SLP students and three PA students participated. The majority of SLP students felt their cultural competency awareness, skills and application abilities were adequate. PA students showed strong personal awareness and application of cultural competency, while being undecided regarding competency skills.

Learner Outcomes: At the conclusion of this presentation, participants will be able to assess their own personal awareness of culturally competency as well as that of their profession, examine their skills pertaining to culturally and linguistically diverse populations, identify pitfalls within clinical practice and make necessary adjustments to future practice, which will better serve culturally and linguistically diverse populations.

Graduate Students' Compentency in Reading-Based Literacy Intervention: A Perception Study

Regina D. Lemmon, PhD, South Carolina State University; Joy Pendarvis, BA, South Carolina State University; Janoah S. Sallie, BA, South Carolina State University; Tyisha Chapman, BA, South Carolina State University; Lauren Elizabeth Scott, BA, South Carolina State University

Level of Instruction: Intermediate

The purpose of this study is to examine the readiness of initial and final year speech pathology graduate students in regards to providing literacy-based intervention services. An online, web based 14-item survey was emailed and completed by 18 graduate students. The survey was comprised of 11 multiple choice questions and three likert-type questions. These questions addressed background information, preparedness in literacy, responsibility, importance and scope of practice for implementation.

Learner Outcomes: At the conclusion of this presentation, participants will be able to select and administer functional and age appropriate literacy based techniques for school age children with language deficits, identify four literacy tasks that serve to improve or facilitate literacy, name at least two approaches that serve to increase literacy in clients with language deficits.

Pronoun Usage in the Gullah Dialect

ReGina Barton-Jones, BA, South Carolina State University; Regina Lemmon, PhD, South Carolina State University; Shamiqua Johnson, South Carolina State University; Shemariah Farmer, BA, South Carolina State University

Level of Instruction: Introductory

Gullah, a creole dialect, was indigenous to slaves that originated from Sierra Leone, Africa. This study sought to determine the frequency of pronoun usage of current Gullah speakers. Previous research on the linguistic features of Gullah cite differences in pronoun usage and limited word selection for pronouns. Many pronouns generalize to "he" are absent from Gullah speech samples. This preliminary study calculated the pronoun usage in conversational speech samples of three Gullah speakers. Pronoun usage was less than 20% in all three cases and averaged approximately 18% usage.

Learner Outcomes: At the conclusion of this presentation, participants will be able to identify common features of the Gullah dialect, identify a linguistic feature that is absent in the Gullah dialect, define the term "creolization.", identify languages that have sustained creolization.

SAY CHEESE!

Don't forget to submit your pictures from the 2013 Convention to NBASLH

Email all photos to nbaslh@nbaslh.org

NBASLH is not responsible for any pictures/images that are submitted. Permission for use must be obtain by the individual submitting the photo from all parties included in shot prior to posting.
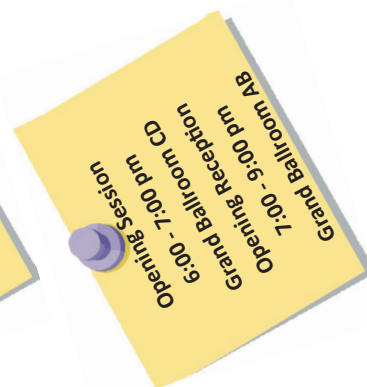
Convention At-A-Glance – Thursday

Poster Session
2:00 - 3:30 pm

Opening Session
6:00 - 7:00 pm CD
Grand Ballroom Reception
Opening 7:00 - 9:00 pm AB
7:00 - 9:00 pm
Grand Ballroom

Thursday, April 18, 2013	Business Management/Professional Affairs/Audiology	Global Issues/Adult Neuro	Pediatric/Language/AAC
1:00 pm	**MS 1** *What You Won't Find In Textbooks...Tips For A Successful CFY* **1:00 pm - 2:00 pm** (Myers, Telford) – Marquette	**SC 1** *Esophageal Dysphagia: What Can We Do? A Case Study* **1:00 pm - 4:00 pm** (Williams, Fertitta-Boutis, Diggs, Wade) Lafayette	
2:00 pm	**MS 3** *NIH 101: What You Need to Know* **2:15 pm - 3:15 pm** (Shekim, Sklare) – Marquette		**MS 28** *Speech-Language Pathology Graduate Students' Knowledge of African-American English* **2:15 pm - 3:15 pm** (Wilson Ottley, Bland-Stewart) Caucus
3:00 pm	**MS 5** *Caregivers' Perception of Burden When Providing Care* **3:30 pm - 4:30 pm** (Jones) – Marquette		**MS 4** *Seizure and Epilepsy Disorders: Implications on Speech and Language Development* **3:30 pm - 4:30 pm** (Abulibdeh, McQuitty) – Caucus
4:00 pm		**TS 1** *Mild Cognitive Impairment: Determining Linguistic Change Over Time* **4:15 pm - 4:45 pm** (Fleming) – Lafayette	
5:00 pm	**MS 6** *Disproportionality of African-Americans Diagnosed with Speech-Language Impairments in the Schools* **4:45 pm - 5:45 pm** (Robinson, Norton) – Caucus	**TS 2** *An Investigation of Central American Parents of Children With Communication Impairments* **5:00 pm - 5:30 pm** (Martino, Che, Ransom, Verret) – Lafayette	**MS 7** *Bilingualism in Children who Stutter: Implications for Assessment and Treatment* **4:45 pm - 5:45 pm** (Abulibdeh, Graham-Bethea) Marquette
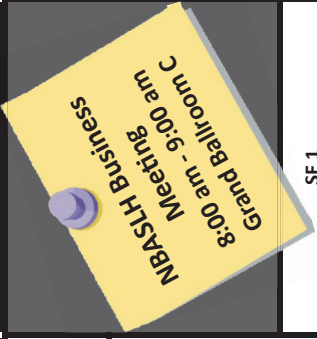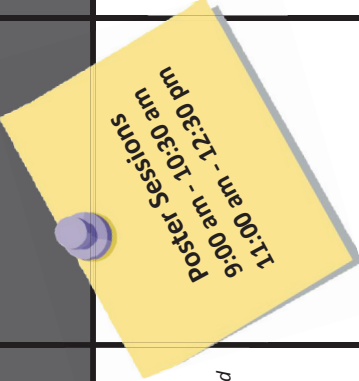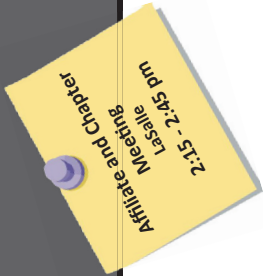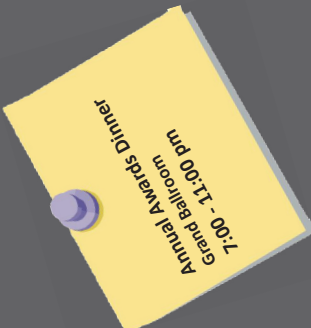
Convention At-A-Glance – Friday AM

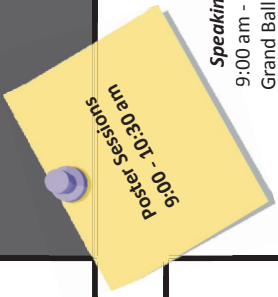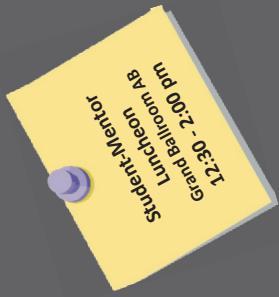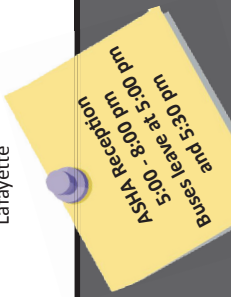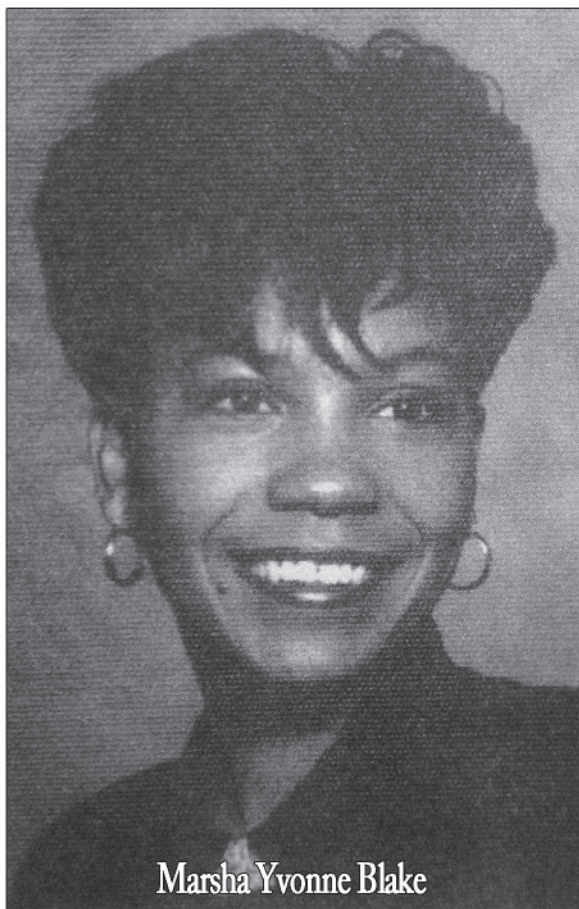| Friday, April 19, 2013	Student Forums	Business Management/Professional Affairs/Audiology	Global Issues/Adult Neuro	Pediatric/Language/AAC	Professional Affairs
8:00 am	**NBASLH Business Meeting – 9:00 am** **8:00 am – 9:00 am** **Grand Ballroom C**				
9:00 am	**SF 1** *Life and Death of Neuron: Future Implications for CSD Professionals* **9:30 am - 10:00 am** (Abernnathy, Mayo) Grand Ballroom C	**MS 8** *Bridging Accent Modification and Public Speaking: Overlapping Training for SLP's* **9:00 am - 10:00 am** (Runnels) Lafayette	**Poster Sessions** **9:00 am - 10:30 am** **11:00 am - 12:30 pm**	**MS 9** *Minimal Competency Core of Pragmatic Behaviors During Preschool Peer Interactions* **9:00 am - 10:00 am** (Hyter) Marquette	**MS 10** *Relationship Between Teacher's Cultural Competence and Referrals for CLD Students* **9:00 am - 10:00 am** (McQuitty, McQuitty) Caucus
10:00 am	**SF 2** *African American English: The Evolving Views of ASHA* **10:00 am - 10:30 am** (Blasingame, Taran) – Grand Ballroom C	**MS 11** *What's New for Language Therapy on Your iPad?* **10:15 am - 11:15 am** (Fernandes) Caucus	**SC 2** *Confronting Health Disparities in Minority Populations With Communication Disorders* **9:00 am - 12:00 pm** (Wright-Harp, Mayo, Martinez, Payne, Lemmon) Grand Ballroom D	**TS 3** *Post-Stroke Discharge and Use of Rehabilitation Services* **10:15 am - 10:45 am** (Williams, Faurot, Felix, Johnston) Lafayette **MS 13** *Importance of the Family in Speech, Language and Hearing Services* **10:45 am - 11:45 am** (Lucker) Lafayette	**MS 12** *GED Teaching Model as a Vehicle to Develop Executive Functioning* **10:15 am - 11:15 am** (Allen, Miller) Marquette
11:00 am	**SF 5** *Efficacy of the iPad as AAC With Developmental Disability Populations* **11:30 am - 12:00 pm** (Wallace, Stephenson, McQuitty) Caucus				**MS 14** *Silence to Communication: Strategies for Working With the Nonverbal Student* **11:30 am - 12:30 pm** (White, Longino) Grand Ballroom C
12:00 pm					

Convention At-A-Glance – Friday PM

Friday, April 19, 2013	Professional Affairs	Business Management/Professional Affairs/Audiology	Global Issues/Adult Neuro	Pediatric/Language/AAC	Student Forums
1:00 pm	**MS 15** *The Effectiveness of a Response to Intervention Co-Teaching Training Model for Special Educators of Children With Critical Communication Needs in the Bahamas* **1:00 pm - 2:00 pm** (Johnson) Lafayette	**Poster Sessions** **1:00 - 2:30 pm** **SC 3** *Respecting Diversity: Speech Therapy Strategies for Working With Diverse Students* **1:00 pm - 4:00 pm** (Russell) Grand Ballroom D	**MS 17** *Neurogenic Communication Disorders: Assessment and Treatment* **1:00 pm - 2:00 pm** (Gadson) Grand Ballroom C	**MS 16** *Navigating the Faculty Interview* **1:00 pm - 2:00 pm** (Payne, Wright-Harp) Marquette	**SF 6** *Item Analysis of Minority Students' Performance on the Praxis* **1:00 pm - 1:30 pm** (Boykin, Lawrence, Johnson) – Caucus **SF 7** *Electronic Apps as a Supplement to Language Therapy* **1:30 pm - 2:00 pm** (Johnson, Lemmon) – Caucus
2:00 pm	**MS 18** *Working With Students Who Speak AAE and SWE: What SLPs Need to Know* **2:15 pm - 3:15 pm** (Gregory, Lee, Oetting) Grand Ballroom C		**Affiliate and Chapter Meeting** LaSalle **2:15 - 2:45 pm** **SC 4** *Issues in Neurogenic Communication Disorders: Past, Present and Future* **2:15 pm - 5:15 pm** (Payne, Harris, Fleming, Ellis, Jr., Norman) Marquette	**MS 19** *Mentorship: Leaving a Legacy and Making a Difference* **2:15 pm - 3:15 pm** (Rao, Deal-Williams) Lafayette	**DSF 1** *Phonological Processes in Central American Children* **2:00 pm - 2:30 pm** (Zapata, Martinez, Lucker) – Caucus **DSF 2** *Early Predictors of Pragmatic Language Skills in Children With ASD* **2:30 pm - 3:00 pm** (Williams) – Caucus
3:00 pm	**MS 20** *Connecting Cultures Across Disciplines and the Atlantic* **3:30 pm - 4:30 pm** (Hyter) – Grand Ballroom C			**MS 21** *Publish or Perish: Strategies for Successful Publishing in Academia* **3:30 pm - 4:30 pm** (Wright-Harp, Payne) – Lafayette	**DSF 3** *Recognition and Comprehension of Figurative Language From Culturally-Related Music* **3:00 pm - 3:30 pm** (Davis-Brooks, Lucker, Wright-Harp, Payne) – Caucus **Student Chat** Caucus **3:45 - 5:00 pm**
4:00 pm		**Annual Awards Dinner** Grand Ballroom **7:00 - 11:00 pm**			
5:00 pm	**TS 4** *The Impact of Arteriovenous Malformation on Speech and Language Development* **4:45 pm - 5:15 pm** (Strong, McQuitty) – Grand Ballrom C		*NSIG Meeting* 5:15 pm - 5:45 pm – Marquette	**MS 22** *Auditory Processing Disorders in Special Populations* **4:45 pm - 5:45 pm** (Lucker) Lafayette	

Convention At-A-Glance – Saturday

Saturday, April 20, 2013	NSIG/Health Professions	Business Management/Professional Affairs/Audiology	Pediatric/Language/AAC
8:00 am	**Poster Sessions** 9:00 - 10:30 am	**SC 5** Cogs in the Wheel: An Evolving SLP Private Practice **8:00 am - 11:00 am** (Vaughn) Lafayette	**MS 23** Tele-Practice Therapy and Treating Patients With Cleft Lip and Palates **8:00 am - 9:00 am** (Gauvin) – Quorum
9:00 am	**Speaking Out** 9:00 am - 4:00 pm Grand Ballroom CD		**MS 24** DKQ: Incorporating Drama to Social Skills Therapy Across Childhood 9:15 am - 10:15 am (Wiley, Wells) – Quorum
10:00 am			**MS 25** Young Child AAE Speech Acts: Cultural Roots, Transmission, Developmental Trends - Donn Bailey Lecture 10:30 am - 11:30 am (DeJarnette, Hyter, Rivers, Wyatt) – Quorum
11:00 am	**MS 31** 11:30 – 12:30 The Cost of Aphasia: More Than Just $$$$ Meanwhile...Connecting Without Words. (Ellis, Harris) Grand Ballroom CD	**MS 26** Using Popular Technology to Build an E-Course in Communication Sciences & Disorders **11:15 am - 12:15 pm** (Payne, Johnson) – Lafayette	
12:00 pm		**Student-Mentor Luncheon AB** Grand Ballroom AB **12:30 - 2:00 pm**	
1:00 pm	**MS 32** 1:45 – 4:00 pm Empower: A Panel of People Living Successfully With Aphasia Aphasia Intervention Models (Weinstein, Hoover, Williamson, Nichols, Green) Grand Ballroom CD		**MS 27** Summarizing Meta Analyses: Pragmatic Language of African American Child **1:00 pm - 2:00 pm** (Hyter, DeJarnette, Rivers) – Quorum
2:00 pm			**MS 29** Components of a Well-Rounded Treatment Plan for Children and Adolescents who Stutter **2:15 pm - 3:15 pm** (Robinson) – Quorum
3:00 pm		**MS 30** Graduate School Admissions: A Behind the Scenes Dialogue **3:30 pm - 4:30 pm** (Johnson, Johnson, Johnson, Martinez, Norman, Williams) Lafayette	**TS 5** Addressing Disparities in Services for Children With Autism **3:30 pm - 4:00 pm** (Keller-Bell) – Quorum
4:00 pm		**ASHA Reception** **5:00 - 8:00 pm** Buses leave at 5:00 and 5:30 pm	**TS 6** Say What: Assessment and Treatment of Childhood Apraxia of Speech **4:00 pm - 4:30 pm** (Reynolds) – Quorum
			TS 7 SLP's View: Use and Effectiveness of Anti-Stuttering Devices **4:30 pm - 5:00 pm** (Mitchell, Graham-Bethea) – Quorum
5:00 pm			

Marsha Yvonne Blake

Today
You are all of the memories
People, and places
That made you
Who you were …

Today
You are
A million precious things
And a hundred different reasons
To smile and wish and dream about …

Marsha, Auntie Marsha, today
All the people you know and love
Are thinking about you.

Wishing you were here for the 35th Annual
Convention of NBASLH.

Love, The Milwaukee Affiliate, Wanda, Tiffany,
Michele, Tyrone, Kweli, Treshaun, Barbara Jean
and the Blake family.

Congratulations NBASLH!

35 years and still going strong!

And a huge congratulations to you Mama.

We know you love NBASLH and have been a
supporter of the organization.

From chairing two conventions to going to the
conferences, you are there for
NBASLH.

You are the "Milwaukee Affiliate".

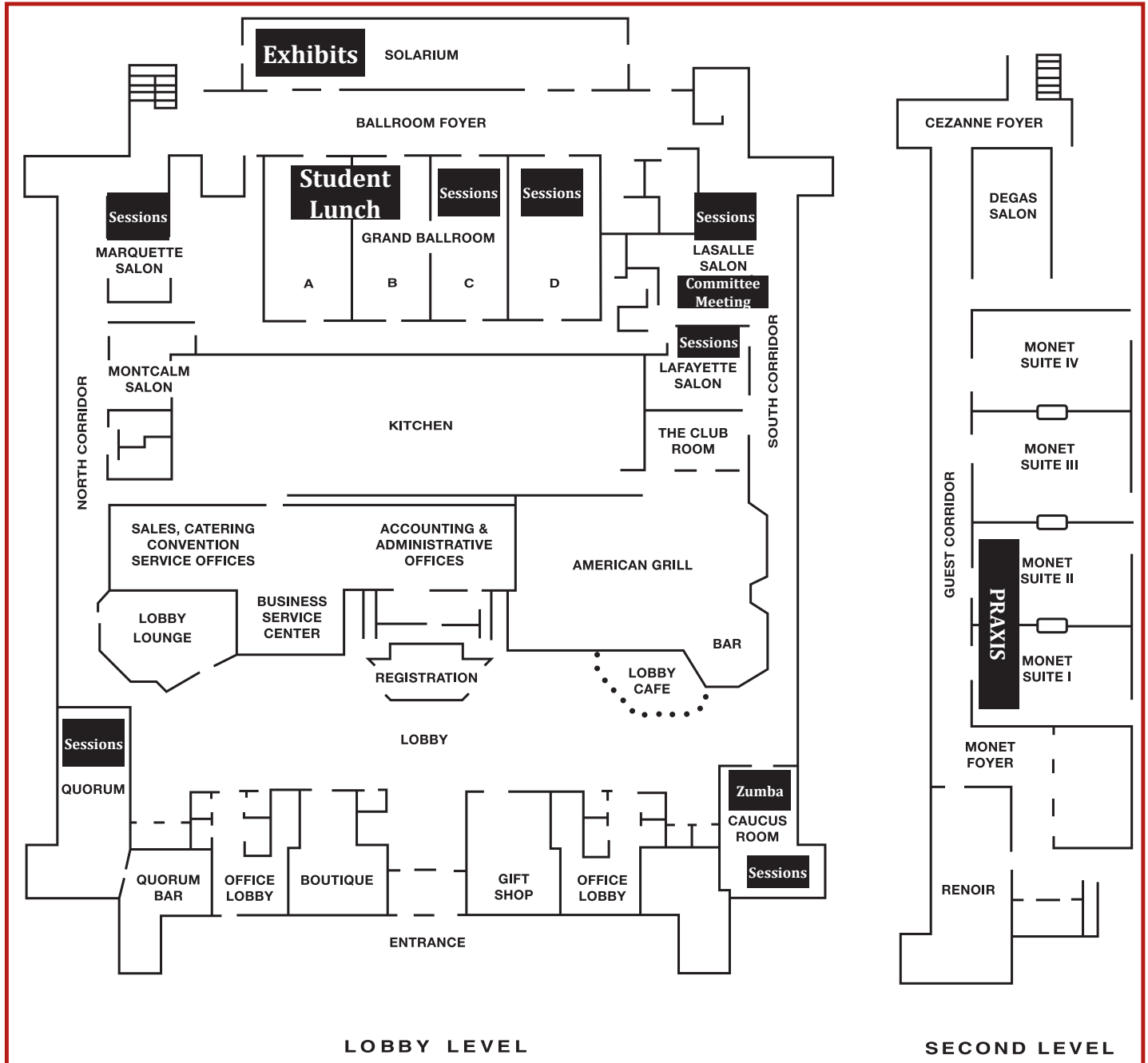Love Tiffany, Michele and Tyrone.

BMW Always...

Wanda Richards-Miller

Notes

L'Enfant Plaza Hotel
WASHINGTON D.C.
Meeting Space

LOBBY LEVEL

Exhibits SOLARIUM

BALLROOM FOYER

Sessions
MARQUETTE SALON

Student Lunch

Sessions **Sessions**

GRAND BALLROOM

A   B   C   D

Sessions
LASALLE SALON

Committee Meeting

MONTCALM SALON

Sessions
LAFAYETTE SALON

KITCHEN

THE CLUB ROOM

NORTH CORRIDOR

SOUTH CORRIDOR

SALES, CATERING CONVENTION SERVICE OFFICES

ACCOUNTING & ADMINISTRATIVE OFFICES

AMERICAN GRILL

LOBBY LOUNGE

BUSINESS SERVICE CENTER

BAR

REGISTRATION

LOBBY CAFE

LOBBY

Sessions
QUORUM

Zumba
CAUCUS ROOM

Sessions

QUORUM BAR   OFFICE LOBBY   BOUTIQUE   GIFT SHOP   OFFICE LOBBY

ENTRANCE

SECOND LEVEL

CEZANNE FOYER

DEGAS SALON

GUEST CORRIDOR

MONET SUITE IV

MONET SUITE III

PRAXIS

MONET SUITE II

MONET SUITE I

MONET FOYER

RENOIR