



National Black Association for Speech-Language and Hearing



*Culture, Communication &
Science in Harmony
Across the Generations*

NBASLH Convention

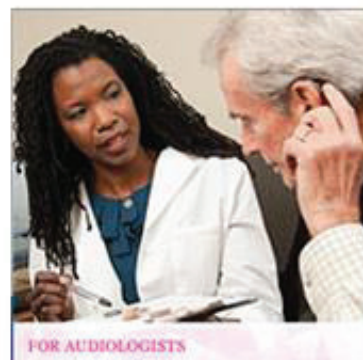
April 16-18, 2015

**DoubleTree by Hilton Nashville Downtown
Nashville, Tennessee**

ON-SITE PROGRAM

Introducing ASHA's

Practice **PORTAL** BETA



- Accessible information on clinical and professional issues.
- Easy-to-use format, targeted content for Audiologists and SLPs.
- Infused information related to cultural and linguistic influences.
- Effective integration of evidence and clinical expertise.
- Responsive design for when and how you search.

Topics Online Include

**Aphasia • Audiology Assistants • Autism • Bilingual Service Delivery
Caseload/Workload • Childhood Apraxia of Speech • Childhood
Fluency Disorders • Classroom Acoustics
Collaborating with Interpreters, Transliterators, and Translators
Cultural Competence • Dementia
Hearing Loss: Ages 5+ • Newborn Hearing Screening
Pediatric Dysphagia • Permanent Childhood Hearing Loss
Social Communication Disorders • SLP Assistants
Speech Sound Disorders • Spoken Language Disorders
Superior Canal Dehiscence
Telepractice • Unbundling Hearing Aid Sales**



www.ASHA.org/Practice-Portal



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Support the Student Fundraiser!

Remember
Saturday is
T-shirt Day.

Get yours today!



Stay up-to-date with changes and Convention happenings by following us on Twitter @NBASLH and please use the hash tag #NBASLH2015 when sharing on social media!



facebook

Letter from the Chair



Welcome to Nashville, Tennessee for the 37th National Black Association for Speech-Language and Hearing (NBASLH) Annual Convention. This year's Convention's theme is ***Culture, Communication & Science in Harmony Across the Generations***. Let me first say that I am excited to present this year's Convention programming to you because the activities, events and sessions that you will attend completely and truly embrace our Convention's theme. In addition, just like the unique harmonies that we will all enjoy while here in the "Music City," I feel that this Convention represents the distinctive soul of NBASLH. During this Convention, you will find that our dynamic duo of Convention Co-Chairs have done an extremely excellent job of providing you with professionally relevant and student-centered sessions. They listened to your request as members and selected a variety of topics which focus on the current areas of interests for speech-language pathologists and audiologists.

Let's begin this Convention by supporting one of many traditions the Donn Bailey Lecture Series presentation. As a first, the Donn Bailey Lecture Series presentation is being presented on Thursday afternoon. This year's selected presentation is *Factors Affecting the Writing and Communication Skills of College Students* by Dr. Nola T. Radford. Next, after attending other sessions as you begin to relax and settle in, don't forget to come to the Opening Session. We will receive a warm welcome and motivational remarks from Tennessee State University's Dr. Tina Smith. After being inspired by Dr. Smith, do not leave because you will want to stay for the Opening Reception. As customary, our opening reception will provide you with the opportunity to nibble on light hors d'oeuvres, meet and network with new colleagues and classmates. Lastly, for our experienced attendees, we know that the Opening Reception is our time to reconnect with your NBASLH family and friends.

Next, on Friday, we continue to focus on passing the torch and moving in the right direction with our Annual Membership Meeting. In addition, this is the first full day that you will be able to go to many stimulating sessions, however, do not miss the opportunity to attend our highlighted presentations: *Current Perspectives in the Evaluation and Management of Auditory Neuropathy/Dys-synchrony (ANSD)* by Dr. Linda J. Hood and *Supporting Achievement of Culturally and Linguistically Diverse Students* by Dr. Kristin Marie Nellenbach. For all of our students, this is your chance to be supportive of your classmates and possibly be inspired to continue your education by attending the Doctoral Student Forum presentations. Also, we all want to make sure to walk through and engage in conversations with our presenters during their Scholar-to-Scholar Poster Sessions. All students and young professionals should look forward to engaging in remarkable conversations, networking with others and gaining insight from the many experts at the Student Chat session. Friday evening is our time to dress up and shine as we all come together to celebrate great achievements at our Awards Dinner. For our Awards Dinner, we are honored to have Dr. Bernard Rousseau as our keynote speaker. After we have received encouraging words from Dr. Rousseau and honored our awards recipients, remember that the celebration is not over. We bring the day to an end by enjoying the delicious desserts and showing off our best moves dancing the night away as a part of our Dancing and Desserts Reception.

Saturday is "T-Shirt Day!!" Remember to wear your NBASLH t-shirt as you attend the second full day of sessions. In addition, traditionally Saturday is our day to encourage our students and young professionals. Thank you to our representatives and sponsors from ASHA, NSSLHA and NBASLH as we hold our annual Student-Mentor Luncheon. Saturday is also the day that we provide support to our colleagues that primarily work in health care settings. By the way, calling all NSIG members, do not forget that we have NSIG-Sponsored Presentations throughout the day that are dedicated to you as members. Lastly, during the afternoon, take advantage of attending our final highlighted presentation: *Typical Language Preschoolers' are Proficient Complex Syntax Users: What Does That Mean for Children With Language Impairments?* by Dr. C. Melanie Schuele. Saturday evening is open, so that you have time to explore the "Music City." I highly suggest BB King's Blues Club for the live music or take on the challenge of line dancing at the Wildhorse Saloon.

I cannot end this welcome message without saying a very special thank you to Pearson and Staffing Options and Solutions for their continued support as sponsors. We truly appreciate all that you do for the association and our members. Also, please take time to say thank you to our Convention Co-Chairs, Mrs. Doanne Ward-Williams and Ms. Jamila Foreman. These ladies have done a fabulous job as our Convention Co-Chairs over the past three years and we will truly miss them as their time as chairs comes to an end. As a final thought, I would like to thank and commend all of our presenters, student volunteers, moderators and conventioners for choosing to attend and your participation in past Conventions as well as at this one.

Welcome to Nashville,

Rachel Williams

Rachel Williams, PhD, CCC-SLP
NBASLH Chairs

Welcome from the Convention Chairs



Welcome to the 2015 National Black Association for Speech-Language and Hearing (NBASLH) Convention! Nashville, Tennessee, affectionately known as the “Music City”, is the perfect setting for this year’s Convention theme: **Culture, Communication & Science in Harmony Across the Generations**. As an organization that encompasses individuals from different backgrounds, regions, settings and ages; this year’s theme reflects our commitment as an organization to increase cultural competence and awareness in academia, research and clinical service delivery. In addition, this year’s theme demonstrates our ability, as professionals and students, to learn from one another as we strive to deliver best practices in order to achieve optimal outcomes for those we serve.

Sessions begin Thursday and as you plan your day make sure you note the time and location of the prestigious Donn Bailey Lecture on Thursday afternoon. Our hope this year was to keep the spirit and purpose of the Donn Bailey Lecture, by ensuring that the majority of attendees would be able to attend the lecture.

This year we are excited to have leaders in the Nashville community as our keynote speakers. We hope to see you Thursday evening at the Opening Session where we are honored to have Dr. Tina Smith formally welcome you to the Convention. Dr. Smith is interim head of the Department of Speech Pathology and Audiology at Tennessee State University (TSU), the Director of Distance Education for the Master of Science degree program in Speech and Hearing Science at TSU and she developed the first distance education master degree programs in speech-language pathology in South Carolina, Tennessee and the US Virgin Islands.

Following the Opening Session, catch up with old friends and network with new friends while enjoying heavy hors d’oeuvres at the Opening Reception.

Set your alarm clock on Friday morning and join us for the Annual Membership Meeting for a report of NBASLH’s achievements and plans for the upcoming year. After a full day of sessions, Friday night we look forward to seeing you “dressed to impress” with your guests, as we celebrate our colleagues and members of the community at the Annual Awards Banquet. We are honored to have Dr. Bernard Rousseau as our Keynote speaker. Dr. Rousseau is an associate professor in the Department of Otolaryngology, Hearing and Speech Sciences and Mechanical Engineering at Vanderbilt University Medical Center. He is a 2014 ASHA Fellow and was named an Associate Fellow of the American Laryngeal Association in 2013. His research further demonstrates how culture, communication and science can work harmoniously across generations. After dinner, it’s time to satisfy your sweet tooth and put on your dancing shoes during Dancing and Desserts sponsored by Tennessee State University!

Saturday we will continue our annual tradition of T-Shirt Day! Make sure to stop by the registration desk and support our student fundraising efforts by purchasing an NBASLH t-shirt. If you have not already, make sure you purchase a ticket for the Student-Mentor Luncheon co-sponsored by ASHA, NSSLHA and NBASLH. Students and mentors have the opportunity to network with leaders from all three organizations, while making connections with other students and mentors. If you don’t have a mentor or mentee this is the perfect setting to make a connection! Finally, the Student-Mentor Luncheon allows the recipients of the Student Research Award, sponsored by Pearson, to share their research. This event sells out every year!

Lastly, make sure to stop in for a cup of coffee and a quick bite to eat as you bid friends and colleagues safe travels and well wishes “until we meet again” at the Sunday Farewell.

Now that you have some of the highlights of our jam-packed Convention, take a moment to browse your program to review all the exciting sessions, highlighted presenters and other important Convention news. You can also stay up to date with changes and Convention happenings by following us on Twitter @NBASLH and please use the hash tag #NBASLH2015 when sharing on social media! The Convention hotel is just steps away from entertainment, shopping, restaurants and other local attractions. Don’t forget to take some time to explore Nashville’s rich culture and history!

We hope we planned a Convention where you will leave richer than when you came. This year is bittersweet; as it is the last year we have the privilege of serving as your Convention Co-Chairs. We both evolved from student to professional board members prior to being appointed as the Convention Co-Chairs. The mentorship, nurturing and guidance we received from the organization is something we hope to continue to pay forward. It has truly been an honor and we thank you for trusting our vision and leadership.

Welcome to the Music City!

Doanne Ward-Williams

Doanne Ward Williams, MEd
NBASLH Convention Co-Chair

Jamila Perry Foreman

Jamila Perry Foreman, MEd
NBASLH Convention Co-Chair

NEW THIS YEAR

A Record-Keeping Process for Everyone to Follow!



Report Your Continuing Education Hours for ASHA or Just for NBASLH Record Keeping Using the New Online CE Reporting System. It's Fast, Easy and Electronic, Saving You Time!


No more standing in line to turn in your CE Records! You will be able to enter your session attendance information into the new Online CE Reporting System at your convenience. You can update your online CE record after each session, at the end of a day or from the comfort of your couch after the Convention.

Access to your online CE record is unlimited until you select "I'm Done-Submit" and generate your Certificate of Attendance.

**Deadline to report your hours earned is
May 4, 2015.**



To access your Online CE Account, visit www.nbaslh.org.

- Look for the online CE link located on the Home Page. 
- To access your account, enter your last name and the email address used when registering for the Convention.
- Update your information as needed.
- Select ASHA, enter your account number or select the "other" option and NBASLH will just keep your session attendance information on file.
- Mark the sessions you attended.
- You will have two choices:

Click

Save Data
For Now

if you are **not done** and plan to return to enter additional information.

OR

Click

I'm Done –
Submit

to receive your Certificate of Attendance and notify the NBASLH Office that you will **not be returning** to enter additional data. Once selected, your account will no longer be accessible for changes. You may only access your certificate.

**Once submitted, your certificate will be available for reprinting until the deadline date of
May 4, 2015.**

**Don't have access to a computer to report your CEs online?
*Please visit the registration desk.***



2015 Session Tracker

No More Standing In Line to Turn in Your Forms!

Want your CEUs reported to ASHA or just kept on file at the NBASLH Office?
Keep track of your session attendance here, then use the **NEW** Online CE Reporting System to calculate your CEUs.

See Page 6 for additional information and instructions.

Deadline to enter your session information using the new Online CE Reporting System is May 4, 2015.

Visit www.nbaslh.org to access the Online CE Reporting System.

Day	Time	Title		Attended ✓	CEUs
THURSDAY	Short Courses				
	1:00 pm - 4:00 pm	SC 1	CLOSE Reading: Teaching Students to Analyze and Comprehend Complex Text		0.3
	Mini-Seminars				
	1:00 pm - 2:00 pm	MS 1	Client Outcomes, Evidence-Based Practice and Clinical Decision Support Systems		0.1
		MS 2	Clinical Comprehensives as an Indicator of Clinical Performance		0.1
	2:15 pm - 3:15 pm	MS 3	Semantic Feature Distinctiveness in Accessing Lexical Representations		0.1
		MS 4	Strategies to Promote Academic Success for Graduate Students		0.1
	3:30 pm - 4:30 pm	MS 5	Positive or Negative: Graduate Students Perceptions of Others' Speaking Differences		0.1
		MS 6	Successful Steps for Organizing an Affiliate		0.1
	4:15 pm - 5:15 pm	MS 7	Factors Affecting the Writing and Communication Skills of College Students - Donn Bailey Lecture		0.1
4:45 pm - 5:45 pm	MS 8	'WINK' and Why I Still Want to Be a SLP		0.1	
6:30 pm - 7:00 pm		Opening Session: The Importance of Embracing and Celebrating Diversity in the Profession of Speech-Language Pathology		.05	
FRIDAY	Short Courses				
	9:15 am - 12:15 pm	SC 2	Just Do It. From Conference Presentations to Scholarly Publishing		0.3
	2:45 pm - 5:45 pm	SC 3	Global Initiatives: Speech-Language and Hearing Services in Barbados		0.3
	Mini-Seminars				
	9:15 am - 10:15 am	MS 9	Does the Bahamian JUNKANOO Create a Risk to Hearing-Health?		0.1
		MS 10	The Basics of Working With Children With Hearing Loss		0.1
		MS 11	Utilization of a Computerized Pseudopalate in Accent Modification		0.1
	10:30 am - 11:30 am	MS 12	Grammar Fundamentals for a Pluralistic Society: Video Modules to Build Capacity		0.1
		MS 13	Current Perspectives in the Evaluation and Management of Auditory Neuropathy/Dys-synchrony (ANSD)		0.1
		MS 14	Telepractice on a Budget!		0.1
	1:30 pm - 2:30 pm	MS 15	Aphasia Beyond the Linguistic Impairment: The Individual's Perspective		0.1
		MS 16	CCSS: Supporting Achievement of Culturally and Linguistically Diverse Students		0.1
		MS 17	Limited Verbal Communicators and AAC in Low Income Minority Communities		0.1
		MS 18	New Changes for the Praxis: How Can We Assist Our Students		0.1
	2:00 pm - 3:00 pm	MS 19	Challenging Deficit Discourse in Research With Diverse Children		0.1
	2:45 pm - 3:45 pm	MS 20	Exploring the Gap Between Audibility and Comprehension in Children		0.1
		MS 21	Medical Speech-Language Pathologists' Perception of Treatment Efficacy for Patients With Aphasia		0.1
		MS 22	Assessing Developmental Stuttering in Bilingual Children: A Literature Review		0.1
	3:15 pm - 4:15 pm	MS 23	Social Media in Higher Education: Supporting Multicultural Learning Styles		0.1
	4:00 pm - 5:00 pm	MS 24	A Speech-Language Pathology Perspective on Addressing Alzheimer's in Egypt		0.1
		MS 25	Practicum and Practice: Counseling in Culturally and Linguistically Diverse (CLD) Populations		0.1
		MS 26	A Collaborative Approach to Preschool Language and Literacy Intervention		0.1
	4:30 pm - 5:30 pm	MS 27	Ebonics: Yesterday, Today, Tomorrow		0.1
	5:15 pm - 6:15 pm	MS 28	An Interdisciplinary Team Approach to Cultural Communications Concerns		0.1
		MS 29	Cradle to Walking-Cane: Using Evidence Based Practice to Improve Outcomes		0.1
		MS 30	This SLP Loves Haiti: Clinical Experiences as Volunteers		0.1
	Technical Sessions				
	11:30 am - 12:00 pm	TS 1	Assessing Health-Related Quality of Life in People With Aphasia		0.05
	11:45 am - 12:15 pm	TS 2	Critiquing the Black Male Problem: What Can A SLP Offer?		0.05
		TS 3	Literacy, Language and Culture: Strategies for School-Based Speech Pathologists		0.05
		TS 4	Precisely ASL - An Introduction to American Sign Language		0.05
	1:15 pm - 1:45 pm	TS 5	Preliminary Study: Communication Counseling for Caregivers of Individuals With Alzheimer's Disease		0.05

2015 Session Tracker *(continued)*

Day	Time	Title	Attended ✓	CEUs
FRIDAY	Doctoral Research Forums			
	9:15 am - 9:45 am	DSF 1 <i>Is Wa Ya Say?</i>		0.05
	9:45 am - 10:15 am	DSF 2 <i>Perceptions of Speech-Language Pathologists in Clinical Fellowships</i>		0.05
	10:15 am - 10:45 am	DSF 3 <i>Intercollegiate Athletes Knowledge and Attitudes of Concussions and Cognitive-Communication Survey</i>		0.05
	10:45 am - 11:15 am	DSF 4 <i>Auditory Discrimination of Bilingual Children in Different Listening Conditions</i>		0.05
	Poster Sessions			
	9:30 am - 11:00 am	Poster Session 1 - Enter # of Posters attended _____ (4 posters = .1 CEU) Spend minimum of 15 minutes at each poster. Max allowed is 6 posters per session.		up to .15
	1:00 pm - 2:30 pm	Poster Session 2 - Enter # of Posters attended _____ (4 posters = .1 CEU) Spend minimum of 15 minutes at each poster. Max allowed is 6 posters per session.		up to .15
	3:00 pm - 4:30 pm	Poster Session 3 - Enter # of Posters attended _____ (4 posters = .1 CEU) Spend minimum of 15 minutes at each poster. Max allowed is 6 posters per session.		up to .15
SATURDAY	Short Courses			
	9:15 am - 12:15 pm	SC 4 <i>Early Intervention and the Autistic Child: The SLP's Role</i>		0.3
		SC 5 <i>Preparing Speech-Language Pathologists for Work With Tracheostomy/Ventilator-Dependent Patients and Speaking Valves</i>		0.3
	1:30 pm - 4:30 pm	SC 6 <i>In School Based SLH Services Change is the Only Constant</i>		0.3
	Mini-Seminars			
	8:00 am - 9:00 am	MS 31 <i>American English Variations and the Courts: Recommendations for Speech-Language Pathologists</i>		0.1
		MS 32 <i>Beyond Institutional Mistrust: Fostering Positive Post Assessment Communications With African-American Families</i>		0.1
	10:00 am - 11:00 am	MS 33 <i>The Non-Use of Cochlear Implant Technology in School Aged Children</i>		0.1
	11:15 am - 12:15 pm	MS 34 <i>The Use of Simulated Clients for Clinical Preparation</i>		0.1
	1:30 pm - 2:30 pm	MS 35 <i>Dementia Decline by Stages</i>		0.1
		MS 36 <i>Typical Language Preschoolers are Proficient Complex Syntax Users: What Does That Mean for Children With Language Impairments?</i>		0.1
	2:00 pm - 3:00 pm	MS 37 <i>NSIG-Sponsored Presentation: The Role Of Airway/Sleep Disordered Breathing In Speech-Language Assessment Protocols</i>		0.1
	2:45 pm - 3:45 pm	MS 38 <i>eDiagnosis for Language Disorders in Pediatric and Adult Populations</i>		0.1
		MS 39 <i>Just an iPad of Apps!</i>		0.1
	3:00 pm - 4:00 pm	MS 40 <i>NSIG-Sponsored Presentation: Orofacial Myofunctional Disorders as Clinical Markers for Obstructive Sleep Apnea and Their Relevancy to Speech-Language Pathology</i>		0.1
	4:00 pm - 5:00 pm	MS 41 <i>Just a Box of Games!</i>		0.1
		MS 42 <i>SLP's Involvement in Concussion Management in School Age Children</i>		0.1
		MS 43 <i>NSIG-Sponsored Presentation: Tying It All Together: OMD, Sleep Disorders and Neurogenics</i>		0.1
	Technical Sessions			
	8:00 am - 8:30 am	TS 6 <i>Developing an AAC System to Communicate With Nonverbal ICU Patients</i>		0.05
	9:15 am - 9:45 am	TS 7 <i>Modification of a Science Curriculum for Students With Learning Differences</i>		0.05
	Student Research Forums			
	8:00 am - 8:30 am	SF 1 <i>College Students' Views About Faculty With Accents</i>		0.05
	8:30 am - 9:00 am	SF 3 <i>Implications of Parental Involvement on the LLD Child's Clinical Performance</i>		0.05
	9:00 am - 9:30 am	SF 4 <i>A Haitian Creole Version of the Boston Diagnostic Aphasia Examination</i>		0.05
	9:30 am - 10:00 am	SF 5 <i>Social Media as a Tool in the Promotion of CSD</i>		0.05
	10:00 am - 10:30 am	SF 6 <i>Pathways to the Profession: The Career Change Student Experience</i>		0.05
	10:30 am - 11:00 am	SF 7 <i>Code Switching and AAE Features in African-American SLP Students</i>		0.05
	11:30 am - 12:00 pm	SF 9 <i>Students' Current Perception of Leadership Preparedness in Speech-Language Pathology</i>		0.05
	ENTER TOTAL			

Disclosures for all presenters can be found on the NBASLH website and at the beginning of each presentation as provided by the presenter.

Convention Highlights

Thursday, April 16

Donn Bailey Lecture

4:15 pm – 5:15 pm, Salon A

Factors Affecting the Writing and Communication Skills of College Students



Dr. Nola Radford has been a professor at Jackson State since 2005. Previous appointments included University of Texas-Pan American, Southeast Missouri State University, University of Arkansas at Little Rock-University of Arkansas for Medical Sciences and University of Central Arkansas. At all previous institutions Radford participated in curriculum development, self-study for reaccreditation and directed student research. During the 1990s, while serving at the University of Arkansas at Little Rock, she was honored to receive presidential appointment to the PEW Roundtable, a think-tank of higher education. Dr. Radford completed a postdoctoral fellowship in 2001 at University of Texas Pan-American through the Center on Minority Research in Special Education with Dr. Elisabeth Wiig, Professor Emeritus of Boston University and current president of the Knowledge Research Institute

Opening Session

6:00 pm – 7:00 pm, Salon E

The Importance of Embracing and Celebrating Diversity in the Profession of Speech-Language Pathology



Dr. Tina T. Smith is the interim head of the Department of Speech Pathology and Audiology at Tennessee State University (TSU) as well as an associate professor of speech-language pathology. Dr. Smith has published numerous articles, she has been the recipient of many training grants and she has presented more than 100 papers at conferences in the areas of multicultural diversity, language/phonology, treatment efficacy and distance education. She is the director of distance education for the Master of Science Degree program in speech and hearing science in the Department of Speech Pathology and Audiology at TSU, and she developed and implemented the first distance education master's degree programs in speech-language pathology in both the states of South Carolina and Tennessee and in the United States Virgin Islands

Opening Reception

7:00 pm – 9:00 pm, Tennessee A

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

Friday, April 17

Annual Membership Meeting

8:00 am – 9:00 am, Salon E

Join the NBASLH Executive Board for the Annual Membership Meeting! 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.

NBASLH Annual Awards Dinner

7:00 pm, Cumberland Ballroom

Celebrate People: People Are Your Most Important Asset



Dr. Bernard Rousseau is a tenured associate professor of otolaryngology, hearing and speech sciences and mechanical engineering, director of the Laryngeal Biology Laboratory and co-director of the Voice Specialty Track in Speech-Language Pathology at the Vanderbilt University Bill Wilkerson Center in Nashville, Tennessee. He also holds an appointment as adjunct member of the graduate faculty in the Department of Speech, Language and Hearing Sciences at Purdue University. Dr. Rousseau is a Fellow of the American Speech-Language-Hearing Association (ASHA) and is an Associate Fellow of the American Laryngological Association (ALA) an organization of physicians and scientists. He was elected fellow of the ALA in 2013 for distinguished contributions to the field of laryngology, care of patients with disorders of the larynx and upper aerodigestive tract and for contributions to the teaching of laryngology in medical schools and post-graduate medical education.

The Annual Awards Dinner is included in your registration fee, however, additional tickets may be purchased in advance for guests.

Saturday, April 18

Student-Mentor Luncheon

12:30 pm – 2:00 pm, Salon C/D

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.

There is an extra cost to attend this event. Please stop by the registration desk for details.

Sponsored by ASHA, NSSLHA and NBASLH



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NATIONAL STUDENT SPEECH LANGUAGE HEARING ASSOCIATION



Sunday, April 19

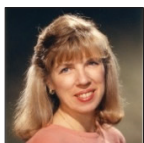
Sunday Farewell

8:30 am – 9:30 am, Salon E

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



Highlighted Presenters



Dr. Linda J. Hood, is a professor of hearing and speech sciences and associate director for research at the National Center for Childhood Deafness and Family Communication at Vanderbilt University. She is an honorary professor at the University of Queensland, Brisbane, Australia. Dr. Hood received her master's degree in audiology from Kent State University and PhD in hearing science from the University of Maryland. She completed an NIH post-doctoral fellowship and was a faculty member at the Kresge Hearing Research Laboratory, Louisiana State University Health Sciences Center, New Orleans for more than 20 years. Her research supported by the NIH National Institute on Deafness and Other Communication Disorders, focuses on auditory physiology, efferent auditory function, hereditary hearing loss, auditory neuropathy/dys-synchrony, hearing in infants and auditory aging.

Dr. Hood will present *Current Perspectives in the Evaluation and Management of Auditory Neuropathy/Dys-synchrony (ANSD)* on Friday, April 17 from 10:30 am to 11:30 am.



Dr. Kristin Marie Nellenbach is an independent educational consultant and affiliate of the Center for Literacy and Disability Studies at University of North Carolina Chapel Hill. Her clinical and research interests lie in the language-based assessment and service delivery of older children/adolescents struggling to meet academic, social and personal expectations.

Dr. Nellenbach will present *CCSS: Supporting Achievement of Culturally and Linguistically Diverse Students* on Friday, April 17 from 1:30 pm to 2:30 pm.



Dr. C. Melanie Schuele is an associate professor in the Department of Hearing and Speech Sciences at Vanderbilt University School of Medicine. She is the author, along with Naomi Murphy, of a small group intervention program, *Intensive Phonological Awareness Program*. Dr. Schuele has been awarded three training grants from the US Department of Education to prepare master's students for school SLP practice, and PhD students to conduct language and literacy research that improves the outcomes for children with disabilities. She teaches graduate courses in language development and disorders. Dr. Schuele's research program focuses on the development of complex syntax in children with and without language impairments as well as early reading development. Her research has been funded by the US Department of Education, National Institutes of Health and the American Speech-Language-Hearing Foundation. She is an ASHA Fellow and has served on several ASHA committees.

Dr. Schuele will present *Typical Language Preschoolers are Proficient Complex Syntax Users: What Does That Mean for Children With Language Impairments?* on Saturday, April 18 from 1:30 pm to 2:30 pm.

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- ♦ Guide to Listening & Spoken Language ♦
- ♦ Language Adventure Curriculum ♦

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Awards

NBASLH Student Research Award Recipients



Tabia Pope, MS, is a first-year doctoral student in communication Sciences and disorders at Howard University. Her clinical/research specialization is in adult neurogenics, specifically working with professionals and intercollegiate athletes that have sustained a Mild Traumatic Brain Injury (mTBI) also known as a concussion. Her submitted research is titled, Running Head: Concussions and Cognitive-Communication. Following is an abstract from her research:

Each day student athletes run the risk of suffering a Mild Traumatic Brain Injury (mTBI) commonly known as a concussion, from participating in intercollegiate sports. Concussions and the lasting impact on an individual's long-term health have been in the media in recent years and many people are beginning to take notice of these effects (Segotta, 2012). The purpose of this prospective research study will be to utilize a survey that is designed to measure the differences in intercollegiate athletes' and coaches' knowledge and attitudes of concussions and the effects on cognitive-communication skills. Intercollegiate athletes in this study will be recruited from Howard University's Intercollegiate Athletic men and women teams with the most common occurrence of concussions. The teams will include the men's football; men's and women's soccer; men's and women's basketball; women's lacrosse; women's volleyball; and women's softball teams. Their ages will range from 18 to 25 years old. A Certified Speech-Language Pathologist (SLP) will administer the Athlete and Coaches Surveys. The questions will be adapted from the current literature used to measure knowledge and attitudes on concussion (Register-Mihalik, 2010). However, new questions will be developed to measure the knowledge of cognitive-communication impairments and attitudes towards services provided by SLPs. The study will use a mix model approach of qualitative and quantitative data. The data collected will be descriptively and inferentially analyzed. The findings from the survey will be used as a framework to design and implement the Howard University Concussion Management Program. The findings from the Athlete and Coaches survey will serve to answer the four research questions.

Ms. Pope will be presenting a Doctoral Research Forum titled, *Intercollegiate Athletes Knowledge & Attitudes of Concussions and Cognitive-Communication Survey*, on Friday from 10:15 am to 10:45 am.



Stephanie N. Austin is a senior at Tennessee State University majoring in health sciences with a concentration in speech pathology. She is currently an officer of the TSU chapter of NSSLHA organization and serves as an ambassador for Project IMPACT. Her future plan is to become a school-based speech-language pathologist. Her submitted research is titled, *A Unique Approach to Addressing Communication Barriers in the College Classroom*. Following is an abstract from her research:

The potential for communication breakdown increases when a college instructor speaks with an accent that significantly differs from his/her students. In conjunction with the Office of Diversity & International Students, a two pronged model was developed to address communication barriers in the classroom from a faculty perspective (Inside the Instructor's Studio) and a student perspective (Inside the Student's Studio). The innovative model included training student facilitators, organizing subcultures to engage in focus group discussions, and sponsoring monthly teaching circle sessions to address communication barriers in the college classroom at Tennessee State University.

Ms. Austin will be presenting a Student Research Forum titled, *College Students' Views About Faculty With Accents*, on Saturday from 8:00 am to 8:30 am.

Congratulations

Praxis Travel Stipend Recipients

Tonia Clarke
Renee L. Dolberry
Heidi Huntley
Felicia Wells

Student Travel Stipend Recipients

Milca Bellegrade
Mia Brydie
Davetrina Seles Gadson
Milon Volk

The Student Travel Stipend was started in 2010 by Dr. Sherri Lovelace. This award provides a \$250 travel stipend to help defray travel costs incurred when attending the Convention.

NBASLH Celebrates Past NBASLH Award Recipients

Student Research Award

- 2007 Jonise Cromartie
- 2008 Andi Toliver-Smith
- 2009 Hadiya Coppedge
- 2010 Tamika Reynold LeRay
- 2011 Kara Taylor
- 2012 Melissa Boone
- 2012 Brittany Reed
- 2013 Kenya Sudler

Scholar-Mentor Award

- 2006 Wilhelmina Wright-Harp, PhD
- 2008 Michele L. Norman, PhD
- 2009 A. Bernadette Mayfield-Clarke, PhD
- 2010 Iris A. Johnson-Arnold, PhD
- 2011 Silvia Martinez, PhD
- 2014 Joan C. Payne, PhD

William T. Simpkins, Jr. Service Award

- 2006 Tommie L. Robinson, Jr. PhD
- 2008 Constance Qualls, PhD
- 2009 Kay Payne, PhD
- 2011 Arnell Brady, MA
- 2013 Ronald Jones, PhD

Communication Excellence Award

- 2007 Jenell Y. Gordon
- 2012 Joseph Hill, PhD
- 2013 Evan Christopher Douglas
- 2014 Sean Brown

M. Eugene Wiggins Leadership Award

- 2013 Tommie L. Robinson, Jr. PhD
- 2014 Harriet Gregg, EdD and
Gwendolyn Wilson, EdD

NBASLH would like to continue honoring its past award recipients in the Convention on-site program and on the website. The above is not a complete list. If we have omitted your name, we apologize. However, you can help us enhance this list by stopping by the registration desk or notifying the NBASLH Office at nbaslh@nbaslh.org of recipients that need added to the list.

Exhibitors



EXHIBIT HALL HOURS

Salon C/D

Thursday

12:00 pm -5:00 pm

Friday

8:00 am - 5:00 pm

NBASLH extends a sincere "Thank You" to this year's Exhibitors.

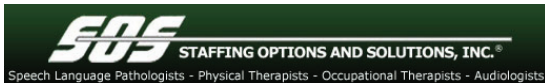
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EXHIBITORS

ASHA/NSSLHA

2200 Research Blvd
Rockville, MD 20850

Howard University

Department of Communication Sciences
and Disorders
525 Bryant Street, NW
Washington, DC 20059
kpayne@howard.edu

Mediscan Therapy Services

21050 Califa Street
Woodland Hills, CA 91367
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jeanettea@mediscan.net

Progressus Therapy

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San Bernardino County Superintendent of Schools

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Staffing Options & Solutions, Inc.

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Sunshine Cottage Educational Products

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The Columbus Organization

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The Legacy Project: The Gifting of NBASLH's History

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Convention Program Schedule

Thursday, April 16

SHORT COURSE

SC 1

Salon A

1:00 pm - 4:00 pm

CLOSE Reading: Teaching Students to Analyze and Comprehend Complex Text

Beryl Irene Bailey, EdD, Bloomfield, CT Public Schools

Level of Instruction: Intermediate

This short course will facilitate the participants' understanding of the qualitative attributes of complex text (levels of meaning, structure, language conventions and clarity and knowledge demands) and build capacity in students to acquire a landscape of lexical consciousness. The persistence of the fourth grade slump (Biemiller, 2003, Chall, 1983, 2003) in reading achievement nationwide was a motivating factor in embracing CLOSE Reading as a lynch pin strategy in improving reading and language comprehension. Converging research evidence indicates that children who arrive at school with weaker verbal abilities and literacy knowledge are much more likely to experience difficulties in learning to read in the primary grades. Approximately 50% of poor readers in second grade have listening comprehension deficits (Catts et al., 2005). This suggests a significant role for teaching students to conduct a close read of text and to promote language and comprehension beginning in kindergarten and progressing through the high school grades.

Learner Outcomes: At the completion of this presentation, participants will be able to communicate meta-linguistically, meta-textually and meta-cognitively during close reading to support problem solving the meanings of unknown words, annotation, analysis and authentic discussions about complex text, assess text for qualitative levels of complexity, generate text dependent questions using Webb's depth of knowledge indicators, access an array of meta-cognitive text-based scaffolds to support students' comprehension of complex text.

MINI-SEMINARS

MS 1

Brentwood Room

1:00 pm - 2:00 pm

Client Outcomes, Evidence-Based Practice and Clinical Decision Support Systems

Kenyatta O. Rivers, PhD, University of Central Florida; Janet Whiteside, PhD, University of Central Florida; Michelle Romeo, MA, Aegis Therapies; David L. Ratusnik, PhD, University of Central Florida

Level of Instruction: Introductory

Clinical Decision Support Systems (CDSS) have been shown to improve practitioners' decision-making and patient outcomes in medicine and nursing. To increase client's speech and language outcomes and clinicians' knowledge and implementation of evidenced-based practices, the opportunities and challenges of CDSS, along with recommendations for effectively using them in everyday clinical situations, will be presented.

Learner Outcomes: At the completion of this presentation, participants will be able to describe Clinical Decision Support Systems (CDSS), explain the importance of client fit when making use of empirical studies with CDSS, explain the application of the CDSS with varying clinical populations.

MS 2

Franklin Room

1:00 pm - 2:00 pm

Clinical Comprehensives as an Indicator of Clinical Performance

Martine Elie, PhD, Howard University; Tiffany Nettles, MS, Howard University; Jennifer Williams, Howard University; Devon Dee, MA, Howard University; Janice Brown, MS, Howard University; Annette Hines, MS, Howard University

Level of Instruction: Introductory

Speech-language pathology training programs are challenged with the task of developing cohesive evaluation measures that contribute to the formative and summative assessment measures of student performance. Clinical Comprehensives can be used as a tool to integrate academic and clinical education. The Speech and Hearing Clinic in the Department of Communication Sciences and Disorders at Howard University. Two phases of clinical comprehensive examinations have traditionally been administered during the first year of graduate school to assess student learning and the practical application of academic and clinical knowledge. Students that experience difficulty on the clinical comprehensives typically have been found to also experience difficulty at their extern sites. The purpose of this retrospective study was to determine the efficacy of clinical comprehensives as predictors of clinical performance. This presentation will discuss the efficacy of the clinical comprehensives at Howard University Speech and Hearing Clinic as a predictor of clinical performance.

Learner Outcomes: At the completion of this presentation, participants will be able to state the effectiveness of the clinical comprehensives as an indicator of clinical performance, identify students who may have difficulty integrating clinical and academic knowledge, state ways to support students requiring additional clinical support, conceptualize ways to assess integration clinical and academic knowledge.

MS 3

Brentwood Room

2:15 pm - 3:15 pm

Semantic Feature Distinctiveness in Accessing Lexical Representations

Katherine Marie Lamb, PhD, Valdosta State University

Level of Instruction: Introductory

Lexical access is the process in which basic components of meaning in language, the lexical entries (words) are activated. This activation is based on the organization and representational structure of the lexical entries. Semantic features of words, which are the prominent semantic characteristics of a word concept, provide important information because they mediate semantic access to words. Semantic features are important to our understanding of the influence of features on the retrieval of semantic concepts and the changes in those retrieval processes as well as the influences from culture and varied backgrounds. An experiment was conducted to examine the importance of semantic feature distinctiveness in accessing the lexical representations of young adults (19-35) in an offline task using features of animals. AA speakers and non-AA speakers were examined for the number of concepts and variety of first concepts given to the presented feature within three broad stimulus groups: distinctive, low Frequency non-Distinctive and non-distinctive high frequency. Knowledge of the distinctiveness of a feature will assist in a more direct activation of the desired concepts in semantic cueing and has the potential to result in improved functional outcomes. By highlighting distinctive features, lexical retrieval may be more successful with fewer cues.

Convention Program Schedule

Thursday, April 16 (continued)

Learner Outcomes: At the completion of this presentation, participants will be able to relate semantic features in lexical access, explain how semantic features may relate to the speakers' culture, discuss how semantic features can be used in understanding language differences in non-general American English speakers.

MS 4

Franklin Room

2:15 pm - 3:15 pm

Strategies to Promote Academic Success for Graduate Students

Terrie Gibson, PhD, Tennessee State University; Tina Smith, PhD, Tennessee State University

Level of Instruction: Intermediate

Students, who are admitted to the Tennessee State University (TSU) Speech Pathology and Audiology graduate program, have on average, excellent undergraduate GPAs, good standardized test scores and good references. Most students successfully adjust to the academic and clinical rigors of graduate school. However, a few students have difficulty with the academic demands of the program and become at risk for academic probation or noncompletion. What are the quantitative and qualitative characteristics of these students, who presented successful applications, but struggled academically? What teaching strategies can be used to promote academic success at the graduate level? Due to a national shortage of speech-language pathologists, retention of graduate students is crucial. To maintain high retention and graduation rates, researchers and educators have proposed that faculty develop innovative strategies, which are relevant to a diverse student population (Munsey, 2010; Hanover Research, 2011). The purpose of this presentation is to discuss teaching strategies that have been employed in the classroom, which facilitated the academic success of graduate students.

Learner Outcomes: At the completion of this presentation, participants will be able to identify teaching strategies that facilitate learning in a graduate program, identify characteristics of students who may be at risk for academic probation, identify non-teaching strategies that facilitate learning in a graduate program.

MS 5

Franklin Room

3:30 pm - 4:30 pm

Positive or Negative: Graduate Students' Perceptions of Others' Speaking Differences

Catherine Cotton, MA, The University of North Carolina Greensboro; Cherie Avent, MA, The University of North Carolina Greensboro

Level of Instruction: Introductory

College students often have multiple opportunities to interact with other students from various national and international regions, for the first time in an academic setting. Often times, students in the field of Communication Sciences and Disorder (CSD) have unique opportunities to interact with populations who have various speaking abilities (e.g., stuttering, different native language and/or different dialect). As a result, individuals may be unaware of potential biases or stereotypes they carry when working someone who differs in speech. Much of the current research focuses on perceptions and interactions of practicing speech-language pathologists, educators and those in the general population. This presentation is designed to describe the experiences and perceptions of master's-level CSD students when interacting with students who have various speaking abilities in order to improve future education and training.

Additionally, the presentation will offer strategies on how to work with students when they are confronted with biases or stereotypes in a clinic environment.

Learner Outcomes: At the completion of this presentation, participants will be able to describe perceptions and/or stereotypes master's level students have of those who stutter, have a different dialect or different native language, develop teaching strategies that enhance student awareness towards others with differences, apply teaching methods for students when faced with stereotypes in the clinic.

MS 6

Brentwood Room

3:30 pm - 4:30 pm

Successful Steps for Organizing an Affiliate

Soloris J. Greene, MA, Southern California Affiliate; Diatra White Stearn, BA, Southern California Affiliate

Level of Instruction: Introductory

In order to fulfill the needs of minority speech-language pathologist in Southern California, an NBASLH affiliate was started in 1979 when a group of committed people organized a recruitment drive to get members who wanted to demonstrate a commitment to the goals of serving the underserved. To meet these goals we set up procedures to govern the dues, bylaws and standing rules of the affiliate. We found low cost or no cost venues in which to hold quarterly meetings as our membership grew. We established scholarships to increase the number of minorities in the field. We also provided opportunities for students to observe and obtain clinic hours by assisting us in our community hearing screening projects. The scholarships were funded by teas, theatre parties and donations. For Elementary and High School Students we organized a competitive speech contest during Black History month. To further promote the profession, we acted as panel members for career days. In order to sustain the organization, we recruited at the Los Angeles County Study Conference as well as the California Speech-Language-Hearing Association Conventions. We also were instrumental in recommending our members for awards and recognition by our state association. We continue to promote the mission of NBASLH ... "reach out with the echo of understanding and speak for all to hear!"

Learner Outcomes: At the completion of this presentation, participants will be able to identify required officers, terms of office and governing documents, differentiate local, state and national requirements for nonprofits, identify potential students for scholarships, recruit new members to sustain the organization.

Affiliates Meeting Brentwood Room

After enjoying this session on Affiliates, stay and share your Affiliate's success during the Affiliate Meeting. Interested in starting an Affiliate? Join in the discussion for ideas on starting your own Affiliate.

Convention Program Schedule

Thursday, April 16 (continued)



HIGHLIGHTED PRESENTATION

MS 7

Salon A

4:15 pm - 5:15 pm – Donn F. Bailey Lecture

Factors Affecting the Writing and Communication Skills of College Students

Nola T. Radford, PhD, Jackson State University

Level of Instruction: Intermediate

Bolstering the performance of college students to prevent high rates of drop out, particularly among minority students and nontraditional students, is a high priority for many institutions, including Jackson State University. The purpose of the pilot study was to identify factors that contribute to students' underperformance in oral communication, writing and research productivity. The author reasoned that negative comparisons and self-doubt might be significant factors in impeding student performance. Steele (2007) defined stereotype threat as the threat of being viewed negatively and the fear of doing something that inadvertently confirms the stereotype. Evidence suggests that stereotype threat affects students differentially, with achievement-oriented students demonstrating more impairment in comparison to students who are less achievement-oriented.

Learner Outcomes: At the completion of this presentation, participants will be able to define stereotype threat, identify three strategies for reducing college students expectations of failure, identify three strategies for increasing student participation in formal writing and speaking.

MS 8

Franklin Room

4:45 pm - 5:45 pm

'WINK' and Why I Still Want to Be a SLP

Jasmine J. Stevens, MA, Winston Salem Forsyth County Schools;
Carolyn Noelke, MA, Children's National Medical Center

Level of Instruction: Intermediate

Speech-language pathologists (SLPs) have the opportunity to work in diverse venues, including school and healthcare locales. Research reveals that despite the amount of job stress experienced in both the educational and healthcare setting, nearly three-quarters of SLPs report they would still recommend the profession to inquiring students. Regardless of where they work, most SLPs will pause to reflect upon the state of their professional careers. These periodic introspective musings can be occasioned by job satisfaction/dissatisfaction factors, personal life stage decisions, new career opportunities or the need to 'check in' where we are in our professional journey. Our ruminations may be done from the framework of 'WINK'—What I Now Know and can occur at any point(s) in our careers. 'WINK' reflections allow us to ponder where we are professionally based on our acquired experiences as SLPs. Among the many possible decision options when we use a 'WINK' framework is the one in which we decide to continue to pursue our careers as SLPs. The authors of this presentation, one a school-based SLP and the other a medical SLP, will share the factors that influenced their decisions to remain in the profession from the framework of 'WINK' and Why I Still Want to be a SLP. Attendees will have the opportunity to engage in a 'WINK' process to determine where they are in their own careers, decide if they do or do not wish to persist in the SLP profession and identify alternate career options.

Learner Outcomes: At the completion of this presentation, participants will be able to identify major factors associated with SLP job satisfaction and dissatisfaction, use a 'WINK' process to examine and evaluate their professional careers, determine if the SLP profession remains a personally satisfying career path.

Friday, April 17

SHORT COURSES

SC 2

Salon A

9:15 am - 12:15 pm

Just Do It. From Conference Presentations to Scholarly Publishing

Charles Ellis, PhD, East Carolina University

Level of Instruction: Intermediate

Substantial evidence suggests a range of attitudinal and structural barriers currently exist that preclude minority faculty from advancing to senior or full professor ranks. Many minority junior faculty are isolated within academic communities and experience pressure to participate in time consuming service commitments for diversity activities and mentor students who are experiencing difficult non-academic issues. In many cases, such academic activities do not serve to advance the academic career even when they are personally fulfilling. In contrast, many minority faculty experience limited formal mentoring relationships and in particular those related to scholarly activity. Limited mentoring related to scholarly activity is concerning because scholarly productivity is a key predictor of career advancement and success in the tenure and promotion process. The goal of this short course is to introduce doctoral students and junior faculty to the process of successful scientific writing and publishing. Participants will become familiar with the critical aspects of the scientific writing process and the foundational aspects of writing scientific papers including: fundamentals of style, manuscript construction, journal selection, manuscript submission, the peer review process and responding to peer-reviewed critiques.

Learner Outcomes: At the completion of this presentation, participants will be able to understand the critical relationship between scholarly productivity and the promotion process, understand the fundamental style of publishing in scholarly journals, understand the journal selection and manuscript submission process for peer-reviewed journals, understand the peer review process and how to respond to peer-review critiques.

SC 3

Brentwood Room

2:45 pm - 5:45 pm

Global Initiatives: Speech-Language and Hearing Services in Barbados

Violet Cox, PhD, Cleveland State University; Myrita S. Wilhite, AuD, Cleveland State University; Brigitte L. Culliver, MA, Cleveland State University

Level of Instruction: Introductory

The Speech and Hearing Program organized a supervised clinical experience in assessment and management of speech-language, hearing and swallowing disorders in Barbados. Six faculty/staff members and ten graduate students participated in this program. The purpose of the program was to provide speech and hearing services to an underserved international community in Barbados while providing graduate students in the Speech and Hearing Program with a structured service-learning experience for four days. Two hundred and twenty five children in five schools received speech-language and hearing screenings. In addition, the faculty held a symposium for more than 80 teachers on speech-language and auditory development. There are implications for partnership and collaboration between Cleveland State University and the

Convention Program Schedule

Friday, April 17 (continued)

Ministry of Education in Barbados to manage the immediate needs of the children who were identified during this experience. Finally, one faculty member initiated training protocols for nurses and physicians in dysphagia assessment and treatment at the Barbados Queen Elizabeth Hospital. Six nurses and two physicians participated in the training covering topics such as specific anatomy and physiology of swallowing, etiologies of swallowing disorders and assessment. Follow up training sessions are planned for future service visits. The pre-departure orientation and post experience plan will be shared with the audience. Finally, the personal reflections and impact of this international experience from graduate students at Cleveland State University will be presented.

Learner Outcomes: At the completion of this presentation, participants will be able to describe the ethical considerations surrounding international service-learning opportunities, describe the “pre-departure” education and orientation that is needed for international service learning opportunities, identify three factors that point to the need of additional speech-language and hearing services in Barbados, discuss the impact of the international experience on graduate students in the United States as articulated by our students at Cleveland State University.

MINI SEMINARS

MS 9

Franklin Room

9:15 am - 10:15 am

Does the Bahamian JUNKANOO Create a Risk to Hearing-Health?

Ronald C. Jones, PhD, Norfolk State University; Kim Johnson-Scriven, AuD, The Listening Ear Hearing Healthcare Service

Level of Instruction: Introductory

This is a report of a study that examined the effects of the loud sound levels generated from a Junkanoo parade (Nassau, Bahamas) had on the hearing health of parade participants and bystanders. The investigators measured sound levels generated by musicians during a typical Junkanoo parade. Audiometric threshold tests were conducted on selected groups of participants (to include children and adults). Parade bystanders were interviewed to determine their attitudes and feelings regarding this cultural event, as well as their reactions to the loud music. The results of the investigation revealed that the average sound levels frequently exceeded industrial noise hazard limits (90+dB(A)). Also, there is evidence that prolonged participation in a Junkanoo band can lead to early onset hearing problems. Interviews with parade bystanders revealed that despite the loud sound, most participants and bystanders were willing to “expose themselves,” temporarily, to enjoy the event. Most bystanders indicated that they would consider using ear plugs if they were offered. None of the Junkanoo dancers or musicians, however, said they would wear ear protection (ear plugs) even if available. At issue is the standard of health that should be imposed. When there is evidence that a cultural event like the Junkanoo produces hazardous and injurious sound levels that affect the hearing health of participants and bystanders, what should be done? Attendees at this session will be asked to voice their opinions on this important matter.

Learner Outcomes: At the completion of this presentation, participants will be able to describe the “importance” local residents place on cultural events like the Junkanoo, identify the levels of noise that are potentially hazardous and which place hearing health at risk, discuss those issues that place social-cultural activities and behaviors in conflict with health standards (i.e., hearing health).

MS 10

Salon E

9:15 am - 10:15 am

The Basics of Working With Children With Hearing Loss

Jessie E. Ritter, MA, LSLs AVEd, Sunshine Cottage School for Deaf Children; Stacy M. Adams, MS, Sunshine Cottage School for Deaf Children

Level of Instruction: Introductory

Speech pathology has such a plethora of disorders in the field. Anxiety can often occur when a speech pathologist is unfamiliar with some populations such as individuals with hearing loss. There are not many available resources for speech pathologists to learn about incorporating auditory oral strategies into therapy sessions. The purpose of this presentation is for speech pathologists who are inexperienced in working with children with hearing loss who utilize hearing technology. This presentation will give these speech pathologists auditory oral strategies and techniques to implement in therapy, as well as strategies for parents to carryover in the child’s natural environment. Tools and techniques to ensure that equipment is functioning appropriately will be demonstrated via video examples. Questions and topics of conversation with other members, including parents, on the child’s team will also be addressed during this presentation. The intention of this presentation is for speech pathologists to have resources, strategies and knowledge for an easier and stress free transition in working with children with hearing impairments.

Learner Outcomes: At the completion of this presentation, participants will be able to identify the tools necessary to check audiological technology to ensure adequate daily functioning, ask questions to dialogue with an audiologist about their hearing loss and hearing technology, identify and use basic strategies to use while conducting a therapy session with a child with hearing loss.

MS 11

Tennessee A

9:15 am - 10:15 am

Utilization of a Computerized Pseudopalate in Accent Modification

Arnell A. Brady, MA, Brady Speech-Language Pathology

Level of Instruction: Advanced

The purpose of this presentation is to demonstrate the effectiveness of utilizing a computerized pseudo-palate during a clinical program of accent modification. The utilization of a custom fit computerized pseudo-palate that is worn in the mouth during speech efforts, affords the participant an opportunity to view their tongue-to-palate contacts and lip closure contacts in real time, while learning new motor speech patterns. Accent modification as a clinical program deals with the manipulation of the distinctive features of phonemes. The clinical program of accent modification was performed at the Brady Speech-Language Pathology clinic and involved four Indonesian speakers learning English as a second language. Their native language was Manggarai, which when compared to the phonological system of English a number of striking phonetic difference were discovered, that could make developing adequate English pronunciation challenging. Each participant attended fifteen one hour sessions to work with a certified/licensed speech-language pathologist in the clinic. Pre-post pronunciation measures were completed in order to determine the effectiveness of the computerized pseudo-palate.

Learner Outcomes: At the completion of this presentation, participants will be able to perform a comparative analysis of differing phonological systems, identify a computerized pseudo-palate system for accent modification, perform pre-post measures in assessing the effectiveness of accent modification programs.

Convention Program Schedule

Friday, April 17 (continued)

MS 12

Salon E

10:30 am - 11:30 am

Grammar Fundamentals for a Pluralistic Society: Video Modules to Build Capacity

Catherine Jane Crowley, PhD, JD, Teachers College Columbia University; Chad Grossman, BS, Teachers College Columbia University; Tempii Champion, PhD, Long Island University-Brooklyn; Lindsay Milgram, MA, Teachers College Columbia University; Kenay Sudler, BS, Teachers College Columbia University; Chantel Carnegie, BS, Teachers College Columbia University; Angelica Penagos-Bolivar, BS, Teachers College Columbia University

Level of Instruction: Intermediate

SLPs must provide culturally and linguistically appropriate services. Yet, many SLPs continue to analyze all language through the lens of the dialect of Standard American English (SAE). This means that children growing up in communities where other varieties of English are spoken, are often misidentified in disability evaluations and receive inappropriate IEP goals. While this problem was identified decades ago, even today few graduate programs do much more than identify the problem and provide some contrastive analysis usually focused on SAE and AAE. In clinical practice virtually all standardized tests continue to assess SAE. Most language sample analyses look at acquisition of SAE using Brown's morphemes, Bloom & Lahey's Form, and/or the features of SAE grammar.

Learner Outcomes: At the completion of this presentation, participants will be able to identify the features of SAE, AAE, Spanish-influenced English and Chinese-influenced English, analyze pre- and post-test results of grammar knowledge for more than 250 practicing SLPs and graduate students, describe benefits of incorporating video module grammar tutorials in SLP curriculum, identify continuing issues of dialect in common disability evaluations.

HIGHLIGHTED PRESENTATION

MS 13

Franklin Room

10:30 am - 11:30 am

Current Perspectives in the Evaluation and Management of Auditory Neuropathy/Dys-synchrony (ANSD)

Linda J. Hood, PhD, Vanderbilt University

Level of Instruction: Intermediate

Individuals with auditory neuropathy/dys-synchrony (AN/AD, ANSD) demonstrate variation in auditory and other characteristics. While speech understanding, particularly in noise, is generally affected, physiologic responses are key to appropriate identification. Various mechanisms underlie AN/AD and several areas of discovery provide insight into the observed variation. The wide range of auditory capabilities found in persons with AN/AD impacts evaluation, management and educational planning. Thus management approaches should be individualized with consideration of individual variation and the possibility of change over time.

Learner Outcomes: At the completion of this presentation, participants will be able to identify and evaluate individuals with auditory neuropathy/dys-synchrony, apply and interpret auditory physiologic test results, determine appropriate methods in the management of patients with auditory neuropathy/dys-synchrony.

MS 14

Tennessee A

10:30 am - 11:30 am

Telepractice on a Budget!

Raquel Hernandez, BA, Nova Southeastern University; Nancy Gauvin, MS, Nova Southeastern University; Shavonne Brown, BA, Nova Southeastern University

Level of Instruction: Introductory

The purpose of this presentation is to introduce telepractice and explore the benefits for people who come from low socio-economic backgrounds. Participants will learn telepractice terminology, current research on telepractice (speech, audiology and AAC clients), environments and perspective based on ASHA's Special Interest Group 18.

Learner Outcomes: At the completion of this presentation, participants will learn the convenience of the use of telepractice therapy, learn how telepractice is utilized effectively in therapy across many diagnosis and learn the appropriate environments that would benefit the use of telepractice versus live therapy.

MS 15

Franklin Room

1:30 pm - 2:30 pm

Aphasia Beyond the Linguistic Impairment: The Individual's Perspective

Violet O. Cox, PhD, Cleveland State University

Level of Instruction: Intermediate

The World Health Organization's (WHO) classification system of disablements that highlights impairment, activity limitations and reduced participation (ICIDH-2) addresses the need to measure the consequences that are inevitable following health conditions (strokes, diseases, injuries). There is now an emerging interest in how chronic aphasia affects an individual's ability to participate in life's events. Traditional definitions of aphasia were intrinsically linked to the language deficits, thus informing the various treatment protocols. However, the recent attention to the social consequences of aphasia have sparked a redefining of the disorder that addresses aphasia beyond the linguistic impairment. This study explores the self-perception of restricted participation in individuals with chronic aphasia. Seven individuals (four males and three females) with chronic aphasia were asked to describe five important areas of their lives affected by aphasia, and to rank these areas on a scale of one to five in the order of importance. The average age of the participants was 59.1 years (SD=9.2), average time post onset of aphasia was 31.4 months (SD=20.2). A grounded theory qualitative methodology was used to identify and categorize the themes that emerged from their responses. Work and family interactions were the two most important areas identified. The importance of each appeared to be influenced by the participant's age. Other areas of slightly less importance were identified and differed across participants. Additional research is needed with a much larger pool of participants of various ethnic groups in order to assess differences in perspectives, if any, that might impact future assessment and treatment protocols.

Learner Outcomes: At the completion of this presentation, participants will be able to identify how aphasia is classified within the WHO framework of disablements, identify benefits of a social model approach to defining aphasia, list five common restrictions of aphasia from the individual's perspective.

Convention Program Schedule

Friday, April 17 (continued)



HIGHLIGHTED PRESENTATION

MS 16

Salon A

1:30 pm - 2:30 pm

CCSS: Supporting Achievement of Culturally and Linguistically Diverse Students

Kristin Marie Nellenbach, PhD, Affiliate of the Center for Literacy and Disability Studies at Chapel Hill

Level of Instruction: Introductory

Our national academic landscape is rapidly changing. In part, this change is in response to the widespread adoption of national academic standards known as the Common Core State Standards (CCSS). However, America's schools are also witnessing rapid change brought upon by the increased enrollment of culturally and linguistically diverse students (Crouch, 2012). Achievement of CCSS by culturally and linguistically diverse students necessitates responsive instruction and in some cases, additional services provided by paraprofessionals such as speech-language pathologists (SLPs). SLPs can play an integral part in supporting achievement of culturally and linguistically diverse students, if they are aware of the expectations/demands of the CCSS; able to identify potential achievement barriers for students; armed with the knowledge and skills required for responsive assessment and service-delivery and motivated and encouraged to collaborate with others. This one-hour session will introduce participants to these topics as well as allow time for a brief interactive discussion about personal challenges/successes, resources and supports.

Learner Outcomes: At the completion of this presentation, participants will be able to recall the key tenets of the CCSS, describe primary language-based components of the CCSS-ELA, identify potential achievement barriers for culturally and linguistically diverse students, identify professional resources/supports for working with culturally and linguistically diverse students.

MS 17

Tennessee A

1:30 pm - 2:30 pm

Limited Verbal Communicators and AAC in Low Income Minority Communities

Brigette Lynn Culliver, MA, Cleveland State University

Level of Instruction: Intermediate

There are eight to 12 individuals per 1,000 that have such severe communication disorders that they cannot meet their daily communication needs using only natural speech. The American Speech-Language-Hearing Association (1991) estimated that there were more than two million individuals in the United States who were unable to communicate using speech or had severe communication impairments. The term augmentative and alternative communication (AAC) ranges from the use of gestures, sign language and facial expressions to the use of alphabet or picture symbol boards, sophisticated computer systems with synthesized speech and even iPads. The purpose of this mini-seminar is to highlight challenges and provide solutions for SLPs that service low income minority groups that utilize AAC systems. In addition, participants will be able to identify and describe three types of communicators, utilize alternative assessment procedures to identify the specific communicative needs of AAC users, select appropriate augmentative communication systems for each communicator addressed, discuss AAC goals, strategies, materials, and practical therapy ideas for AAC users, and finally list three funding sources to secure Speech Generating Devices (SGDs) for low income minority students.

Learner Outcomes: At the completion of this presentation, participants will be able to describe three types of communicators and issues facing low income special needs minority students, utilize alternative assessment procedures to identify the specific communicative needs of the AAC user, select appropriate augmentative communication systems for each communicator addressed, discuss AAC goals, strategies, materials and practical therapy ideas for AAC users.

MS 18

Brentwood Room

1:30 pm - 2:30 pm

New Changes for the Praxis: How Can We Assist Our Students

Kay T. Payne, PhD, Howard University

Level of Instruction: Advanced

The standardized test performance gap has always been associated with the Praxis. According to statistics from ASHA, in 2011-2012 the mean score for African-American test takers was 53 points below the national average score of 675. As of September 2014, there have been several monumental changes to the Praxis. New policy changes often affect minority individuals more severely. The purpose of this presentation is to review and update the policy changes in the Praxis, discuss ways in which we can assure that African-American and other minority students use the new policy changes to their advantage and review current research toward an understanding of test bias and the standardized test performance gap.

Learner Outcomes: At the completion of this presentation, participants will be able to compare and contrast the former version of the Praxis with the new version, identify the issues that contribute to the differential performance of minority students, discover ways to assist and prepare minority students to respond and adapt to the new changes, identify new curriculum requirements for addressing Praxis content.

MS 19

Salon E

2:00 pm - 3:00 pm

Challenging Deficit Discourse in Research With Diverse Children

Amy Hobek, PhD, University of Cincinnati; Mia Kimmons, MS, University of Cincinnati; Terri McDonald, BS, Miami University; Chelsea Morrow, University of Cincinnati; Alanna Remy, BS, University of Cincinnati

Level of Instruction: Introductory

This presentation will explore research discourse in child language and literacy studies with diverse groups of children. Research investigating diverse children often relies on intervention studies focusing on providing compensatory skills, due to alleged inadequate backgrounds, especially with children from low socioeconomic families. The child's language abilities (i.e., vocabulary) are proposed as a potential area of deprivation, and the Hart & Risley (1995) study published over two decades ago continues to be used as the predominant evidence to support these claims. This deficit framework has strong historical roots and has varied between models with discourses of genetic pathology, culture of poverty, and the current manifestation of this model: "at risk" children. The deficit discourse of at-risk invokes ideas of pathological problems that lie within individuals, families, and communities, as they are compared to norms of "mainstream" children and their home practices. This deficit lens views non-mainstream children as students who come to school "less skilled" and often overlooks diverse children's cultural strengths. Therefore, compensatory interventions are proposed to provide necessary skills to fill the void that was created by these "inadequate" backgrounds. This presentation will challenge these

Convention Program Schedule

Friday, April 17 (continued)

deficit discourses: first providing evidence indicating the shortcomings in methodology and conclusions of the Hart & Risley study, and then further demonstrating how specific research with diverse children can perpetuate deficit discourses. Next, this presentation will identify current research that validates the home language and literacy practices that diverse children and their families possess.

Learner Outcomes: At the completion of this presentation, participants will be able to identify deficit discourses in current research studies, list cultural practices (i.e., language practices) of mainstream and non-mainstream groups, identify current research that validates home language and literacy practices of diverse learners.

MS 20 **Franklin Room**
2:45 pm - 3:45 pm

Exploring the Gap Between Audibility and Comprehension in Children

Jessica Sullivan, PhD, University of Washington

Level of Instruction: Intermediate

Children spend a large portion of their school day in classrooms that have noise levels that far exceed recommendations established by ANSI And ASHA. We will explore the role of working memory as it relates to comprehension in noise across several studies.). Working memory is critical for speech and language development, and other mental processing is closely linked to the effect of age in children. Implication for assessments and classroom acoustics will also be discussed.

Learner Outcomes: At the completion of this presentation, participants will be able to discuss the relationship between working memory and comprehension, identify a model of working memory, discuss the effect of noise on comprehension, list the five domain of comprehension.

MS 21 **Tennessee A**
2:45 pm - 3:45 pm

Medical Speech-Language Pathologists' Perception of Treatment Efficacy for Patients With Aphasia

Tina T. Smith, PhD, Tennessee State University; Terrie Denise Gibson, PhD, Tennessee State University

Level of Instruction: Introductory

Researchers have found a significant research-to-practice gap in the implementation of evidence-based aphasia treatments and their use in the field of practice (Rowe, 2010). Several factors may account for this gap including; the evidence and lack of an extensive body of meta-analyses of treatment efficacy as well as the diverse nature of studies examined in the meta-analyses (Ratner, 2006). Given this finding, more research is needed on the effectiveness of aphasia treatments and assessments currently used by professionals in the state of Tennessee. Thus, the purpose of this study is to expand upon previous research to identify the types of assessments and interventions most commonly used by speech-language pathologists and their clients with aphasia. The study will also examine how effective these aphasia interventions are perceived to be by those actually implementing the intervention.

Learner Outcomes: At the completion of this presentation, participants will be able to identify the most common types of assessments used in clinical settings in TN with aphasia patients, identify the most common types of treatment approaches used with patients based on their aphasia classification type, discuss clinicians' perceptions regarding the effectiveness of various treatment approaches for persons classified as having various types of aphasia.

MS 22 **Salon A**
2:45 pm - 3:45 pm

Assessing Developmental Stuttering in Bilingual Children: A Literature Review

Kia Noelle Johnson, PhD, University of Houston

Level of Instruction: Introductory

Within the United States there is an ever-growing number of young children who learn English as a second language. Language learning, in general, has been unarguably reported to result an increase in disfluent speech. Thus, it is likely to expect an increasing number of bilingual children referred for possible developmental stuttering. The clinician is then faced with the question of whether or not the child is stuttering or merely disfluent due to language learning. Most clinicians are unfamiliar with research findings on the topic. Thus, this mini-seminar will present an overview of dated and current research on assessing developmental stuttering in bilingual children with particular focus on Spanish-speaking English Language Learners. Reviewing what is known will help improve clinical best practices for bilingual children who stutter and also assist in identifying future research questions that are currently unanswered.

Learner Outcomes: At the completion of this presentation, participants will be able to explain how language learning impacts fluency in children, describe current research findings related to assessing developmental stuttering in bilingual children, describe at least one best practice to include in a fluency assessment of a bilingual child, as identified in the research literature presented.

MS 23 **Salon E**
3:15 pm - 4:15 pm

Social Media in Higher Education: Supporting Multicultural Learning Styles

Shameka Johnson, PhD, Howard University

Level of Instruction: Introductory

This program is the advanced version (part two) to the program presented during last year's Convention titled: *Enhancing Classroom Experience for CSD Graduate Students: Technology Focused Courses*. Students in higher education are developing a new learning style that does not always connect with the traditional method of teaching. As a result, the presentation of critical thinking skills necessary for a career in speech-language pathology is decreasing. This presentation will discuss the process and benefits of modifying current graduate level courses to incorporate various platforms of technology in all opportunities. The presentation will discuss specific platforms the presenter has used over the course of two years in communication disorders departments. This program will discuss methods and rationale behind the benefits of incorporating social media in communication disorders graduate and undergraduate level courses. This program will provide participants with steps on how to embed various social media and new technological platforms into their lectures and assignments in a manner that increases critical thinking and pedagogical knowledge. Participants will be introduced to new technology approaches that support the learning styles of multicultural student populations and advances the presentation of their course overall.

Learner Outcomes: At the completion of this presentation, participants will be able to develop and implement various social media platforms into their courses, create critical thinking assignments using social media that supports the learning styles of their students, engage students in interactive, simulated lectures using technology.

Convention Program Schedule

Friday, April 17 (continued)

MS 24

Tennessee A

4:00 pm - 5:00 pm

A Speech-Language Pathology Perspective on Addressing Alzheimer's in Egypt

Nola T. Radford, PhD, Volunteer with Neighbor to Neighbor Community Services; Nermine Nabil, MA, Professional Fellows Congress

Level of Instruction: Introductory

Numerous sources report the expansion of dementia in countries worldwide (Bryce, Albanese, Wimo, et.al, 2013; Elwan, Hassan, Naseer, et.al 1996; Suzman, 2014; Tanna, 2004) with a prediction that the frequency of diagnosis will double by 2030 (i.e. Tanna, 2004). Globally, Alzheimer's is a likelihood with increasing age. However, the ability to determine prevalence varies dependent upon a given country's resources and unique historical predicaments. Egypt represents a complex landscape, with challenges emanating from civil war, the experience of refugees from Northern Africa and the instability of the economy. Information specific to Alzheimer's Dementia in Egypt is sparse. In contrast, broader searches on the topic of Alzheimer's disease, without the limiter of "Egypt" results in articles that number in the thousands. The proposed miniseminar will provide an overview of life experiences of the elderly living in Egypt, with personal vignettes and a unique perspective of the sociopolitical landscape as provided by one of the authors who is native to Egypt. This mini-seminar represents an ambitious attempt on several levels. First, it represents an international collaboration between an Egyptian linguist and African-American speech-language pathologist-professor to make sense of the patchwork of services currently available for elders in Egypt. Available literature will be discussed. Issues addressed will include the incidence and prevalence of Alzheimer's dementia in this population, and the potential impact of speech-language pathology to promote improvements in healthcare and quality of life for the elders of Egypt.

Learner Outcomes: At the completion of this presentation, participants will be able to identify historical and cultural influences upon systems for health care in Egypt, identify three major cities offering day care services in Egypt, describe the function of the Ministry of Health, name at least two functions for speech-language pathologists in Egypt.

MS 25

Franklin Room

4:00 pm - 5:00 pm

Practicum and Practice: Counseling in Culturally and Linguistically Diverse (CLD) Populations

Janet Lynn Bradshaw, PhD, Speech by Design, LLC; Crystal Craig Randolph, PhD, Valdosta State University

Level of Instruction: Introductory

Providing counseling to CLD populations in the communication sciences and disorders(CSD) field occurs between the supervisor and student clinician and between the student clinician and client. Counseling, an essential aspect of clinical services, is provided to clients with communicative impairments and their families. However, clinicians may feel inadequately trained to provide counseling (Holland, 2007), especially within CLD populations (Stockman, Boulton, & Robinson, 2008). Integrating counseling as a part of curriculum/clinical practice is not a common focus in graduate programs (Kaderacek, Laux, & Mills, 2004). This educational oversight may extend to the supervisor and supervisee relationship, especially when dealing with multicultural issues. Minimal training in counseling and multicultural competence compounds the

ability of supervisors and student clinicians to implement effective counseling strategies (Horton-Ikard & Munoz, 2010). When supervising students, supervisors may fail to acknowledge student clinicians' beliefs, values and emotions resulting in an ineffective supervisory-supervisee relationship (Victor, 2012). Likewise, student clinicians who have not received suitable training in counseling CLD clients may provide ineffective and culturally insensitive counsel. Clinicians should be cognizant of their clients' verbal/nonverbal behaviors (e.g., eye contact) and feelings (Holland, 2007) as well as their cultural background. Nonverbal behaviors vary across cultures and may cause a clinician to misread a lack of eye contact as a feeling of grief. An increase of training in counseling CLD clients/students is necessary given the lack of research/training in this area. This presentation will provide a discussion of counseling techniques in practicum and practice in the context of case studies.

Learner Outcomes: At the completion of this presentation, participants will be able to discuss the importance of counseling in clinical practicum and practice, identify counseling techniques to implement within graduate practicums, identify counseling techniques in culturally diverse populations within clinical practice.

MS 26

Salon A

4:00 pm - 5:00 pm

A Collaborative Approach to Preschool Language and Literacy Intervention

Sandra Carr Jackson, PhD, North Carolina Central University; Donell Lewis, PhD, North Carolina Central University; Crista Misenheimer, BS, North Carolina Central University; Sydnie Muessen, BA, North Carolina Central University; Denique Reid, BA, North Carolina Central University

Level of Instruction: Intermediate

The purpose of this presentation is to describe the collaborative approach to preschool language and literacy intervention implemented by the Language and Literacy Enrichment and Development Project (L.L.E.A.D.). The L.L.E.A.D. Project provides language and literacy enrichment services for underserved children from culturally and linguistically diverse backgrounds with and without disabilities. The program promotes children's motivation and engagement in language and literacy learning through small group book-reading activities. Language and literacy activities and strategies are implemented before, during and after book reading. Children need a variety of language and literacy experiences in order to achieve success in preschool and school environments. Innovative language and literacy experiences help children from low-income backgrounds to develop the language, communication and literacy skills they will need to succeed in school. Children with language impairments, developmental disabilities, and/or physical impairments may have significant language and literacy learning difficulties, and benefit from early language and literacy intervention. This presentation will describe collaborative activities that can be used to support parents and teachers in using language and literacy enrichment strategies during book reading.

Learner Outcomes: At the completion of this presentation, participants will be able to describe language and literacy activities that may be used before, during and after book reading, discuss procedures for conducting preschool hearing screenings in child care settings, explain methods for conducting collaborative activities with teachers and parents in preschool language and literacy intervention programs.

Convention Program Schedule

Friday, April 17 (continued)

MS 27

Salon E

4:30 pm - 5:30 pm

Ebonics: Yesterday, Today, Tomorrow

Linda Marie Taylor, MA, Shelby County Schools

Level of Instruction: Intermediate

The purpose of this presentation is to present a historical account of the birth of Ebonics as a term (Williams, 1975), and to show how, later, it became a, seeming, movement. This presentation is significant because it will show that, even currently, few people have accepted that Ebonics is more than English words; in it's purest form, it is African grammar. The presenter's book, *Introduction to Ebonics*, sheds full light on the subject, and leaves no one in doubt that this linguistic phenomenon is here to stay. The presentation will be more of a "call and response", hands-on session, with the audience participating in dialogs and question-answer periods, so that they may fully grasp what Ebonics is -- they will hear it spoken, and they will speak it; they will be amazed at the pure sounds of blackness that they have ignored, possibly, all of their lives, especially if they were born and reared in the South. Since Ebonics is here to stay; today's African-American students need to have a better chance at learning Standard American English, as their parents and grandparents did in the 60's, when many teachers spoke Ebonics and taught using Ebonics as a springboard. Today, Ebonics is recognized and accepted more, thanks to the unfaltering efforts of a few people who have advocated for a greater, African-sided understanding of the speech and language of African-Americans. Today's graspings of Ebonics will make for an even brighter tomorrow for the continued progress of African-American students.

Learner Outcomes: At the completion of this presentation, participants will be able to analyze the speech and language of African-American Blacks more closely, to hear the nuances of their language, identify major differences between Ebonics and Standard American English, advocate for necessary services for their Ebonics-speaking students, especially when it is evident that a child's language will impede his progress, later, in the job market without specific interventions, teach others about the need for Ebonics-speaking students to be treated with respect, and to be accepted as culturally and linguistically different, while being a voice for them to be taught Standard American English in ways that are more expedient.

MS 28

Franklin Room

5:15 pm - 6:15 pm

An Interdisciplinary Team Approach to Cultural Communications Concerns

Dollye P. Finney, MEd, Cleveland State University; Jack Stanlly Correia, MA, Tamalpais Union School District

Level of Instruction: Introductory

Speech-language pathologists play an integral part in the composition of multi factored evaluation teams in schools operating in the identification of students with disabilities. Although these teams are comprised of interdisciplinary professionals, the psychologist and speech-language pathologist operate as close allies in the diagnostics and assessment of clients. The use of both standardized and criterion referenced evaluation tools help to define measurable objective benchmarks and outcome goals. The black professional often is asked to present information in culturally sensitive and academically appropriate terms. This delicate balance is further complicated in culturally and socio economically diverse settings where African-American practitioners are often expected

to act as "cultural ambassadors." This role forces the minority professional to both explain the behaviors of culturally diverse students and the reactions or perceived reaction of their parents of to the assessment data gathered.

Learner Outcomes: At the completion of this presentation, participants will be able to identify tools needed to promote positive communications between culturally diverse multidisciplinary team members, develop common culturally sensitive team vocabulary that will result in measurable learning outcomes and objectives, develop an assessment (rubric) tool for team and parent communications, embrace cultural diversity and the positive role that minority professionals play in promoting team communications and the effective communications with parents and other professionals.

MS 29

Tennessee A

5:15 pm - 6:15 pm

Cradle to Walking-Cane: Using Evidence Based Practice to Improve Outcomes

Yolanda Feimster Holt, PhD, East Carolina University; Charles Ellis Jr., PhD, East Carolina University

Level of Instruction: Intermediate

The use of Evidence Based Practice (EBP) is advocated by state and national boards governing the practice of speech-language pathology and audiology. Additionally third party payers require the documentation of disease diagnosis, prognosis for recovery, treatment plan and outcomes measures. In the current healthcare climate there has been an increase in the demand for service providers to justify every aspect of therapeutic intervention. This demand require unique and explicitly tailored treatment plans for each patient, with clearly defined interventions and expected outcomes. This new emphasis on uniquely tailored evidence based treatment plans enable clinicians to implement the most effective tailored interventions which in turn have a greater likelihood of facilitating patient success, addressing family concerns, and achieving higher rates of reimbursement. Additionally implementation of evidence based treatment protocols based on peer-reviewed data of best practices allows clinicians to implement treatment protocols with likely or demonstrated success. This session will explore effective methods to navigate freely available peer reviewed resources to find the evidence; explain the process of choosing the appropriate evidence; and discuss the effective use of that evidence to diagnose, plan, treat, and appropriately document outcomes for speech-language disorders across the lifespan.

Learner Outcomes: At the completion of this presentation, participants will be able to identify resources for EBP research, extract relevant data to implement EBP in their current practice, define and collect outcomes data to maximize provider reimbursement.

Convention Program Schedule

Friday, April 17 (continued)

MS 30

Salon A

5:15 pm - 6:15 pm

This SLP Loves Haiti: Clinical Experiences as Volunteers

Joyce Jung Huh, MS, Independent Contractor; Michelle Adesiyan Tella, MS, New York City Department of Education

Level of Instruction: Introductory

Joyce Huh and Michelle Adesiyan Tella will present the experience of working as volunteer SLPs at a school in Haiti. The discussion will include various case studies, what they found to be the greatest needs, what they learned from the teachers and staff there and a number of sustainable clinical practices they're continually implementing as they make their annual trips there. Their presentation will also discuss various ways that their experiences have impacted their clinical practice as school based SLPs in the States. Case studies, insights from the teachers/staff and pros/cons learned from initiating the ground works of basic clinical practices carried over to the daily life of each child will be discussed. This presentation will explore the importance of international volunteer work for these two professionals.

Learner Outcomes: At the completion of this presentation, participants will be able to identify strategies and goals in formulating sustainable clinical techniques for school personnel in Haiti, achieve a deepened cultural sensitivity in working with children with special needs given the available resources, apply the practices in Haiti to their work as SLPs in the U.S.

TECHNICAL SESSIONS

TS 1

Brentwood Room

11:30 am - 12:00 pm

Assessing Health-Related Quality of Life in People With Aphasia

Davetrina Seles Gadson, MS, University of Georgia; Rebecca Shisler Marshall, PhD, University of Georgia

Level of Instruction: Intermediate

This doctoral research project conducted at the University of Georgia assessed HRQL in PWA pre and post clinical intervention. A Comprehensive Aphasia Rehabilitation Education (CARE) program composed of intensive language treatment, yoga, meditation and counseling will be analyzed. This forum will present preliminary results from this case study and discuss future research and clinical implications in this area.

Learner Outcomes: At the completion of this presentation, participants will be able to identify and evaluate quality of life outcome measures used in people with Aphasia, identify and review current research literature that supports client -centered goals as priority in neurological rehabilitation, analyze current evidence based practices in clinical settings and implications for best future practices.

TS 2

Tennessee A

11:45 am - 12:15 pm

Critiquing the Black Male Problem: What Can A SLP Offer?

Jairus-Joaquin R. Matthews, PhD, University of West Georgia

Level of Instruction: Introductory

Black males are perceived to be a group "in crisis" both within popular culture and in the social sciences across a variety of fields including sociology, psychology, education, health and criminology.

Black maleness, the state or condition of being a (young) Black male in the United States, has become synonymous with being considered a problem. In this presentation, the author will offer a historical analysis of how Black males became a group perpetually "in crisis," and describe three cyclical discourses of Black male deviance. Using the theoretical concept of resistance, the author argues that the recruitment of Black males into the field of speech-language pathology is one way for our field to contest dominant discourses of Black masculinity.

Learner Outcomes: At the completion of this presentation, participants will be able to trace the historical roots of the popular perception of Black male deviance in the United States, describe and critique three cyclical discourses of Black male deviance, assess and offer solutions for how the recruitment of males into the field of speech-language pathology might contribute to the dissolution of dominant discourses of Black masculinity.

TS 3

Salon E

11:45 am - 12:15 pm

Literacy, Language and Culture: Strategies for School-Based Speech Pathologists

Joy Leigh Kennedy, PhD, MEd, Cabarrus County Schools; Robin Jones, MA, Cabarrus County Schools

Level of Instruction: Intermediate

This presentation, will discuss the intersections of literacy, language and culture among the K-12 student population. At the core of speech-language therapy is the ability to help students establish meaningful communication skills within the school environment. Using our experiences with elementary, middle and high school students, we will provide and demonstrate examples of specially designed speech-language intervention strategies for culturally and linguistically diverse children. According to the "Roles and Responsibilities of Speech-Language Pathologists With Respect to Reading and Writing in Children and Adolescents" (ASHA, 2001), the complete understanding of literacy includes listening, speaking, reading and writing as defined by the National Literacy Act of 1991 (PL-102-73). Therefore, we will examine literacy from a holistic point of view to incorporate a variety of modalities.

Learner Outcomes: At the completion of this presentation, participants will be able to identify specialized language strategies for K-12 students, list four different literacy modalities to facilitate language strategies, distinguish effective language strategies to utilize with culturally and linguistically diverse children.

TS 4

Franklin Room

11:45 am - 12:15 pm

Precisely ASL - An Introduction to American Sign Language

Jacqueline E. Jones-Brown, EdD, Precisely ASL; Tanya Wilson, EdD; Nia Johnson, EdD

Level of Instruction: Introductory

Since 2000, we have provided speech therapy services for students meeting the eligibility criteria of deaf and/or hard of hearing. Our research and focus has been and continues to focus on the integration of signs and sign language with speech-language pathology (specifically, pediatric speech-language pathology). Through research, studies, and experience we have started to build a platform and a systematic approach/model for implementing the most effective and efficient approach to teaching signs as a form

Convention Program Schedule

Friday, April 17 (continued)

of communication when working as a speech-language pathologist. We also have created an extensive database of examples available for continued study and practice, in order for speech-language pathologist to increase in proficiency levels and receptive ASL skills. This session focuses on understanding ASL: What is ASL? How is ASL differentiated from other signing systems? How does ASL compare with English? How does ASL compare with English: hand shapes, movement and location and how these come together to form meaning. Lastly and perhaps most importantly, is how to use signs in therapy as expressive language targets. Vocabulary development, how to introduce signs and how to teach it using Verbal Behavior strategies will be discussed. As a bonus the session will conclude with a "Silent Exchange" where SLPs will put into practice the introductory signs taught during the session.

Learner Outcomes: At the completion of this presentation, participants will be able to explain the basic purpose and meaning of American Sign Language(ASL), explain how ASL, compares with English, form hand shapes paired with movements and location to convey meaning, form hand shapes for fingerspelling, greetings, social exchange and access resources for more than fifty object/action vocabulary words.

TS 5

Salon E

1:15 pm - 1:45 pm

Preliminary Study: Communication Counseling for Caregivers of Individuals With Alzheimer's Disease

Deana McQuitty, SLPD, North Carolina A & T State University; Mia Brydie, BA, North Carolina A & T State University; Chelsea Grate, North Carolina A & T State University; Edwinna Kollo-Hicks, North Carolina A & T State University; Jasmine McKoy, North Carolina A & T State University

Level of Instruction: Intermediate

This current research study focused on examining the communication effectiveness between African-American caregivers and individuals with Alzheimer's Disease in the home environment. According to Robinson, Wayne & Segal (2014) more than seven out of 10 people with Alzheimer's disease live at home, where family and friends provide almost 75% of their care. An estimated 30-40% of caregivers will experience depression, high level of stress and burn out. African-American caregivers, as compared to white caregivers, are more likely to provide more hours of care, higher-intensity care, and more likely to report more unmet needs in terms of support and access to services (Robinson, et. al, 2014). When compared to African-American caregivers, white caregivers also exhibited decreasing life satisfaction; however, both showed increasing physical health complaints over a two-year period (Clay, Roth, Wadley and Haley, 2008). There have been several studies to assess various training programs and social groups for professional caregivers in skilled nursing facilities and assisted living facilities where certified nursing assistants provide the majority of care (Hargrave, 2006; Weinrich, Jensen and Hughes, 2006; Zientz, et. al., 2008). However, there have been minimal research studies focusing on the African-American caregivers in the home and promoting communication with individuals with Alzheimer's Disease. The findings of this current research study supported the importance of implementing a communication counseling program for caregivers. The role of the speech-language pathologist is critical in identifying techniques to support families and promote communication effectiveness.

Learner Outcomes: At the completion of this presentation, participants will be able to define and describe the language deficits associated with Alzheimer's disease, define and describe caregiver communication barriers with their loved ones diagnosed with Alzheimer's disease, describe the FOCUSED program as a technique to help those with Alzheimer's disease retain their communication skills as long as possible.

DOCTORAL STUDENT RESEARCH FORUMS

DSF 1

Brentwood Room

9:15 am - 9:45 am

Is Wa Ya Say?

Sulare Telford, MS, Howard University

Level of Instruction: Introductory

The rich cadence and sing-songy tones of Guyanese Creole cannot be conveyed by words. This can only be truly experienced by the ears of listeners in order for its essence to be captured. Despite the richness of this dialect, there is a paucity of literature that examines the phonemic and grammatical variance of Guyanese Creole from Standard English. This is of importance in the field of speech-language pathology as our national organization (ASHA), is becoming increasingly invested in the identification and remediation of communication disorders on a global front. In January of 2014, ASHA launched its International Communication Project, it currently runs a Special Interest Group on Global Perspectives, and recently formed a collaboration with PAHO-WHO with the country of Guyana being of particular interest. It is imperative that speech-language pathologist who serve this population be equipped with the linguistic and cultural competency to do so. Therefore the purpose of this study is to highlight the salient differences of Guyanese Creole from standard English and explore how this information would be valuable for speech-language pathologists in the differential diagnosis process.

Learner Outcomes: At the completion of this presentation, participants will be able to identify key phonological differences between Guyanese creole and standard English, identify key grammatical differences between Guyanese creole and standard English, identify steps within the differential diagnosis process for assessing Guyanese children with language disorders versus language differences.

DSF 2

Brentwood Room

9:45 am - 10:15 am

Perceptions of Speech-Language Pathologists in Clinical Fellowships

Katrina Evette Miller, MA, North Carolina Central University

Level of Instruction: Advanced

Literature from the speech-language pathology profession has often been limited to the point of view of the student clinician or clinical supervisor. Little attention has been focused on the Clinical Fellowship or the first year of employment for the speech-language pathologist. The success of the first few months in the life of a speech-language pathologist can establish the expectations of this novice professional. Few studies have explored the lived experiences of speech-language pathologists during the clinical fellowship. This study will explore the lived experiences of speech-language pathologist in their clinical fellowships. The core of this phenomenon will be studied through questionnaires and in-depth interviews. A phenomenological methodology will be utilized to analyze the

Convention Program Schedule

Friday, April 17 (continued)

data. Themes will be identified to describe the significance of this experience for the first year speech-language pathologist.

Learner Outcomes: At the completion of this presentation, participants will be able to identify the need for additional research in the area of clinical supervision, list at least three perceptions of beginning professionals in the allied health or education disciplines, understand the mentor and mentee relationship.

DSF 3

Brentwood Room

10:15 am - 10:45 am

Intercollegiate Athletes Knowledge and Attitudes of Concussions and Cognitive-Communication Survey

Tabia Pope, MS, CCC-SLP, MS, Howard University; Joan C. Payne, PhD, ASHA Fellow, Howard University

Level of Instruction: Intermediate

Each day student athletes run the risk of suffering a Mild Traumatic Brain Injury (mTBI) commonly known as a concussion, from participating in intercollegiate sports. Concussions and the lasting impact on an individual's long-term health have been in the media in recent years and many people are beginning to take notice of these effects (Segotta, 2012). The purpose of this prospective study will be to determine the differences in intercollegiate athletes knowledge and attitudes of concussions and the effects on cognitive-communication skills. Intercollegiate athletes in this study will be recruited from Howard University's men and women teams with the most common occurrence of concussions. The Sports Concussion History Questionnaire (SCHQ) and Knowledge & Attitudes of Concussions and the Effects on Cognitive-Communication Skills Survey – Intercollegiate Athletes Version (KACE-CCSS) will be administered by a certified speech-language pathologist (SLP). The questions were adapted from the current literature used to measure knowledge and attitudes on concussion (Perra, 2012, Rosenbaum & Arnett, 2010, Mary, Kennedy & Krause, 2009, Pretz, 2007). However, new questions were developed to measure knowledge of cognitive-communication impairments and attitudes towards services provided by SLPs. The data collected will be descriptively and inferentially analyzed. The findings from the questionnaire will be used to create case studies of intercollegiate athletes with a history of concussion(s). The findings from the survey will make the following comparisons: gender, classification and matched male and female intercollegiate teams. This study will add to the current body of literature involving SLPs in concussion education and management.

Learner Outcomes: At the completion of this presentation, participants will be able to acquire new knowledge regarding the attitudes and behaviors of intercollegiate athletes towards concussion, acquire new knowledge about the most recent literature regarding sports-related concussion management for intercollegiate athletes, acquire new knowledge on the speech-language pathologist's role in developing a concussion management program to provide education, assessment and treatment services for cognitive-communication deficits in intercollegiate athletes, learn about the prospective pilot study, utilizing a questionnaire and survey that is designed to measure intercollegiate athletes knowledge and awareness of concussion and the effects of cognitive-communication skills.

DSF 4

Brentwood Room

10:45 am - 11:15 am

Auditory Discrimination of Bilingual Children in Different Listening Conditions

Miguelina Zapata, PhD; Jay Lucker, EdD, Howard University; Ovetta Harris, PhD, Howard University

Level of Instruction: Introductory

The purpose of this presentation is to describe the auditory discrimination of monolingual and bilingual children under three different listening conditions: quiet, noise, and in the presence of a competing story. The total participant sample comprised 68 children ranging in age from 4.0 to 6.11 years. The findings of the present study revealed that there were no significant differences between bilingual and monolingual children in the discrimination of minimally paired words in the quiet, noise, and competing story conditions. Additionally, there were no significant differences between the Proficient Bilingual and Emergent Bilingual participants in the three different listening conditions. However, there were differences in the numbers of errors made by Emergent and Proficient Bilinguals. It was observed that Emergent Bilinguals made more errors than Proficient Bilinguals in all listening conditions.

Learner Outcomes: At the completion of this presentation, participants will be able to describe auditory discrimination of monolingual and bilingual children, discuss findings of the study, developmental trends, and author's conclusions, identify implications for practice.

Convention Program Schedule

Friday, April 17 *(continued)*

SCHOLAR TO SCHOLAR POSTER SESSIONS

Salon B

9:30 am – 11:00 am

Employment Experiences of Speech-Language Pathologists Who Stutter

India Banks, BS, Howard University; Barbara Lynna Bustamante, BS, Howard University; Erica Roberson, BS, Howard University; Yasmin Ziaee, BA, Howard University

Level of Instruction: Intermediate

The purpose of this study was to investigate the employment experiences of speech-language pathologists who stutter with an emphasis on their perceived employability in a profession where communication skills are highly valued. According to previous studies, employers of people who stutter can play an important role in inhibiting speaking responsibilities, promotional gains and possible bigotry. However, there are some noted disagreements in how people who stutter view these career limitations (Gabel & Palasik, 2008). Participants completed qualitative surveys to provide information regarding their personal experiences as it relates to SLP employment seeking opportunities, employment settings, populations served and services rendered. The study utilized one 20-item multiple choice and written-response survey presented online by Survey Monkey. Responses to questions were tallied individually, as well as analyzed through cross comparison with responses to other questions in order to draw specific inferences. Overall, the study sought to either confirm or deny the impact of negative perceptions and opinions held by individuals towards people who stutter in regards to their position as a speech-language pathologist.

Learner Outcomes: At the completion of this presentation, participants will be able to describe the impact of stuttering on the employment process in the field of speech-language pathology, describe the rewards and challenges of being a professional who stutters in the field of speech-language pathology, describe the various types of populations served and services rendered by speech-language pathologists who stutter.

Bienvenue Ayiti: Providing SLP Services in Haiti

Michelle Adesiyon Tella, MS, New York City Department of Education; Joyce Jung Huh, MS, Independent Contractor

Level of Instruction: Introductory

Two SLPs will present their experiences in volunteering for a school in Haiti, including a discussion of sustainable clinical practices regarding a variety of disorders and disabilities that they've faced while there. They will also describe how their experiences in Haiti have informed their professional practice in the U.S.

Learner Outcomes: At the completion of this presentation, participants will be able to identify strategies and goals in formulating sustainable clinical techniques for school personnel in Haiti, achieve a deepened cultural sensitivity in working with children with special needs given the available resources, apply the practices in Haiti to their work as SLPs in the U.S.

Cleft Palate Speech in Children

Mia Letitia Brydie, BA, North Carolina Agricultural and Technical State University; June Graham Bethea, MA, North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

The purpose of this present investigation is to review scholarly research regarding the development of cleft palate speech in children and optimal forms of assessment and intervention. A number of studies were analyzed. The results of this meta-analysis reveal that although the vocalizations of children with cleft palate differ from their non-cleft peers at a very early age, as they get older, the differences fade. It is not known if this is due to early intervention or maturity. Some authors assert that the standards for speech in non-cleft children are too high, and that neither children with cleft palate nor typically developing preschoolers meet the developmental models. Several authors question the necessity of early intervention and even challenge certain therapies such as blowing tasks for the development of the speech musculature. The findings of this study indicate that speech-language pathologists tend to place children with cleft palate in early intervention (during infancy) without evidence that the therapy is effective. More research is needed to assure that the developmental norms are correct, current practices are effective, and that young children with cleft palate are not striving for unattainable articulation goals.

Learner Outcomes: At the completion of this presentation, participants will be able to identify the differences between typical speech and cleft palate speech in young children, identify effective assessment methods for children with cleft palate, identify evidence-based treatment methods designed to improve speech production in children with cleft palate.

Mommy's Little Helper: The Impact of Sibling Interaction on Language Acquisition

Yalonda Seniece Johnson, MEd

Level of Instruction: Introductory

The purpose of this study is to investigate significant factors that impact language acquisition in toddlers. More specifically, most studies highlight the efficacy of parental involvement in the therapeutic process. However, there is a limitation of information that discusses the impact that sibling interaction contributes to increased language learning in young children. Although, parent involvement is somewhat of the cornerstone of language development, sibling involvement provides a sense of peer involvement and age appropriate interactions. Previous studies have revealed that sibling relationships create a multitude of opportunity to build the foundation needed to promote a healthy social and emotional language skills such as turn-taking and conflict resolution. (Barr, et al 2008). This current study will explore the following in regards to language learning in toddlers with older siblings: the significance of age gaps, gender of older sibling, and the response of the client. Concisely, therapeutic concepts that involve language acquisition is often a team effort. Knowing who the key players are on the team is beneficial.

Learner Outcomes: At the completion of this presentation, participants will be able to articulate the importance of sibling relationships, gain more insight of factors impacting language therapy, identify challenges that are prevalent in sibling interaction, implement knowledge gained into therapy sessions.

Convention Program Schedule

Friday, April 17 (Posters continued)

Fostering Language and Literacy Amongst Teens and Their Children

Martine Elie, PhD, Howard University; Darius Thomas, BS, Howard University; Rachel Dorsey-Davidson, BS, Howard University; Brittney Maye, BA, Howard University

Level of Instruction: Introductory

Language plays a crucial role in children's cognitive growth. Early language development and stimulation activities provide children a means to communicate and learn from others through a variety of methods such as dialogue, play and scaffolding (Song & Spier, 2013). Research suggests that mothers who are teens when they give birth may be ill prepared to engage in literacy-interactions tailored to their children's level of understanding (Neuman & Gallagher, 1994). Teen parents are often not aware of the language rich learning opportunities that they can provide to their children on a daily basis. This session will provide an overview of the Literacy Involves Families Together (LIFT) literacy program implemented by Howard University Speech and Hearing Clinic (HUSHC) in collaboration with the Teen Pregnancy Empowerment Program (TPEP) to provide young parents the tools required to provide language stimulation and scaffolding for their young children. This session explores the following: teen parent's awareness of language development; teen parent's perception of their level of education and its impact on their child's development; teen parents awareness activities that can be used to foster language; and effectiveness of language and literacy workshops.

Learner Outcomes: At the completion of this presentation, participants will be able to state the teen parents awareness of language development, state teen parent's perception of their level of education and its' impact on their child's language and literacy development, state the benefits of providing language and literacy workshops for teen parents and their children, discuss the effectiveness of the LIFT program parents and their children.

Project IMPACT (Increasing Minority Participation in Allied Health Care Tracks)

Iris Johnson Arnold, PhD, Tennessee State University; Stephanie Austin, Tennessee State University; Shequila Beamer, BS, Tennessee State University; Elizabeth Jackson, BS, Tennessee State University

Level of Instruction: Introductory

A disparity exists in the representation of African-Americans in the allied health care fields compared to the general population. African-Americans comprise approximately 13.1% of the United States population. This, however, is not reflected in the three primary rehabilitation fields. The American Speech-Language-Hearing Association member counts survey of 2010 indicated a percentage of 2.15 of the total membership. According to an American Physical Therapy Association (APTA), 1.4% of Physical Therapy (PT) practitioners identify themselves as Black or African-American. In Occupational Therapy (OT), the 2010 AOTA Salary Survey, 2.2% of respondents self-identified as African-American. Project IMPACT (Increasing Minority Participation in Allied Health Care Tracks) is Tennessee Board of Regents grant aimed at increasing minority representation in speech, PT and OT. Student ambassadors, junior high/high school visits, mentoring and summer day camps are being utilized to introduce African-American students in the Tennessee schools to these careers. Goals of the project include: increasing student awareness and excitement about the variety of opportunities in the healthcare field, recruit African-Americans into TSU or other undergraduate institutions with health care majors and assist TSU

undergraduate pre-health care majors in meeting the standards required to be admitted into graduate healthcare programs.

Learner Outcomes: At the completion of this presentation, participants will be able to identify the disparity of minorities in the fields of speech pathology, occupational therapy and physical therapy, be informed of recruitment techniques used to introduce the fields to students of varying ages, enumerate the benefits of collaborating with other healthcare disciplines.

SCHOLAR TO SCHOLAR POSTER SESSIONS

Salon B

1:00 pm – 2:30 pm

Evidence Based Treatment of Phonological Process Disorders in Children

Cierra Princess Reid, North Carolina Agricultural and Technical State University; June Graham Bethea, MA, North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

This study is designed to examine scholarly research regarding evidence based treatment approaches for phonological process disorders in children. Current research suggests that it is important for speech-language pathologists to more effectively and efficiently assess and treat phonological process disorders because they interfere with children's developing reading and writing skills, as well as their overall abilities to express themselves. Some treatment methods proved to greatly improve a child's speech production while others made negligible changes. Findings also revealed that a combination of phonological treatment in conjunction with a language approach or a direct phonological approach appeared to be the most effective means of improving phonological errors in a child's speech.

Learner Outcomes: At the completion of this presentation, participants will be able to describe phonological development in children, identify abnormal phonological process patterns in children, identify evidence based treatment approaches for phonological process disorders.

A Collaborative Dysphagia Management Model in a Psychiatric Hospital

Fleetina Tisdale, MEd, Central Regional Hospital; Dawn Thomas, MA, Central Regional Hospital; Tonya Young, MEd, Central Regional Hospital; Zeina Mvemba, BS, North Carolina Central University

Level of Instruction: Intermediate

This presentation discusses the collaborative efforts of speech-language pathologists and dietitians in managing dysphagia within the psychiatric setting. Prior to implementation of this specific management model, the SLP was limited to incomplete data about what constituted each diet as it related to appropriateness, taste and consistency versus visual presentation. Participating in the weekly taste panel allows the SLP to make informed decisions about specific food items the patient will receive. This model permits the SLP increased flexibility when making recommendations for the least restrictive diet that accounts for the patient's safety and quality of life.

Learner Outcomes: At the completion of this presentation, participants will be able to identify the significance of taste and flavor when determining food choices for patients with dysphagia in a psychiatric setting, list two benefits to having a collaborative dysphagia management model implemented in the psychiatric hospital setting, discuss ways in which they can collaborate with the dietitians in their facility to create modified diets that account for safety as well as quality of life for patients who need modified diets.

Convention Program Schedule

Friday, April 17 (Posters continued)

Early Speech and Language Acquisition of Hearing Impaired Infants

Deana McQuitty, SLPD, North Carolina A & T State University; April Jones, BA, North Carolina A & T State University

Level of Instruction: Introductory

This meta-analysis research examined early speech and language development of hearing impaired infants. Scholars support early identification strategies as a valuable tool in promoting speech and language success. A review of the literature also suggests that an infant's attention to speech and a caregiver's use of infant directed speech have a major impact on early language skills. This research project will also explore the use of cochlear implants for young communicators and the use of The Conditioned Assessment of Speech Production (CASP) as a diagnostic tool to assess communication effectiveness. Future research including more longitudinal studies of cochlear implant recipients before the age of two years old as well as other future research needs in the Birth-Three population will also be discussed. Limitations of the study will also be examined.

Learner Outcomes: At the completion of this presentation, participants will be able to identify factors affecting speech and language development in hearing impaired infants, identify the importance of early amplification methods to promote early speech and language development in hearing impaired infants, identify speech and language assessment tools as well as intervention strategies for hearing impaired infants, identify the role of the speech-language pathologist working with hearing impaired infants within the birth-three population.

Communication Development for Young Children With Fragile X Syndrome

Deana McQuitty, SLPD, North Carolina A & T State University; Ariel Johnson, North Carolina A & T State University

Level of Instruction: Introductory

This meta-analysis research study sought to examine the impact of early speech and language development for young children diagnosed with fragile X syndrome. Based on a perusal of literature scholars suggest that most children with fragile X syndrome display weakness across varied language and literacy domains. The impact of early identification for these children is very important in order to facilitate the most successful communication outcomes. Research studies under current review highlighted toddlers between two to five years of age. However, fragile X has been detected at an earlier age. This meta-analysis study will discuss trends regarding the best speech and language assessment and intervention strategies as well as the role of the speech-language pathologist. Future research needs will also be explored as well as limitations to the current study.

Learner Outcomes: At the completion of this presentation, participants will be able to define the incidence and prevalence of fragile X syndrome, identify the speech and language areas affected by fragile X syndrome in the early invention population, identify best speech and language assessment and intervention strategies when working with young children diagnosed with fragile X syndrome, identify the role of the speech-language pathologist in promoting communication effectiveness for children diagnosed with fragile X syndrome.

Speech and Language in Young Children With Autism: Meta-Analysis Review

Deana McQuitty, SLPD, North Carolina A & T State University; Mia Brydie, BA, North Carolina A & T State University

Level of Instruction: Introductory

This meta-analysis research sought to investigate the most recent findings for speech and language assessment and intervention practices for young children diagnosed with autism. The participants in the research studies were infants and toddlers who were at high risk or who had a diagnosis of autism. One of the thrust areas of this research project was to determine how speech and language development is impacted for young children diagnosed with autism. Furthermore, can a child's early speech preferences be a variable to predict the incidence and prevalence of autism? This meta-analysis research will discuss peer review journal articles which focused on various aspects of speech and language in very young children diagnosed with autism. Longitudinal data will also be explored. The role of early intervention services and collaboration with parents and caregivers will also be discussed. Scholars found that early parent interaction can slow the effects of children in the "high risk" category and improve their comprehension and speech production. Limitations as well as future research needs will also be examined.

Learner Outcomes: At the completion of this presentation, participants will be able to identify the incidence and prevalence of autism in the early intervention population, describe the early communication characteristics of young children diagnosed with autism, describe early speech and language predictors that may impact a diagnosis of autism, identify speech and language best practices to facilitate communication effectiveness for young children diagnosed with autism.

Communication Development in Young Children With Cerebral Palsy: Meta-Analysis Review

Deana McQuitty, SLPD, North Carolina A & T State University; Vonrita Cooper, North Carolina A & T State University

Level of Instruction: Introductory

This is a meta-analysis research project which examined the relationship between cerebral palsy and its effect on early speech and language development. Cerebral palsy is defined as permanent brain damage to the motor control centers of the developing brain (Nolte, 2010). Cerebral palsy is a group of disorders that can involve brain and nervous system functions, such as movement, learning, hearing, seeing and thinking. Based on a perusal of the research examined, young children diagnosed with cerebral palsy can have difficulties within speech domains. When children have problems with the oral motor coordination to produce speech this can negatively affect speech intelligibility (Peeter, Moor, and Verhoeven, 2009). This research project will explore further speech affects and will discuss best practices for promoting communication effectiveness for young children diagnosed with cerebral palsy. The role of the speech-language pathologist will also be discussed. Collaboration with parents and caregivers during the prelinguistic stage of communication development will be critical. Best practices including speech and language assessment and intervention strategies will be investigated. Limitations of the study as well as future research needs will also be discussed.

Convention Program Schedule

Friday, April 17 (*Posters continued*)

Learner Outcomes: At the completion of this presentation, participants will be able to define and identify the different types of cerebral palsy and its relationship with early speech development, describe speech characteristics of young children diagnosed with cerebral palsy, identify speech and language assessment and intervention best practices for young children diagnosed with autism, describe the role of the speech-language pathologist as a member of the early intervention team in collaborating with parents and caregivers to promote communication effectiveness.

SCHOLAR TO SCHOLAR POSTER SESSIONS

Salon B

3:00 pm – 4:30 pm

Communication Patterns Used by American Indian Parents and School Administrators

Ernest K. Jones, EdD, Jones Educational Consultancy; Ronald C. Jones, PhD, Norfolk State University

Level of Instruction: Introductory

This presentation highlights the results of an investigation that compared the communication patterns of school administrators, teachers, staff, with that of American Indian parents with children attending a Program Improvement (failed) school in northern California. The parents had been engaged in a series of meetings with the state board of education, school administrators, teachers and staff to address requirements for returning the school to a more favorable academic status. Each of the administrators, teachers and staff, save one, is Anglo American. One teacher is African-American. Through participating in the meetings, this investigator (the aforementioned African-American teacher) observed what appeared to be series of fundamental misunderstandings and cross-purpose communications resulting from, presumably, cultural and/or social differences reflected in the communication styles or patterns that each group used. The parents, all members of an American Indian tribe, appeared to use a circular or “wheel” communication pattern that sought agreement or consensus from all parents (in attendance) before a statement could be made. The administrators, teachers and staff used a “chain” pattern, wherein contributors were free to speak, and those who did followed the lead of an administrator. This presentation offers insight into a unique communication experience that had a “high-stakes” outcome that was difficult to attain, but ultimately proved successful for the school and the children it serves.

Learner Outcomes: At the completion of this presentation, participants will be able to identify and describe at least four cultural patterns of communication, discuss the importance of establishing effective methods of communicating across social and cultural divides, assess communication effectiveness using cultural and social parameters.

Professions Affected by Voice Disorders: Implications for Assessment and Treatment

Ariel Venev' Johnson, North Carolina Agricultural and Technical State University; June Graham Bethea, MA, North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

The purpose of this study is to review scholarly research involving voice disorders in various professions. Voice disorders may evolve in the early years of teaching, for example, and generally worsen as they continue. Voice disorders may also determine whether a person is hired or

continues to be employed as they may interfere with job performance. Findings indicate that voice disorders including vocal nodules and vocal polyps tend to occur often in professions that require excessive speaking. It is important for practicing speech-language pathologists to be cognizant of best practices for assessing and treating these disorders.

Learner Outcomes: At the completion of this presentation, participants will be able to identify causal factors associated with voice disorders in various professions, identify effective assessment methods for voice disorders with these populations, identify evidence based treatment approaches for voice disorders associated with these populations.

Communication in Children With Fetal Alcohol Syndrome: Implications for Treatment

Dominique Jeanette Pettiford, North Carolina Agricultural & Technical State University; June Graham Bethea, MA, North Carolina Agricultural and Technical State University

Level of Instruction: Introductory

Prenatal exposure to alcohol is one of the leading preventable causes of birth defects, intellectual disabilities, and neurodevelopmental disorders. The term fetal alcohol syndrome refers to a collection of physical, behavioral, cognitive and neurodevelopmental abnormalities. From childhood to adulthood, those affected exhibit a number of characteristics and abnormalities that set them apart from other disorders. This study will examine scholarly research regarding the causes and characteristics of fetal alcohol syndrome. Additionally, it will address assessment and treatment of communication skills associated with the disorder. Findings indicate that children with fetal alcohol syndrome typically exhibit language disorders and many display a specific difficulty with pragmatic communication skills.

Learner Outcomes: At the completion of this presentation, participants will be able to identify causes and communication characteristics of fetal alcohol syndrome, describe effective communication assessment practices for children with fetal alcohol syndrome, describe best practices in the treatment of communication disorders for children with fetal alcohol syndrome.

Infants With Hearing Loss: Role of Caregivers on Communication Development

Deana McQuitty, SLPD, North Carolina A & T State University; Rosemary Latham, North Carolina A & T State University

Level of Instruction: Introductory

The purpose of this meta-analysis research project was to determine the relationship between the early identification of hearing loss, early intervention and the effect it has on speech and language development in children. This research project also examined how caregiver communication patterns affect early communication skills for hearing impaired children. Specifically, this research project sought to examine communication styles between hearing parents versus hearing impaired parents and their hearing impaired young child. Early intervention research suggests that caregiver attachment styles and early language experiences with caregivers promote later speech and language development. Trends regarding the role of the speech-language pathologist when working with parents will be discussed. Implications for supporting parents and identifying various cultural factors of hearing and hearing impaired communities will be examined. Future research implications will also be explored.

Convention Program Schedule

Friday, April 17 (Posters continued)

Learner Outcomes: At the completion of this presentation, participants will be able to identify the incidence and prevalence of hearing impaired infants and toddlers born to hearing versus hearing impaired parents, speech and language characteristics of hearing impaired infants and toddlers, differentiate between the communication styles of hearing parents versus hearing impaired parents when interacting with hearing impaired infants and toddlers, describe the role of the speech-language pathologist when supporting families of hearing impaired infants and toddlers.

Helping SLPs Detect Orofacial Myofunctional Disorders Using a More Comprehensive Oral-Mechanism Examination

Michele L. Norman, PhD, Norman Speech Services; Gladys Smith-Konye, MS, Capital Region Speech and Swallowing; W. Freda Wilson, VisionsWalk!; Marc Moeller, Academy of Orofacial Myofunctional Therapy

Level of Instruction: Intermediate

There is a need for speech-language pathologists to be able to recognize discrepancies in the oral-motor structures that indicate signs of potential problems beyond speech, swallowing and communication that may impact these areas and the ability for rehabilitation of the systems. Given the prevalence of malocclusions, open-mouth breathing, respiratory disorders, such as asthma and sleep disorders caused by both, speech-language pathologists need to conduct a more comprehensive examination of the oral-motor system and become versed in the area of oral myofunctional disorders. To ensure consistency in care, a more comprehensive oral-motor mechanism examination should become a part of the standard education provided for speech-language pathologists in training and in practice in the United States. This study proposes to evaluate the current practices and protocols for orofacial myofunctional and oral-motor mechanism examinations used by speech-language pathologists and related fields to determine strengths and weaknesses in order to develop a new, more comprehensive tool to become the standard.

Learner Outcomes: At the completion of this presentation, participants will be able to identify three weakness in current practices for evaluating oral-facial structures, functions, and sensation, recognize three signs of potential deficits caused by underlying oral myofunctional disorders, comprehensively assess oral-facial structures, functions and sensation for proper diagnosis, treatment and/or referral.

Language Proficiency and Non-Word Learning in Multilingual Adults Who Stutter: A Preliminary Study

Geoffrey A. Coalson, PhD, Louisiana State University; Courtney T. Byrd, PhD, University of Texas at Austin; Hailey Guillot, Louisiana State University

Level of Instruction: Intermediate

Multilingual adults appear to have an advantage during word-learning relative to monolingual adults due, in part, to robust working memory abilities. Recent studies suggest many individuals who stutter demonstrate lower-than-average working memory skills. Thus, the purpose of this study was to compare word-learning abilities in monolingual and multilingual adults who do and do not stutter (AWS, AWNS). Analysis will extend previous findings by also considering the role of language proficiency on experimental outcomes. Findings suggest a subtle relationship between working memory skills and word-learning in multilingual AWS relative to monolingual AWS and AWNS.

Learner Outcomes: At the completion of this presentation, participants will be able to explain the difference in word-learning abilities in multilingual AWS, identify the potential role of proficiency in native and non-native languages for individuals who stutter, discuss how knowledge of more than one language may (or may not) impact speech-language processes in individuals who stutter.

Saturday, April 18

SHORT COURSE

SC 4

Salon E

9:15 am - 12:15 pm

Early Intervention and the Autistic Child: The SLP's Role

Lakieta L. Emanuel, SLPD, High Desert Speech and Language Center, Inc.; Monica Argumaniz, BS, High Desert Speech and Language Center, Inc.

Level of Instruction: Intermediate

This session will support the current research that supports the benefits of early intervention, for not only the speech and language delayed child, but for children who are diagnosed with Autism Spectrum Disorders (ASD). Presenters will identify the barriers that children with ASD under the age of three have that impact their ability to develop communication naturally. Barriers that will be identified and discussed include; limitations in sensory and emotional regulation, limited referencing, and limitations in the understanding of cause and effect.

Learner Outcomes: At the completion of this presentation, participants will be able to describe the most common behaviors and deficits of children under the age of three with ASD, perform therapeutic techniques to help develop the precursory skills for communication in children with ASD who are under the age of three (i.e., regulate emotional and sensory needs, establish referencing, gestalt recognition), recall ways to assist with the appropriate referral of a child under the age of three who is suspected to have ASD, recall three ways in which early intervention for this population may impact them by the time they reach preschool age and thereby impact their ability to meet diagnostic criteria for ASD.

SC 5

Salon A

9:15 am - 12:15 pm

Preparing Speech-Language Pathologists for Work With

Tracheostomy/Ventilator-Dependent Patients and Speaking Valves

Jamie D. Fisher, PhD; Tashaundra Bailey, MS, Nashville Community Care & Rehabilitation Center at Bordeaux; Candace Gray Locklayer, AS, CRT, Nashville Community Care & Rehabilitation Center at Bordeaux; Ja'Quelva S. Gaines, BS, RRT, Nashville Community Care & Rehabilitation Center at Bordeaux

Level of Instruction: Introductory

Many speech-language pathologists (SLPs) who would like to work with tracheostomy/ventilator-dependent patients are often not trained and do not possess the required skills/competencies. This introductory, practical, hands-on course is exclusively designed for SLPs with little to no experience in working with tracheostomy and ventilator-dependent patients who use speaking-valves. This course will serve as a guide in preparing SLPs for further training and work with tracheostomy and ventilator-dependent patients who use speaking-valves. This course will also address effectively collaborating with other professionals (i.e., respiratory therapist).

Learner Outcomes: At the completion of this presentation, participants will be able to identify types of speaking valves and understand their function in restoring voicing/verbalization for tracheostomy patients, perform cuff deflation and speaking valve placement on tracheostomy and in-line on ventilator allowing voice restoration for tracheostomy patients, perform sterile suctioning procedures required to address secretion management for tracheostomy patients.

Please note this session will be limited to the first 40 participants entering this short course.

Convention Program Schedule

Saturday, April 18

SC 6

Salon B

1:30 pm - 4:30 pm

In School Based SLH Services Change is the Only Constant

Teresa A. Cherry-Cruz, MS, Bridgeport Public Schools

Level of Instruction: Intermediate

Over the past several years speech-language pathologists working in public school settings have been challenged in their abilities to provide effective and efficient speech and language services to school age children and adolescents. While working in the midst of educational reform, federal laws, state mandates and the ever evolving professional practices of speech language pathology, school based SLPs are constantly seeking what they know to be the "constant concrete" answers to the basic "wh-questions" about their responsibilities in the practical areas of prevention, assessment, eligibility, caseload management, intervention and dismissal criteria that are paramount to providing quality services for students with language learning disabilities. Moreover, it is believed by many that the unsuccessful search to find these "constant concrete" answers has been the probable root cause for the recruitment and retention of SLPs in public schools.

Learner Outcomes: At the completion of this presentation, participants will be able to identify current models of service delivery in public schools, perform a crosswalk between caseload needs and models of service delivery, differentiate between traditional and flexible scheduling techniques, design an integrated model of service delivery for a public school setting.

MINI SEMINARS

MS 31

Salon E

8:00 am - 9:00 am

American English Variations and the Courts: Recommendations for Speech-Language Pathologists

Kenyatta O. Rivers, PhD, University of Central Florida; Yvette D. Hyter, PhD, Western Michigan University; Glenda DeJarnette, PhD, Southern Connecticut State University

Level of Instruction: Intermediate

The purpose of this seminar is to examine the extant literature with regards to the relationship among speakers' usage of language variations of American English and criminal justice outcomes. Recommendations for speech-language pathologists who provide, or may provide, services to speakers' of American English variations, as well as areas in need of further research, will be discussed.

Learner Outcomes: At the completion of this presentation, participants will be able to describe the findings in the extant literature with regards to American English variations and the criminal justice system, explain the relationship between American English variations and the criminal justice system, discuss strategies for working with speakers' of American English variations.

MS 32

Salon B

8:00 am - 9:00 am

Beyond Institutional Mistrust: Fostering Positive Post Assessment Communications With African-American Families

Dollice P. Finney, MA, MEd, Cleveland State University

Level of Instruction: Introductory

The speech and language assessment is completed. Now you, the speech-language pathologist, has to deliver the news to the family that their child has a disability. How do you effectively and compassionately share the news? Add to this scenario that the family is African-American and generations of Institutional racism and mistrust underlay this encounter. Effective, compassionate and authentic communications are at the heart of a success of this discussion. Although as African-American practitioners, you recognize the disconnect between your assessment results and what the parents may or may not believe. You are going to recommend therapeutic intervention for their child. For generations many families have turned to relatives for advice and they may have heard, "he is just shy," "give him time" or "we didn't do that and you turned out just fine." Now you have to convince the family that there is no need for therapeutic intervention, as well as, convey that there is no institutional or systematic negative plan. Thus in part the plight of African-American clinicians and clients.

Learner Outcomes: At the completion of this presentation, participants will be able to leave with tools for implementation and affirmation of their role in African American families, identify standardized assessment tools that include a significantly diverse populations in their creation, identify effective parent communications techniques in parent communications, identify how to share measurable outcome objectives.

MS 33

Salon B

10:00 am - 11:00 am

The Non-Use of Cochlear Implant Technology in School Aged Children

Myrita S. Wilhite, AuD, Cleveland State University

Level of Instruction: Introductory

The cochlear implant can be viewed as one of the most significant technological advances in the profession of speech and hearing. Cochlear implants provide people who have severe to profound hearing loss with access to sound in a way that was not historically possible. Providing the sensation of hearing and sound to people who were born deaf has resulted in significant gains in the development of oral speech and language skills, and academic success that is very close to the language and communication success obtained by people who have normal hearing. Yet, there is evidence that some children who were born deaf are enrolled in communication intervention services, have had the surgical procedure to implant the cochlear implant device, but has opted not to wear the external portion of the system on a regular basis. This research study provides a qualitative examination into the factors that contribute to cochlear implant non-use in school aged children from the perspective of the children and their families. The research also determines the prevalence of cochlear implant non-use in school aged children in one urban school setting.

Learner Outcomes: At the completion of this presentation, participants will be able to describe the cochlear implant (CI) and its technological advancement that has occurred over the past five years, identify the secondary effects of untreated profound sensorineural hearing loss, list three reasons that may explain why CI technology is not used from the child's perspective, list three reasons that may explain why CI technology is not used from the parents' perspectives.

Convention Program Schedule

Saturday, April 18 (continued)

MS 34

Salon B

11:15 am - 12:15 pm

The Use of Simulated Clients for Clinical Preparation

Martine Elie, PhD, Howard University; Jennifer Williams, MS, Howard University; Devon Dee, MA, Howard University; Tiffany Nettles, MS, Howard University; Janice Brown, MS, Howard University; Annette Hines, MS, Howard University

Level of Instruction: Introductory

Clinical practicum experiences have traditionally been used to provide speech-language pathology students with the opportunity to apply the knowledge learned in their academic, clinical and didactic courses. These experiences, while useful, may not expose students to a variety of hands on opportunities to review and administer assessment measures. This presentation explores the use of simulated clients a means or method to assess clinical skills. The use of simulation clients to assess students' working knowledge of administration of assessment tools allows the student to demonstrate their knowledge and skills while assessing their clinical reasoning; administration, scoring and interpretation of specified tools; as well as clinical management skills. This presentation will discuss how the use of simulated clients at Howard University Speech and Hearing Clinic has been as a training tool to familiarize students with a variety assessment tools, practice and client management while assessing their preparedness and clinical management skills.

Learner Outcomes: At the completion of this presentation, participants will be able to state how simulated clients can be used as a training tool to enhance the curriculum, state how simulated clients can be used to assess students' knowledge and skills of administration, state how the use of simulated clients can be used to assess clinical reasoning, interpersonal communication skills/professionalism and client management skills, state the benefits and challenges of using simulated clients as a training tool.

MS 35

Salon A

1:30 pm - 2:30 pm

Dementia Decline by Stages

Sherri Lovelace Brooks, PhD, Genesis Rehab Services

Level of Instruction: Introductory

For the patient with dementia, assessment of functional capabilities is essential to planning and providing the most appropriate rehabilitation intervention. Utilizing a cognitive framework, or clinical staging process, helps facilitate documentation of the level of dementia that correlates to predictable characteristics of cognition, communication, mood, behavior and ADL ability. In addition, this framework assists the clinician in establishing a basis for global treatment goals and approaches that can then be individualized and to begin interventions with a set of expectations and predictable outcomes to better focus treatment and ensure that all patients with dementia are given the opportunity to achieve and maintain their highest level of function for as long as possible.

Learner Outcomes: At the completion of this presentation, participants will be able to describe dementia and the functional changes that occur over time, identify common stages of dementia through the framework of the Global Deterioration Scale, identify different caregiver approaches as the relate to the stage of dementia.



HIGHLIGHTED PRESENTATION

MS 36

Salon E

1:30 pm - 2:30 pm

Typical Language Preschoolers are Proficient Complex Syntax Users: What Does That Mean for Children With Language Impairments?

C. Melanie Schuele, PhD, Vanderbilt University

Level of Instruction: Introductory

Typical language learners are proficient users of complex syntax at kindergarten entry. Thus, typical children are able to use complex syntax to engage in extended dialog and to make verbal explanations, and few years later, to produce interesting and informative written text. In contrast to typical language learners, children with language impairment usually do not enter school with complex syntax proficiency. We hypothesize that complex syntax proficiency is critical to academic success. Unfortunately, speech-language pathologists are far more inclined to target masters simple syntax in intervention than complex syntax. In this seminar, we'll compare and contrast the course of complex syntax acquisition for typical children, children with language impairments and children at-risk for academic low achievement. Then we will focus on strategies to improve the complex syntax of children with language learning difficulties. The goal of intervention is to close the gap between complex syntax proficiency of typical and atypical learners.

Learner Outcomes: At the completion of this presentation, participants will be able to list complex syntax challenges of children with language impairment, identify three strategies to facilitate the development of complex syntax, describe preschool complex syntax acquisition.

MS 37

Tennessee A

2:00 pm - 3:00 pm

NSIG-Sponsored Presentation: The Role of Airway/Sleep Disordered Breathing in Speech-Language Assessment Protocols

Philip W. Cooper, Jr, DDS, American Academy of Physiological Medicine and Dentistry

Level of Instruction: Introductory

Airway sleep issues are often unrecognized by patients, parents, and practitioners. The extra energy expended for this most important physiological function can interfere with the best efforts of the SLP. This introductory presentation will identify the characteristics of abnormal airway development and sleep disordered breathing conditions that are significant in the assessment and subsequent treatment protocols for some non-traumatic and/or genealogical pathologies. The recognition, assessment and proper multidisciplinary treatment of an existing airway problem can lead to better therapeutic outcomes.

Learner Outcomes: At the completion of this presentation, participants will be able to identify three clinical symptoms of sleep disordered breathing conditions, discuss three ways to link the relationship of sleep disordered breathing conditions with skeletal facial growth and brain development, adapt assessment/diagnostic protocols for sleep disordered breathing conditions to include two new measurements, develop multidisciplinary treatment plans in partnership with oral health care providers.

Convention Program Schedule

Saturday, April 18 (continued)

MS 38

Salon A

2:45 pm - 3:45 pm

eDiagnosis for Language Disorders in Pediatric and Adult Populations

Charles Ellis, PhD, East Carolina University; Yolanda F. Holt, PhD, East Carolina University

Level of Instruction: Intermediate

Developing effective and efficient assessment approaches for patients with language disorders can be challenging for students and new clinicians. Similarly, understanding the factors that are used to determine a prognosis and developing the confidence in communicating prognostic information to patients and families can be extremely difficult. By utilizing the most current available online applications, students and new clinicians have the ability to quickly integrate patient data with their emerging clinical skills to efficiently diagnosis and plan treatment. Collected data can be used in the development of formal written reports and used as baseline information to develop the trajectory of treatment and further inform prognosis. This seminar has been designed to expose students and new clinicians to IOS applications that can be used along with standard approaches to facilitate confidence in completing assessments and developing prognostic information based on sound evidence.

Learner Outcomes: At the completion of this presentation, participants will be able to understand factors necessary for effective assessments for patients with language disorders, understand factors necessary for effective prognoses for patients with language disorders, understand how IOS applications can be used to assist in assessments and prognoses for patients with language disorders.

MS 39

Salon E

2:45 pm - 3:45 pm

Just an iPad of Apps!

Jessie E. Ritter, MA, LSLs AVEd, Sunshine Cottage School for Deaf Children; Stacy M. Adams, MS, Sunshine Cottage School for Deaf Children

Level of Instruction: Introductory

Over the course of the last three to five years iPads and their applications have become a prominent tool used by speech pathologists in therapy. The number of applications available is vast and a therapist would likely be able to find an application for almost any target. This presentation reveals to attendees a list of applications frequently used by the presenters and specific speech and language goals targeted with each. At the end of this presentation, attendees will have at least 10 new resources to utilize in therapy with approximately 10 new language targets for each of the applications. Considerable time can go into planning sessions so that each is exciting and meaningful. A goal of this presentation is to help relieve some of the stress associated with planning. This is done by discussing a variety of iPad applications and associated speech and language goals that can be targeted with each. The original purpose of many of these applications is not for articulation or language therapy and is not found under the speech pathology application search. However, the presenters will provide numerous opportunities for addressing speech and language goals with the use of these applications in therapy. Demonstrations of each application and video examples will be shown to demonstrate how they are used to target speech and language.

Learner Outcomes: At the completion of this presentation, participants will be able to obtain a list of apps to enrich articulation and language therapy, obtain ideas for articulation and language targets for a variety of applications, discuss articulation and language techniques and strategies demonstrated through videos.

MS 40

Tennessee A

3:00 pm - 4:00 pm

NSIG-Sponsored Presentation: Orofacial Myofunctional Disorders as Clinical Markers for Obstructive Sleep Apnea and Their Relevancy to Speech-Language Pathology

Marc R. Moeller, BA, Academy of Orofacial Myofunctional Therapy

Level of Instruction: Introductory

New research has shown the efficacy of myofunctional therapy in the treatment of obstructive sleep apnea, considered an epidemic by the World Association of Sleep Medicine [Camacho et al, (2014); Moeller et al, (2014); Guillemainault & Huang, (2013)]. The African-American community is of particular concern because it is disproportionately impacted (Marcus et al, Pediatrics, 2012). SLPs need to recognize the importance in their role as clinicians who assess and treat orofacial myofunctional disorders as clinical markers for sleep disorders.

Learner Outcomes: At the completion of this presentation, participants will be able to identify three clinical markers of obstructive sleep apnea, list two examples of scientific literature that supports myofunctional therapy as an allied health care approach in patients who may have sleep apnea, list three reasons for early intervention in the treatment of sleep disorders.

MS 41

Salon E

4:00 pm - 5:00 pm

Just a Box of Games!

Jessie E. Ritter, MA, LSLs AVEd, Sunshine Cottage School for Deaf Children; Stacy M. Adams, MS, Sunshine Cottage School for Deaf Children

Level of Instruction: Introductory

Speech-language pathologists have many games in their closet to try to make therapy more enticing for the client, but may not always realize how many different targets can be addressed using common games. A considerable amount of time goes into planning each session with the goal of making it as exciting and meaningful as possible. The objective of this presentation is to help relieve some of the stress and planning time by showing fun games and many of the targets that can be worked on during therapy. Demonstrations of many of the games and how they are used to target language will be shown through video during the presentation. Since many different games will be discussed, the presentation categorizes them into five groups. Each group will be broken down so speech pathologists can gain the most information possible from this presentation. A list of the targets that can be addressed for each game will be given to the therapists who attend the session to use immediately. Speech pathologists use games to make the therapy session fun for the child but therapists should never allow for children to have missed opportunities in language. This seminar will allow therapists to broaden language expectations in therapy sessions and allow for maximum learning potential for the children on their caseload. Since a therapist's ultimate goal is to have a child carryover and generalize language into everyday use, games are a perfect way to work on using language appropriately in conversation.

Learner Outcomes: At the completion of this presentation, participants will be able to obtain a list of common games to enrich language therapy, obtain more language target ideas for common board games, discuss language techniques and strategies demonstrated through videos.

Convention Program Schedule

Saturday, April 18 (continued)

MS 42

Salon A

4:00 pm - 5:00 pm

SLP's Involvement in Concussion Management in School Age Children

Tina T. Smith, PhD, Tennessee State University; Terrie Denise Gibson, PhD, Tennessee State University

Level of Instruction: Introductory

The Center for Disease Control (2011) defines a concussion as a type of traumatic brain injury (TBI) caused by a bump, blow, or jolt to the head that can change the way the brain normally works. Sarmento, Mitchko, Klein, and Wong (2010) reported that most people recovery fully after a concussion but that the signs and symptoms of a concussion could last minutes, several months or longer with thinking, memory, learning, language and emotions being affected. From 2001-2009, an estimated 2,651,581 children, under the age of 19 years, were treated for sports and recreation-related injuries of which approximately 6.5% were TBIs (Youth Sports Safety Statistics (2013). Thus, with an increase in the number of younger children involved in sports, the identification and management of concussion appears to be a growing public health issue. Because of the cognitive and linguistic deficits that may result from sustaining a TBI, school administrators may expect the speech-language pathologist to educate teachers, students, coaches and families about TBI as well as to provide assessment and intervention services to children and athletes who have sustained a concussion (Hux, Walker & Sanger, 1996; Duff, 2009; Sirmon-Fjordbak, 2010). Thus, the purpose of this study was to examine the role that speech-language pathologists working in the Tennessee Public School System played in the education, assessment and treatment of children and athletes who have sustained a concussion.

Learner Outcomes: At the completion of this presentation, participants will be able to identify how familiar SLPs are with Tennessee guidelines for eligibility standards for TBI, discuss the SLPs' involvement in the assessment and management process of school age children/athletes suspected of having a concussion, discuss how qualified SLPs in the TN school system feel they are to engage in the management of children/athletes who have suffered a concussion.

MS 43

Tennessee A

4:00 pm - 5:00 pm

NSIG-Sponsored Presentation: *Tying it All Together: OMD, Sleep Disorders and Neurogenics*

Gladys Smith-Konye, MS, Capitol Region Speech and Swallowing

Level of Instruction: Introductory

Speech-language pathologists are becoming more aware of programs designed for assessing and treating children and adults with orofacial myofunctional disorders and their connection to sleep disorders as they impact normal swallow function and articulation. However, few have considered the neural bases of these disorders and how brain function undergirds muscle function and sleep patterns. This seminar will review relevant literature and show how considering neurological connections to the disorders will improve interdisciplinary plans of care for persons with orofacial myofunctional disorders and sleep disorders.

Learner Outcomes: At the completion of this presentation, participants will be able to list two connections between brain function and muscle function in the presence of orofacial myofunctional disorders, identify two relationships between neurological function and sleep disorders.

TECHNICAL SESSIONS

TS 6

Salon A

8:00 am - 8:30 am

Developing an AAC System to Communicate With Nonverbal ICU Patients

Sharon W. Williams, PhD, UNC -Chapel Hill

Level of Instruction: Introductory

Approximately 34% of patients in intensive care units (ICU) are considered communication vulnerable patients. These patients include those who are mechanically ventilated, hearing impaired and those with a pre-existing or acquired speech and/or language impairment. This presentation will discuss a pilot project that uses an augmentative and alternative communication (AAC) system as an intervention in the ICU. The pilot focused on critically ill patients in the ICU who were mechanically ventilated for more than seven days and therefore unable to speak, an experience that is documented to be both frightening and frustrating. Also, other than the typically used methods of nodding, writing and gestures, these patients were unable to participate in decision making at a time when many decisions needed to be made. In collaboration with speech pathologists with AAC expertise and ICU physicians and other staff, we created a communication board to facilitate decision-making, including goals of care (i.e., prolong life, preserve function, maximize comfort), and other end of life decisions. This presentation will outline and discuss challenges of implementing the project, including buy-in from hospital staff, training and storage and access to the communication boards. Potential rewards, including increased participation in decision making and engagement for patients, increased satisfaction with medical care for patients and families, and work that aligns with Joint Commission Standards that hospitals identify and address communication needs of hospitalized patients as part of the ongoing healthcare process will also be discussed.

Learner Outcomes: At the completion of this presentation, participants will be able to examine current findings related to communication vulnerable patients in hospitals, identify potential roles of communication disorders professionals in facilitating physician-patient communication in hospitals, provide direction for ways to implement an AAC system in intensive care units.

TS 7

Salon B

9:15 am - 9:45 am

Modification of a Science Curriculum for Students With Learning Differences

Crystal C. Randolph, PhD, Valdosta State University; Regina Suriel, PhD, Valdosta State University

Level of Instruction: Intermediate

Students with learning differences often under-perform on national, statewide and classroom assessments (Lenski, Ehlers-Zavala, Daniel, & Sun-Irminger, 2006; NCES, 2009, 2011). Students with learning differences (SLDs) here are defined as students who are English language learners and/or those diagnosed with learning disabilities, cognitive impairments or speech-language impairments. SLDs often have difficulties with language and literacy skills that impedes access to science curricula (Cawley, Hayden, Cade, & Baker-Kroczyński, 2002; Conti-Ramsden, Durkin, Simkin, & Knox, 2009). Their English language-learning counterparts, on the

Convention Program Schedule

Saturday, April 18 (continued)

other hand, may have trouble with transference of skills in their first language (L1) to the English language. This transference of skills may affect comprehension of scientific vocabulary and concepts (Lara-Alecio et al., 2012; Suriel, 2013). Accordingly, modifying the science text of a curriculum to make it more accessible for SLDs may prove to increase knowledge of science in the classroom and on assessments. One chapter of a science text was divided into multiple sections; each section's readability was examined prior to and following modifications. Modifications included adjustments made to syntax, and descriptions of morphemes and visuals to support vocabulary were incorporated. Readability data prior to and following modification of the science text and procedures used to modify the text are discussed. The content presented is one of many phases of a multiphase project aimed to create a modified science curriculum for SLDs and measure the effectiveness of the curriculum by examining pre- and post test data and by gathering qualitative measures of perceptions from parents, students, teachers and administrators.

Learner Outcomes: At the completion of this presentation, participants will be able to describe characteristics of students with learning differences, define components used to measure readability, list ways to modify the readability of a text list ways to modify the readability of a text.

STUDENT RESEARCH FORUMS

SF 1

Tennessee A

8:00 am - 8:30 am

College Students' Views About Faculty With Accents

Stephanie Austin, Tennessee State University; Iris Johnson Arnold, PhD, Tennessee State University; Owen Johnson, PhD, Tennessee State University

Level of Instruction: Introductory

Universities throughout the United States have the tremendous responsibility in hiring faculty with expertise from a variety of disciplines and backgrounds. One obstacle that many universities are experiencing is when the listener (students) experience difficulties understanding the speaker (instructor). During the 2013-2014 school year, student facilitators (n= 14) were trained and lead organized focus group discussions across a variety of subcultures (speech pathology, student leaders, resident assistants, athletics, STEM, honors, international students, first-year students, boot campers and university ambassadors). The focus groups targeted questions related to faculty, student and university responsibility in addressing communication barriers to student learning. Questions were developed by students in speech pathology, communication and from the Office of Diversity and International Students. The trained student facilitators and the students participating in the focus groups (n= 144) also completed a survey entitled *College Students Perceptions of Teaching Effectiveness of Instructors With Accents*.

Learner Outcomes: At the completion of this presentation, participants will be able to dialogue about a common university obstacle related to communication in the classroom, gain knowledge on how to better serve as a peer model in effectively addressing communication breakdowns in the classroom and campus, list the diversity of views from a qualitative (focus group) and quantitative (surveys) perspective.

SF 3

Salon A

8:30 am - 9:00 am

Implications of Parental Involvement on the LLD Child's Clinical Performance

Charnelle McClellan, BS, The University of North Carolina at Greensboro; Danelle E. Blue, BS, The University of North Carolina at Greensboro

Level of Instruction: Intermediate

The child's acquisition of learning is influenced by several environmental factors. These include the child's peers, classroom instruction and parental involvement. As a clinician, it is important to assess a child's abilities as well of their surroundings for therapy implications, strengths and weaknesses. Part of this includes communicating and collaborating with the parents. This can present a challenge to a clinician when providing therapy recommendations. Specifically with children with language learning disabilities (LLD), the overall goal is generalization of language skills. This overarching goal is highly influenced by parental involvement. Clinicians must be sensitive to and flexible when working with different parenting styles. Two general styles clinician's will encounter, are an involved vs. and uninvolved parent. There are of course a variety of reasons why a parent is in either category and each present the clinician with a unique challenge. The purpose of this presentation is to educate future and practicing speech-language pathologists on the complexities of the parent's role in their child with progress in therapy. These can result in different learning styles for the child with LLD which can influence future learning skills.

Learner Outcomes: At the completion of this presentation, participants will be able to differentiate between different levels of parental involvement and their influence on child's progress in therapy, identify different types of knowledge that results from different levels of parental involvement, apply this information to their everyday practice with parents of children with LLD.

SF 4

Tennessee A

9:00 am - 9:30 am

A Haitian Creole Version of the Boston Diagnostic Aphasia Examination

Ritchie Anaise Cicéron, BA, The University of North Carolina at Greensboro; Mica Bellgarde, BS, The University of North Carolina at Greensboro; Robert Mayo, PhD, The University of North Carolina at Greensboro

Level of Instruction: Introductory

The purpose of this paper is to present preliminary normative findings of a Haitian-Creole-translated version of The Boston Diagnostic Aphasia Examination (BDAE). Haitian Creole is the native language of the descendants and current inhabitants of the country of Haiti. The translated subtests of the BDAE included: Conversational and Expository Speech and Auditory Comprehension. Additionally, a supplemental cognitive-linguistic assessment was included in the evaluation protocol based on a framework from Wallace (1997). The test protocol also incorporated a key component of life for the Haitian population, cooking. The test retained the major features of the original English version of the BDAE such as assessment of word retrieval, categorization, sequencing, organization, planning and memory. Other cultural considerations factored into the translated version of the test included creating a positive patient-clinician rapport and adhering to the native culture of persons of Haitian descent. The researchers utilized common Haitian folklore

Convention Program Schedule

Saturday, April 18 (continued)

and proverbs to aid in the client's ability to 'connect' with the test and tester. A case demonstration of administration of the translated protocol to an elderly adult without aphasia will be presented.

Learner Outcomes: At the completion of this presentation, participants will be able to discuss the importance of having a culturally-relevant assessment tool for aphasia, describe important factors to consider when assessing a person from a different cultural background, advocate for the development of culture-linguistic-specific aphasia assessment protocols.

SF 5

Tennessee A

9:30 am - 10:00 am

Social Media as a Tool in the Promotion of CSD

Tyanna E. Waddell, The University of North Carolina at Greensboro; Makayla J. Jones, The University of North Carolina at Greensboro; Robert Mayo, PhD, The University of North Carolina at Greensboro

Level of Instruction: Intermediate

The lack of diversity and minority interest within the Communication Sciences and Disorders (CSD) major can be a hindrance to the field as a whole. Some studies suggest that the field is not as well-known as other rehabilitation professions. How might the profession of CSD gain greater exposure among those seeking a rewarding and exciting career? Perhaps use of social media is one answer. The current generation of students has become accustomed to and fluent in social media use. Additionally, minorities have a strong and influential presence on social media that could be accessed but is currently being under-utilized. The purpose of this study was to explore the impact of social media on the efficiency of promotion of the profession and recruitment of more diverse students to the field. Social media accounts (i.e., Twitter and Instagram) that tracked "hashtags" pertaining to the CSD major were used and we measured tracking speed, distance 'tweet', and number of view information spread through social media. The findings revealed that social media can be used to influence awareness of the profession of CSD and impact students' choice of major/field of interest.

Learner Outcomes: At the completion of this presentation, participants will be able to discuss the importance of having a culturally-relevant assessment tool for aphasia, describe important factors to consider when assessing a person from a different cultural background, advocate for the development of culture-linguistic-specific aphasia assessment protocols.

SF 6

Tennessee A

10:00 am - 10:30 am

Pathways to the Profession: The Career Change Student Experience

Maida Bermudez Bosch, BS, The University of North Carolina at Greensboro; Helena Marie Cannon, BS, The University of North Carolina at Greensboro; Monique Goring, BA, The University of North Carolina at Greensboro; Robert Mayo, PhD, The University of North Carolina at Greensboro

Level of Instruction: Introductory

Students pursuing a career in communication sciences and disorders (CSD) have a variety of pathways they can travel that may lead them to the profession. A growing number of persons are changing career directions through earning either a first or second undergraduate degree in CSD or completing pre-requisite courses before entering graduate school. These adults are often older and many bring with them broader work and life experiences than traditional college-age students. Their reasons for changing careers are varied (e.g., desire for an exciting, stimulating and satisfying professional career that pays well; the opportunity to make their mark in a 'helping profession'). In

our experience, career change students often enrich our classroom discussions and clinical activities by virtue of their ability to apply their lived experiences to their newly-acquired CSD academic knowledge and nomenclature. This ability, used the right way, can position them to become respected role models and help build esprit de corps among their student peers. This presentation, told from the perspective of three career-changers, will discuss motivations for career change; the challenges and rewards of the academic transition to CSD; keys to managing workload, family, and stress; and how the unique experiences of career-changers can enhance their chances for admission to and success in graduate school.

Learner Outcomes: At the completion of this presentation, participants will be able to identify major motivations of persons who change careers to CSD, distinguish between second degree CSD program options and CSD pre-requisite programs, leverage these experiences to enhance their application portfolio and chances for acceptance into a graduate training program, utilize the prior academic and career experiences of a segment of their college students to enrich classroom discussions and clinical activities.

SF 7

Tennessee A

10:30 am - 11:00 am

Code Switching and AAE Features in African-American SLP Students

Rodneisha Channele Davis, BA, Howard University; Chanice Brown, BS, Howard University

Level of Instruction: Introductory

Koch, Gross & Kolts (2001) define code switching as the ability to adapt one's behavior as a response to a change in the situation or context. For African-Americans, linguistic code switching is the status of "bi-dialectalism," that is having both Standard American English (SAE) and African-American English (AAE) for use as required. For code switching to become unconscious and habitual, the ability to self-monitor is essential. This is especially true for speech-language pathology wherein the professional becomes the speech model for the client. This study posited that many African-Americans who do not code switch are unaware of subtle AAE features in their speech. As a result they may not code switch completely as desired. The aim of this investigation was to examine the attitudes and perceptions of African-American speech-language pathology undergraduate students towards code switching. The study also assessed participants' awareness of their code switching practices. Lastly, the study analyzed the presence and nature of AAE features in the formal speech and writing samples of African-American SLP students. Participants included 18 African-American graduate and undergraduate students, aged 18-25. Research questions included the following: 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? What are the most frequent phonological and grammatical features of AAE in the speech of African-American SLP students?

Learner Outcomes: At the completion of this presentation, participants will be able to identify the most common AAE features in the spoken and written language of African-American SLP students, cite the similarities and differences in frequency, type and usage of AAE features found in the spoken and written language samples of African-American SLP students, identify the degree to which African-American SLP students code switch in formal speaking and writing situations.

Convention Program Schedule

Saturday, April 18 (continued)

SF 9

Tennessee A

11:30 am - 12:00 pm

Students' Current Perception of Leadership Preparedness in Speech-Language Pathology.

Morgan Friar, BA, Howard University; Leila Ziaee, BS, Howard University; Martine Elie, PhD, Howard University; Irene Harley, BS, Howard University

Level of Instruction: Introductory

Leadership is defined as a process of social influence, which maximizes the efforts of others, towards the achievement of a goal (Kruse, 2013). Speech-language pathology students are often referred to as our future generation of leaders however, leadership preparation is not often formally addressed within the context of academic programs. According to Secord (2014), "leadership is not something that our universities train into our students, nor are there any ASHA leadership standards to meet." This presentation will discuss students' perception of their leadership preparation in communication sciences and disorders programs based on survey results. Undergraduate, graduate and professional students pursuing degrees in speech-language pathology and audiology will be charged to reflect on leadership and how it manifests within the field of speech-language pathology.

Learner Outcomes: At the completion of this presentation, participants will be able to define leadership and distinguish its definition from its perception, state leadership opportunities for students within the profession, their programs, and the community, state students' perception of leadership preparation within communication and sciences and disorders programs.

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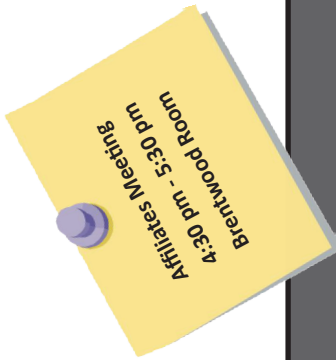
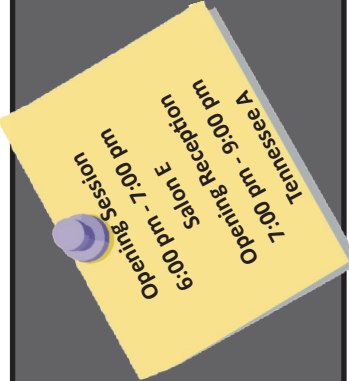
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See Pages 6-8 for full details.

Convention At-A-Glance – Thursday, April 16

	Adult/Medical	Pediatrics/Schools/AAC	Professional Affairs/Global/Audiology
1:00 pm	MS 1 <i>Client Outcomes, Evidence-Based Practice and Clinical Decision Support Systems</i> (Rivers, Whiteside, Romeo, Ratusnik) Brentwood Room		MS 2 <i>Clinical Comprehensives as an Indicator of Clinical Performance</i> 1:00 pm - 2:00 pm (Elie, Nettles, Dee, Williams, Brown, Hines) Franklin Room
2:00 pm	MS 3 <i>Semantic Feature Distinctiveness in Accessing Lexical Representations</i> 2:15 pm - 3:15 pm (Lamb) Brentwood Room	SC 1 <i>CLOSE Reading: Teaching Students to Analyze and Comprehend Complex Text</i> 1:00 pm - 4:00 pm (Bailey) Salon A	MS 4 <i>Strategies to Promote Academic Success for Graduate Students</i> 2:15 pm - 3:15 pm (Gibson, Smith) Franklin Room
3:00 pm	MS 5 <i>Positive or Negative: Graduate Students' Perceptions of Others' Speaking Differences</i> 3:30 pm - 4:30 pm (Cotton, Avent) Franklin Room		MS 6 <i>Successful Steps for Organizing an Affiliate</i> 3:30 pm - 4:30 pm (Greene, Stearn) Brentwood Room
4:00 pm		MS 7 <i>Factors Affecting the Writing and Communication Skills of College Students</i> - Dann Bailey (Radford) Salon A	
5:00 pm			MS 8 <i>'WINK' and Why I Still Want to Be a SLP</i> 4:45 pm - 5:45 pm (Stevens, Noelke) Franklin Room

The Intensive Review for the Praxis Examination will be taking place during the Convention as follows in Tennessee B:

Thursday, April 16
8:00 am - 5:30 pm

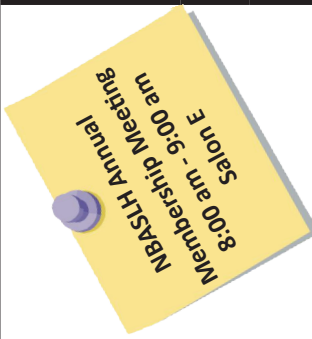
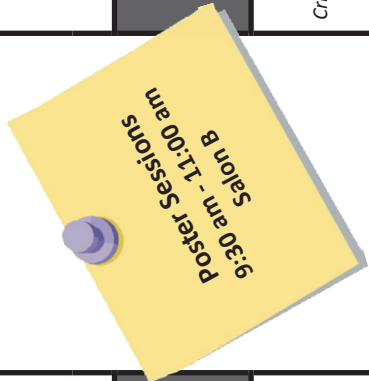
Friday, April 17
9:00 am - 6:00 pm

Saturday, April 18
8:00 am - 5:15 pm

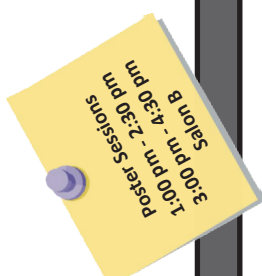
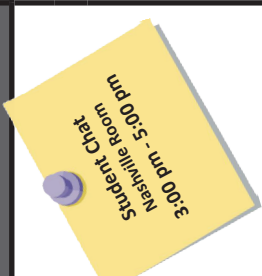
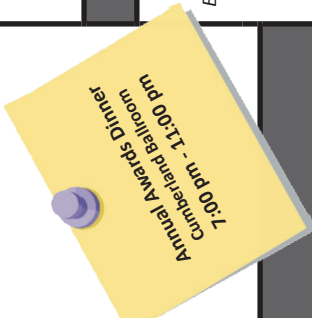
Affiliates Meeting
Thursday, April 16
4:30 pm - 5:30 pm
Brentwood Room

Student Chat
Friday, April 17
3:00 pm - 5:00 pm
Nashville Room


Convention At-A-Glance – Friday, April 17, AM

	Pediatric/Schools	Professional Affairs/Global	Adult/Medical	Audiology/AAC	Doctoral Student Forum/ Professional Affairs
9:00 am	MS 10 <i>The Basics of Working With Children With Hearing Loss</i> 9:15 am - 10:15 am (Ritter, Adams) Salon E		MS 11 <i>Utilization of a Computerized Pseudopalate in Accent Modification</i> 9:15 am - 10:15 am (Brady) Tennessee A	MS 9 <i>Does the Bahamian JUNKANOO Create a Risk to Hearing-Health?</i> 9:15 am - 10:15 am (Jones, Johnson-Scriven) Franklin Room	DSF 1 <i>Is Wa Ya Say?</i> 9:15 am - 9:45 am (Telford) – Brentwood Room
10:00 am	MS 12 <i>Grammar Fundamentals for a Pluralistic Society: Video Modules to Build Capacity</i> 10:30 am - 11:30 am (Crowley, Grossman, Champion, Milgram, Sudler, Carnegie, Penagos-Bolivar) Salon E	SC 2 <i>Just Do It. From Conference Presentations to Scholarly Publishing</i> 9:15 am - 12:15 pm (Ellis) Salon A	MS 14 <i>Telepractice on a Budget!</i> 10:30 am - 11:30 am (Hernandez, Gauvin) Tennessee A	MS 13 <i>Current Perspectives in the Evaluation and Management of Auditory Neuropathy/Dys-synchrony (ANSD)</i> 10:30 am - 11:30 am (Hood) Franklin Room	DSF 2 <i>Perceptions of Speech-Language Pathologists in Clinical Fellowships</i> 9:45 am - 10:15 am (Miller) – Brentwood Room
11:00 am	TS 3 <i>Literacy, Language and Culture: Strategies for School-Based Speech Pathologists</i> 11:45 am - 12:15 pm (Kennedy, Jones) Salon E		TS 2 <i>Critiquing the Black Male Problem: What Can A SLP Offer?</i> 11:45 am - 12:15 pm (Matthews) Tennessee A	TS 4 <i>Precisely ASL - An Introduction to American Sign Language</i> 11:45 am - 12:15 pm (Jones-Brown, Johnson, Wilson) Franklin Room	DSF 3 <i>Intercollegiate Athletes Knowledge and Attitudes of Concussions and Cognitive-Communication Survey</i> 10:15 am - 10:45 am (Pope, Payne) – Brentwood Room
12:00 pm					DSF 4 <i>Auditory Discrimination of Bilingual Children in Different Listening Conditions</i> 10:45 am - 11:15 am (Zapata, Lucker, Harris) Brentwood Room
					TS 1 <i>Assessing Health-Related Quality of Life in People With Aphasia</i> 11:30 am - 12:00 pm (Gadson, Marshall) Brentwood Room

Convention At-A-Glance – Friday, April 17, PM

	Pediatric/Schools	Professional Affairs/Global	Adult/Medical	Audiology/AAC	Doctoral Student Forum/ Professional Affairs
1:00 pm					
	MS 16 CCSS: Supporting Achievement of Culturally and Linguistically Diverse Students 1:30 pm - 2:30 pm (Nellenbach) Salon A	MS 18 New Changes for the Praxis: How Can We Assist Our Students 1:30 pm - 2:30 pm (Payne) Brentwood Room	MS 15 Aphasia Beyond the Linguistic Impairment: The Individual's Perspective 1:30 pm - 2:30 pm (Cox) Franklin Room 	MS 17 Limited Verbal Communicators and AAC in Low Income Minority Communities 1:30 pm - 2:30 pm (Culliver) Tennessee A	TS 5 Preliminary Study: Communication Counseling for Caregivers of Individuals With Alzheimer's Disease 1:15 pm - 1:45 pm (McQuitty, Brydie, Grate, Kolio-Hicks, McKoy) — Salon E
2:00 pm					
					MS 19 Challenging Deficit Discourse in Research With Diverse Children 2:00 pm - 3:00 pm (Hobek, Kimmons, McDonald, Morrow, Remy) Salon E
3:00 pm	MS 22 Assessing Developmental Stuttering in Bilingual Children: A Literature Review 2:45 pm - 3:45 pm (Johnson) Salon A		MS 21 Medical Speech-Language Pathologists' Perception of Treatment Efficacy for Patients With Aphasia 2:45 pm - 3:45 pm (Smith, Gibson) Tennessee A	MS 20 Exploring the Gap Between Audibility and Comprehension in Children 2:45 pm - 3:45 pm (Sullivan) Franklin Room	MS 23 Social Media in Higher Education: Supporting Multicultural Learning Styles 3:15 pm - 4:15 pm (Johnson) Salon E
4:00 pm	MS 26 A Collaborative Approach to Preschool Language and Literacy Intervention 4:00 pm - 5:00 pm (Jackson, Lewis, Misenheimer, Muessen, Reid) Salon A	SC 3 Global Initiatives: Speech-Language and Hearing Services in Barbados 2:45 pm - 5:45 pm (Cox, Wilhite, Culliver) Brentwood Room	MS 24 A Speech-Language Pathology Perspective on Addressing Alzheimer's in Egypt 4:00 pm - 5:00 pm (Radford, Nabil) Tennessee A	MS 25 Practicum and Practice: Counseling in Culturally and Linguistically Diverse(CLD) Populations 4:00 pm - 5:00 pm (Bradshaw, Randolph) Franklin Room	
5:00 pm	MS 30 This SLP Loves Haiti: Clinical Experiences as Volunteers 5:15 pm - 6:15 pm (Huh, Tella) Salon A		MS 29 Cradle to Walking-Cane: Using Evidence Based Practice to Improve Outcomes 5:15 pm - 6:15 pm (Holt, Ellis Jr.) Tennessee A	MS 28 An Interdisciplinary Team Approach to Cultural Communications Concerns 5:15 pm - 6:15 pm (Finney, Correia) Franklin Room	MS 27 Ebonics: Yesterday, Today, Tomorrow 4:30 pm - 5:30 pm (Taylor) Salon E
6:00 pm					

Convention At-A-Glance – Saturday, April 18

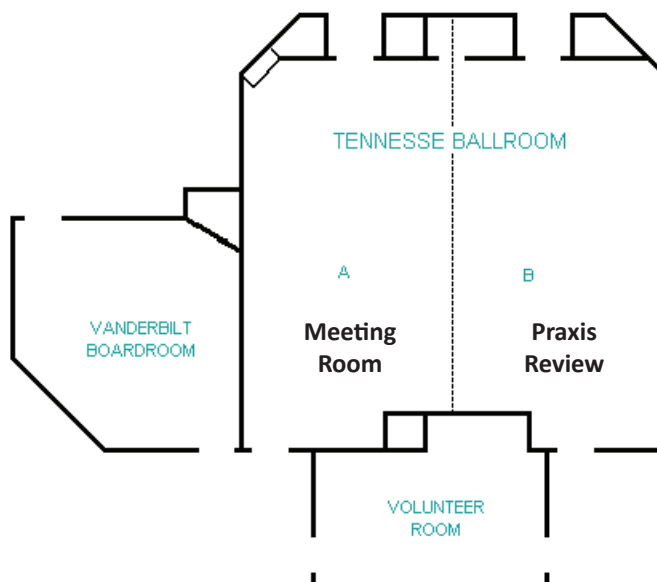
	Pediatric/Schools/AAC	Professional Affairs/Global/ Audiology	Adult/Medical	Student Forums Tennessee A
8:00 am	MS 32 <i>Beyond Institutional Mistrust: Fostering Positive Post Assessment Communications With African-American Families</i> 8:00 am – 9:00 am (Finney) – Salon B	MS 31 <i>American English Variations and the Courts: Recommendations for Speech-Language Pathologists</i> 8:00 am – 9:00 am (Rivers, Hyter, Delarnette) – Salon E	TS 6 – 8:00 - 8:30 <i>Developing an AAC System to Communicate With Nonverbal ICU Patients</i> (Williams) – Salon A SF 3 – 8:30 - 9:00 <i>Implications of Parental Involvement on the LLD Child's Clinical Performance</i> (McClellan, Blue) – Salon A	SF 1 – 8:00 - 8:30 <i>College Students' Views About Faculty With Accents</i>
9:00 am	TS 7 <i>Modification of a Science Curriculum for Students With Learning Differences</i> 9:15 am – 9:45 am (Randolph, Suriel) – Salon B	SC 4 <i>Early Intervention and the Autistic Child: The SLP's Role</i> 9:15 am - 12:15 pm (Emanuel, Argumaniz) – Salon E 	SC 5 <i>Preparing Speech-Language Pathologists for Work With Tracheostomy/Ventilator-Dependent Patients and Speaking Valves</i> 9:15 am - 12:15 pm (Fisher, Bailey, Locklayer, Gaines) – Salon A	SF 4 – 9:00 - 9:30 <i>A Haitian Creole Version of the Boston Diagnostic Aphasia Examination</i>
10:00 am	MS 33 <i>The Non-Use of Cochlear Implant Technology in School Aged Children</i> 10:00 am – 11:00 am (Wilhite) – Salon B			SF 5 – 9:30 - 10:00 <i>Social Media as a Tool in the Promotion of CSD</i>
11:00 am	MS 34 <i>The Use of Simulated Clients for Clinical Preparation</i> 11:15 am – 12:15 pm (Elie, Williams, Dee, Nettles, Brown, Hines) – Salon B			SF 6 – 10:00 - 10:30 <i>Pathways to the Profession: The Career Change Student Experience</i>
12:00 pm				SF 7 – 10:30 - 11:00 <i>Code Switching and AAE Features in African-American SLP Students</i>
1:30 pm	MS 36 <i>Typical Language Preschoolers' are Proficient Complex Syntax Users: What Does That Mean for Children With Language Impairments?</i> 1:30 pm – 2:30 pm (Schuele) – Salon E	SC 6 <i>In School Based SLH Services Change is the Only Constant</i> 1:30 pm - 4:30 pm (Cherry-Cruz) – Salon B	MS 35 <i>Dementia Decline by Stages</i> 1:30 pm - 2:30 pm (Brooks) – Salon A	SF 9 – 11:30 - 12:00 <i>Students Current Perception of Leadership Preparedness in Speech-Language Pathology.</i>
2:00 pm				NSIG Sponsored Presentations
3:00 pm	MS 39 <i>Just an iPad of Apps!</i> 2:45 pm – 3:45 pm (Ritter, Adams) – Salon E		MS 38 <i>eDiagnosis for Language Disorders in Pediatric and Adult Populations</i> 2:45 pm - 3:45 pm (Holt, Ellis) – Salon A	MS 37 <i>The Role of Airway/Sleep Disordered Breathing in Speech-Language Assessment Protocols</i> 2:00 pm – 3:00 pm (Cooper) – Tennessee A
4:00 pm	MS 41 <i>Just a Box of Games!</i> 4:00 pm – 5:00 pm (Ritter, Adams) – Salon E		MS 42 <i>SLP's Involvement in Concussion Management in School Age Children</i> 4:00 pm - 5:00 pm (Smith, Gibson) – Salon A	MS 40 <i>Orofacial Myofunctional Disorders as Clinical Markers for Obstructive Sleep Apnea and Their Relevancy to Speech-Language Pathology</i> 3:00 pm – 4:00 pm (Moeller) – Tennessee A
5:00 pm				MS 43 <i>Tying it All Together: OMD, Sleep Disorders and Neurogenics</i> 4:00 pm - 5:00 pm (Smith-Konye) – Tennessee A

Notes

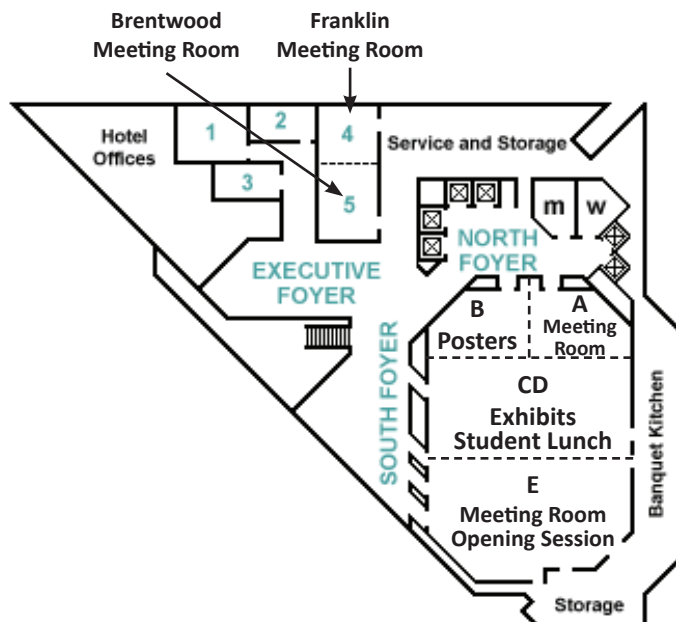
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DoubleTree by Hilton Nashville Downtown

DOUBLETREE HOTEL NASHVILLE - LOBBY LEVEL



DOUBLETREE HOTEL NASHVILLE - BALLROOM LEVEL



ARE YOU READY TO SERVE?

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- Learn more about ASHA's Leadership Development Program?
- Become a Mentor?
- Serve as Peer Reviewer?
- Participate in a Focus Group?
- Assist with Technology and User Testing?
- Participate on a Review Panel?
- Get involved in Grassroots Advocacy?
- Become an ASHA Member Representative?

There are many benefits to volunteering in your professional community – networking with fellow members and making connections, developing technical and/or leadership skills, and creating new and different career opportunities. ASHA encourages volunteerism to get involved in your association and make an impact in your profession! There are a variety of opportunities to suit your interests, level of effort, and available time commitment.

GET INVOLVED!

Looking to become more actively involved in the professions? If you are interested, visit the ASHA website and search for **"Become a Volunteer"** to learn more about:

- ASHA Committees, Boards, Councils
- How to run for office
- How to volunteer at ASHA

SAMPLE VOLUNTEER OPPORTUNITIES

Below is a sampling of volunteer opportunities at ASHA.

- Poster Reviewers – Schools Conference and Health Care/Business Institute Conference
- Editor/Associate Editor for SIG Perspectives
- Leadership Development Program (LDP) or Minority Student Leadership Program (MSLP) Application Reviewers